

New Paltz Central Schools District Equity Improvement Plan 2024-25

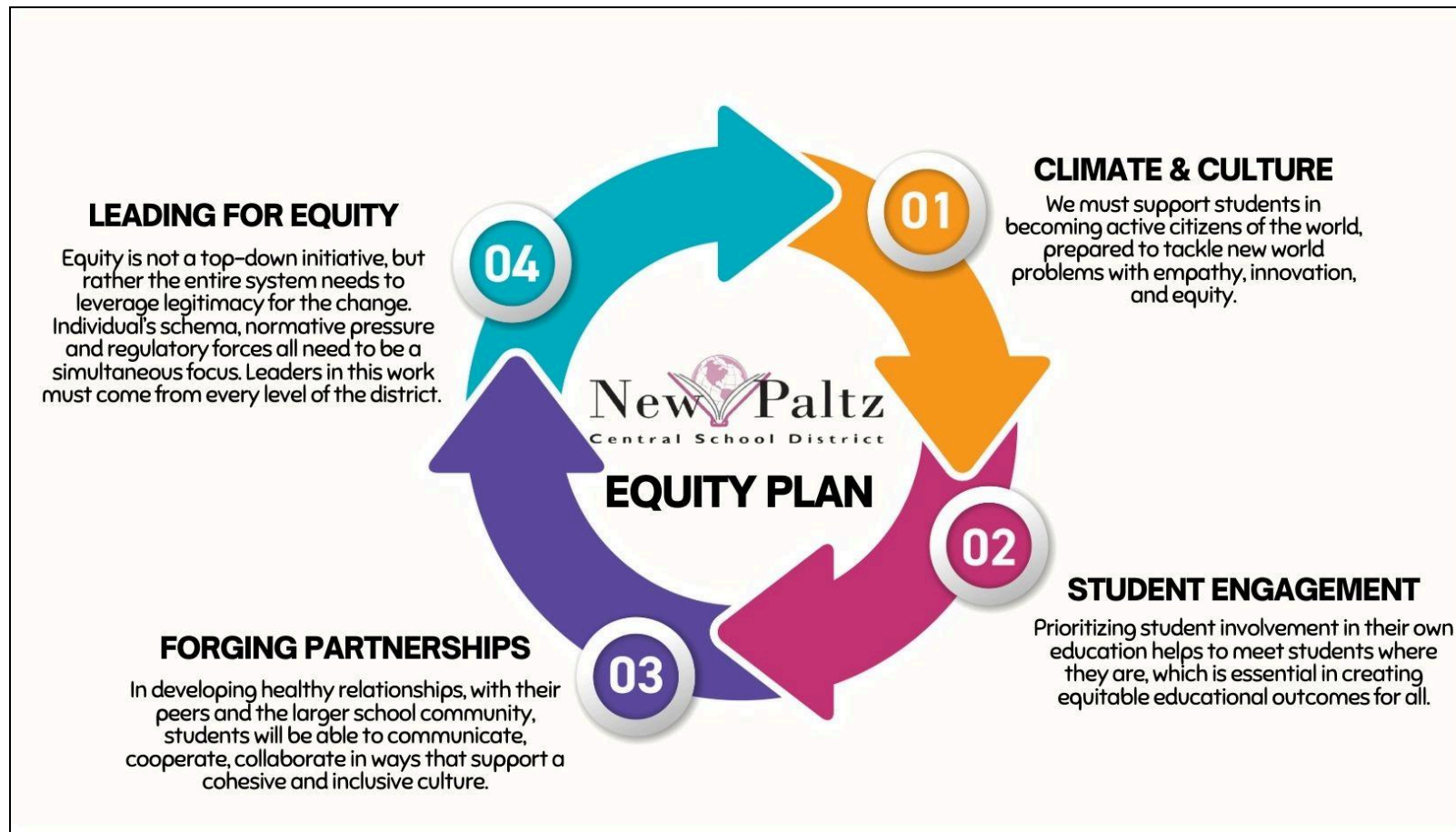


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[Priority 1: Climate and Culture](#)

We must support students in becoming active citizens of the world, prepared to tackle new world problems with empathy, innovation, and equity. **Our goal is to ensure all stakeholders are consistently working toward improving the climate of the school community so that students feel safe and supported in becoming active citizens.** To achieve this, the district is dedicated to increasing faculty and staff satisfaction, because when faculty and staff feel valued, respected, and supported, they are more likely to engage enthusiastically with their work. This in turn will lead to a faculty and staff that is better equipped to recognize and address the diverse needs of their students while leading to higher quality teaching.

[Priority 2: Student Engagement](#)

When students feel safe, supported, and included, they are more likely to be motivated, participate actively in learning, and achieve better outcomes. We value empowering students and instilling a passion for learning. **Our goal is to create learning opportunities where all students feel confident in participating in their educational experience in order to foster a sense of ownership and agency, enabling them to engage more deeply and develop critical skills necessary to thrive in an ever-changing world.** Additionally, we must provide opportunities for students to reflect on their experiences to achieve a deeper understanding and make informed decisions as they craft their futures. Ultimately, prioritizing student involvement in their own education helps to meet students where they are, which is essential in creating equitable educational outcomes for all.

[Priority 3: Forging Partnerships](#)

We believe in the importance of supporting students in developing healthy relationships with their peers and with the larger school community. **Our goal is to support students in developing healthy relationships, where they will be able to communicate, cooperate, collaborate in ways that support a cohesive and inclusive culture.** Furthermore, by establishing positive relationships with parents/caregivers and community the school is better positioned to support all students. Overall, when parents, caregivers, and community members perceive the district as supportive and respectful, they are more likely to trust and actively engage with the school.

[Priority 4: Leading for Equity](#)

Equity is not a top-down initiative, but rather the entire system needs to leverage legitimacy for the change. Individual's schema, normative pressure and regulatory forces all need to be a simultaneous focus. **Our goal is that traditional leaders, passion leaders and students from every level of the district will share in the decision-making process as the district works toward implementing this equity plan.**

Introduction

“For more than a century, education providers throughout the United States have strived and struggled to meet the diverse needs of American children and families. A complex system of biases and structural inequities is at play, deeply rooted in our country’s history, culture, and institutions. This system of inequity – which routinely confers advantage and disadvantage based on linguistic background, gender, skin color, and other characteristics – must be clearly understood, directly challenged, and fundamentally transformed.” [Culturally Responsive-Sustaining Education Framework](#)

[The New York State](#) guidelines for culturally responsive sustaining education are grounded in a vision of an education system that aims to create:

1. Students who experience academic success. Students are prepared for rigor and independent learning.
2. Students who are sociopolitically conscious and socioculturally responsive.
3. Students have a critical lens through which they challenge inequitable systems of access, power, and privilege.

New Paltz Central School District has committed to transforming practices and systems to achieve more equitable outcomes for all our students. In order to make progress toward that goal, we must strive for continuous improvement in all areas of our organization. All of our students, families, teachers and community members must feel as if they belong in our schools and must have access to all opportunities offered, have self-efficacy in their realm and be collaborative partners in our continuous improvement.

New Paltz Central School District’s Policy on [Diversity, Equity, Inclusion, and Belonging](#) clearly articulates our beliefs: *All children deserve to have equal access to opportunity regardless of the color of their skin, their gender, their sexual orientation, the language they speak, or their background. This freedom is fundamental to our K-12 educational program and is extended to everyone without exception. However, the district also recognizes that students have been historically marginalized due to inequities associated with aspects of their identities and their contexts, including, but not limited to, race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex; sexual orientation, or gender (including gender identity and expression). Racism, discrimination, and marginalization of any people or groups of people, whether intentional or not, have no place in our schools, our district, or our community. Such actions damage not only those individuals and groups at which they are directed, but also our community as a*

whole. We are committed to addressing these inequities and helping each and every student to equitably access learning opportunities in school to enable them all to thrive and to build a better society.

Like many school districts, New Paltz has good intentions, yet disproportionate outcomes for students. The District Equity Plan is designed to keep us accountable for our deliberate actions to improve outcomes for ALL students. The District Equity Plan provides the framework for Building Equity Teams to create building-specific plans to build equitable environments so all students can thrive and grow.

Priority 1: Climate and Culture

Key Strategies and Resources

Strategy	Methods	Timeline
What strategies will we pursue as part of this Priority?	What does this strategy entail?	Goals for completion
District Level a. Data Collection b. Data Analysis c. Generate Building Equity Report Template d. Review Building Equity Reports e. Professional Development	Data Collection Create surveys for Families, Teachers and Administrators Collect quantitative and qualitative data Data Analysis Analyze data and compare to survey results to determine areas of strength and challenge Generate Building Equity Report Template Review Building Equity Reports Identify themes or patterns in the survey responses that indicate areas of strength and challenge Professional Development To address overall culture of district	Data Collection By end of October 2024 Data Analysis Ongoing Generate Building Equity Report Template By end of November 2024 Review Building Equity Reports In February 2025 and in May 2025 Professional Development Ongoing
Building Level a. Data Collection b. Data Analysis c. Develop Building Equity Report d. Professional Development e. Foster Collaborative Culture	Data Collection Edit and distribute district surveys for students to be completed during the school day Data Analysis Analyze building level data and compare to survey results to determine areas of strength and challenge Develop Building Equity Report Identify building specific themes or patterns in the data and survey responses that indicate areas of strength and challenge Professional Development To address overall culture of each building Foster Collaborative Culture Implement strategies learned during professional development sessions	Data Collection By end of October 2024 Data Analysis Ongoing Develop Building Equity Report By end of January 2025 and April 2025 Professional Development Ongoing Foster Collaborative Culture Ongoing

Priority 2: Student Engagement & Agency

Key Strategies and Resources

Strategy	Methods	Timeline
What strategies will we pursue as part of this Priority?	What does this strategy entail?	Goals for completion
<p>District Level</p> <ul style="list-style-type: none"> a. Explore <i>Cultivating Genius</i> b. Unpack New York State’s Portrait of a Graduate c. Professional Development 	<p>Explore <i>Cultivating Genius</i> District Equity Team will read <i>Cultivating Genius</i></p> <p>Unpack New York State’s Portrait of a Graduate District Equity Team will unpack the Portrait and develop plan for how to utilize the portrait in developing metrics</p> <p>Professional Development To address overall District understanding of engagement and agency</p>	<p>Explore <i>Cultivating Genius</i> Ongoing, 2024-25</p> <p>Unpack New York State’s Portrait of a Graduate By end of October 2024</p> <p>Professional Development Ongoing</p>
<p>Building Level</p> <ul style="list-style-type: none"> a. Develop Common Definitions b. Explore <i>Cultivating Genius</i> c. Professional Development d. Implementation and Reflection 	<p>Develop Common Definitions Faculty, staff, and students will develop common definitions for <i>student engagement</i> and <i>student agency</i></p> <p>Explore <i>Cultivating Genius</i> Building Equity Teams will read <i>Cultivating Genius</i> and identify pursuit(s) to focus on with their faculty and staff</p> <p>Professional Development To identify strategies for increasing student engagement and agency</p> <p>Implementation and Reflection Implement and reflect on strategies for increasing student engagement and agency</p>	<p>Develop Common Definitions By end of October 2024</p> <p>Explore <i>Cultivating Genius</i> By end of January 2025</p> <p>Professional Development Ongoing</p> <p>Implementation and Reflection Ongoing</p>

Priority 3: Forging Partnerships

Key Strategies and Resources

Strategy	Methods	Timeline
What strategies will we pursue as part of this Priority?	What does this strategy entail?	Goals for completion
District Level a. Establish Restorative Practice Subcommittee b. Develop Community Partnerships c. Analysis of Parent/Caregiver Partnerships	Establish Restorative Practice Subcommittee Subcommittee will oversee implementation of Restorative Practices in district and create sustainability plan Develop Community Partnerships Continuous exploration of potential partners and ongoing support of current partners Analysis of Family Partnerships Collect data on family partnership quality and make recommendations for other data sources Ongoing data analysis of	Establish Restorative Practice Subcommittee By end of October, 2024 Develop Community Partnerships Ongoing Analysis of Parent/Caregiver Partnerships Ongoing
Building Level a. Establish Restorative Practice Teams b. Develop Common Definitions c. Develop Family Partnerships	Establish Restorative Practice Teams Identify members, within each school community, to be part of the building's Restorative Practice Team Develop Common Definitions Faculty and staff will develop common definitions for <i>family partnership/engagement</i> and <i>community partnerships</i> Develop Family Partnerships Identify opportunities for family partnership and engagement	Establish Restorative Practice Teams By end of October 2024 Develop Common Definitions By end of October 2024 Develop Family Partnerships Ongoing

Priority 4: Leading for Equity

Key Strategies and Resources

Strategy	Methods	Timeline
What strategies will we pursue as part of this Priority?	What does this strategy entail?	Goals for completion
District Level a. Data Analysis Training and Practice b. Bias Awareness and Microaggression Training c. Building Capacity for <i>Courageous Conversations</i>	Data Analysis Training and Practice District Equity Team will be introduced to and use the Root Cause Analysis Strategy Bias Awareness and Microaggression Training Collaborate on selecting training for faculty meetings, November and/or May Conference Day and for students in MS and HS Building Capacity for <i>Courageous Conversations</i> District Equity Team will read and practice using the protocol presented in the text	Data Analysis Training and Practice Ongoing Bias Awareness and Microaggression Training Planned by end of Fall 2024, implemented by end of 2024-25 school year Building Capacity for <i>Courageous Conversations</i> Ongoing
Building Level a. Data Analysis Training and Practice b. Bias Awareness and Microaggression Training c. Building the Capacity for <i>Courageous Conversations</i>	Data Analysis Training and Practice Building Equity Teams will be introduced to and use the Root Cause Analysis strategy and develop training for full faculty Bias Awareness and Microaggression Training Faculty and staff will participate in bias awareness and microaggression training Building the Capacity for <i>Courageous Conversations</i> Building Equity Teams will read and practice using the protocol presented in the text	Data Analysis Training and Practice Ongoing Bias Awareness and Microaggression Training By end of 2024-25 school year Building the Capacity for <i>Courageous Conversations</i> Ongoing

LEADING FOR EQUITY

Equity is not a top-down initiative, but rather the entire system needs to leverage legitimacy for the change. Individual's schema, normative pressure and regulatory forces all need to be a simultaneous focus. Leaders in this work must come from every level of the district.

04



EQUITY PLAN

01

CLIMATE & CULTURE

We must support students in becoming active citizens of the world, prepared to tackle new world problems with empathy, innovation, and equity.

02

STUDENT ENGAGEMENT

Prioritizing student involvement in their own education helps to meet students where they are, which is essential in creating equitable educational outcomes for all.

03

FORGING PARTNERSHIPS

In developing healthy relationships, with their peers and the larger school community, students will be able to communicate, cooperate, collaborate in ways that support a cohesive and inclusive culture.