

**UNIT 5 District Equity Leadership Team  
DELT**

**SY 2023 Quarter 4 & SY 2024 Quarter 1 UPDATES**

The District Equity Leadership Team met on September 25, 2023, to review progress on the McLean Equity Action Plan and update the Year 1+ Plan. Below is a summary of DELT's recent accomplishments and a preview of tasks scheduled for the upcoming quarters. In some instances, a task begins in one quarter and continues into the next. Please email Dr. Shelvin, [shelvik@unit5.org](mailto:shelvik@unit5.org) with questions.

Strand	School Year 2024 Quarter 1 (July - Sept)	School Year 2024 Quarter 2 (Oct- Dec)
Systems	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <del>Kickoff Affinity Groups Event at Sugar Creek on April 14th</del></li> <li><input checked="" type="checkbox"/> <del>Develop training for the affinity group leaders</del></li> <li><input checked="" type="checkbox"/> <del>Survey current members who are at the end of their first term to see who is still interested in being on DELT for another term.</del></li> <li><input checked="" type="checkbox"/> <del>Any available seats on DELT will be opened up to employees of the district through a survey.</del></li> <li><input type="checkbox"/> Collaborate with Dr. Shelvin on an end of the year celebration recognizing DELT members whose terms are expiring. <b>Revisit in Spring</b></li> <li><input type="checkbox"/> Plan onboarding activity for new DELT members.</li> <li><input type="checkbox"/> Conduct a stay survey for historically marginalized staff <b>In progress</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reconnect Affinity Group Event for Fall</li> <li><input type="checkbox"/> Train affinity group leaders</li> <li><input type="checkbox"/> Recognize the past and current DELT members</li> <li><input type="checkbox"/> Establish a recruitment team</li> <li><input type="checkbox"/> Conduct a stay survey for historically marginalized staff</li> </ul>
Teaching & Learning	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <del>ECRP Task Force developed Restorative Practices training for Opening Institute and September Institute. PD provided.</del></li> <li><input checked="" type="checkbox"/> <del>Cycles of Inquiry approach connected to School Improvement goals and Restorative Practices training</del></li> <li><input checked="" type="checkbox"/> <del>Developed a training outline for the 23-24 school year to further staff knowledge on culturally responsive practices.</del></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adjust Restorative Practices training based on staff feedback.</li> <li><input type="checkbox"/> Provide additional Restorative Practices training as developed by ECRP task force</li> <li><input type="checkbox"/> Develop survey for staff to give input on curriculum work that may need to be done to further connect curriculum to Teaching for Equity framework</li> </ul>

Student Voice, Culture & Climate	<input checked="" type="checkbox"/> <del>Develop and administer SEAAT training on microaggressions and responding to them.</del> <input type="checkbox"/> Build a plan to document and address student concerns around equity and inclusion <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the creation of online reporting document for elementary schools. <b><i>In progress</i></b></li> </ul>	<input type="checkbox"/> Modify application that is completed by potential SEAAT members <input type="checkbox"/> Survey past member regarding continued involvement <input type="checkbox"/> Schedule, plan, and hold first SEAAT Meeting of 23-24 <input type="checkbox"/> Identify next steps and desired follow up to microgression training held in the spring
Professional Learning	<input checked="" type="checkbox"/> <del>Administrators and equity trainers to be trained on a specific common cycles of inquiry at each school</del> <input checked="" type="checkbox"/> <del>Restructuring of equity training shifting to equity time for working on District equity cycles plan and school group equity cycles work</del> <input type="checkbox"/> Create a plan for documenting staff attendance at each equity training <b><i>In progress</i></b> <input checked="" type="checkbox"/> <del>Follow up on onboarding plan for mid-year hires (is there an aligned Infinitec training to our equity work as a tracker for this)</del> <input type="checkbox"/> Continue with the sustainability plan for new, certified, and classified staff (implement EduClimber training when applicable) <b><i>In progress</i></b> <input type="checkbox"/> Discuss how schools could be combined in the trainings/time to review cycles of inquiry data and/or discipline and behavior training/restorative practices from different perspectives <b><i>Will revisit in Q2</i></b>	<input type="checkbox"/> Embed the initial training topics (microaggressions, implicit bias, and identity) into the equity school improvement planning to build a proactive plan for when these topics occur within the root cause analysis discussions <input type="checkbox"/> Find ways to incorporate equity vocabulary and training topics so they occur regularly throughout each training <input type="checkbox"/> Create an accountability plan that measures impact of equity training throughout the district <input type="checkbox"/> Keep current staff moving forward on the equity goals and developing instructional strategies to try to address root cause with a constant analysis of school improvement data <input type="checkbox"/> Develop plan to increase support for staff who may present as apprehensive to the equity work

<p>Family and Community as Agency</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the effectiveness of the format, platform, and frequency of messages to families. <b><i>In progress</i></b></li> <li><input type="checkbox"/> Guidelines and criteria for the “Equity Champion” recognition for U5 stakeholders. <b><i>In progress</i></b></li> <li><input checked="" type="checkbox"/> <del>Provide guidance to administrators about how to prioritize the limited translation services available.</del></li> <li><input checked="" type="checkbox"/> <del>Gather and share inclusive community resources.</del></li> <li><input type="checkbox"/> Partner title &amp; non-title eligible elementary schools for district equity trainings <ul style="list-style-type: none"> <li><input type="checkbox"/> Have 2 trainers together <b><i>Will revisit in Q2</i></b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide guidance to administrators about how to prioritize the limited translation services available <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify staff and how to compensate for providing translation services. Design a process for providing on the spot translation.</li> </ul> </li> <li><input type="checkbox"/> 5.1c IC training for school staff on how to filter recipients of communication based on preferred primary language <ul style="list-style-type: none"> <li><input type="checkbox"/> Need to follow up with tech to see if this is possible. “Native Language” field can not be English for an EL learner. Families can include 2. Home language field- 2 languages in the home. How does it look and then how to look for that field? Training for EOPs and support staff- reports to run.</li> </ul> </li> <li><input type="checkbox"/> Gather and share inclusive community resources.</li> </ul>
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