

Malden Public Schools
Equity Update
March 1, 2021

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Strategic Plan: Mission, Vision, Core Values (DRAFT from March 2020)

Mission

Malden Public Schools, in partnership with families and our diverse community, is committed to providing a welcoming and inclusive environment for all students to cultivate a lifelong joy of learning, achieve their academic potential, and engage as compassionate global citizens.

Vision

Our vision is that Malden Public School students will develop the skills, knowledge, and character necessary to become informed, compassionate, and engaged members of a diverse local community.

Core Values

Equity
Integrity
Resilience
Respect



Our WHY

Why do we commit to this work?

- ❑ Because we love our students, recognize their amazing potential, and want each and every one of them to leave our schools not just feeling loved, but also being prepared both academically and socially to be compassionate leaders in the larger community;
- ❑ Because we have studied the data, embrace a growth mindset, and know we can do better for our students, particularly those from underrepresented groups;
- ❑ Because our students are counting on us.



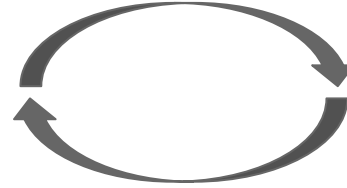
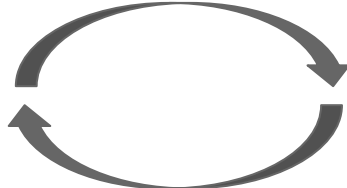
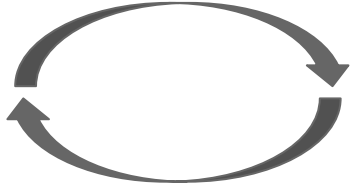
Theories of Action Related to Our Equity Work: A Two-Pronged Approach

If we meet administrators where they are in their DEI journey, provide opportunities for them to participate in professional learning, and offer them a safe, supportive place to practice their learning, then they will be better equipped to lead and support their staff members as they grow in their understanding and commitment to equitable practices.

If we provide high quality professional learning opportunities for our staff and offer them support, resources, and on-going feedback relative to their equity work, we will create safe, supportive, culturally responsive schools for our students and families.



Sense of Loss **INCREASES** as you move closer to creating equitable culture



Diversity is the representation. Diversity can be measured through numbers and is usually tracked by race, gender, sexual identity, age, ability level, cognitive learning differences, education, economic background.

Belonging is the ongoing culture created to have all people feel welcome across difference. Manifested in the relationships, in conversations, physical space and written word.

Inclusion is the participation. Inclusion is usually achieved when diverse populations are involved in decision-making that impacts the policies and practices of the organization.

Equity requires changing structures of power & privilege so disparities of historically under-represented groups are eliminated and therefore outcomes cannot be predicted by that grouping.

You've been asked to the party.

You feel welcomed and comfortable going to the party.

You've been asked to help plan the party.

Redefines what the party entails and who has the power to plan the party.

Malden Public Schools
Diversity, Equity, and Inclusion Work

2018-2019	2019-2020	2020-2021
<p>District-wide Harvard RIDES Team (RIDES Institute, webinars, work sessions with administrators, etc.) Topic of Study: Self-Awareness</p> <p>Coaching with Dr. Darnisa Amante – keynote sessions at two professional learning days; two working sessions with groups of 25 participants</p> <p>Barr Foundation Grant – Post-Secondary Success and Persistence (identifying achievement and opportunity gaps, \$150,000)</p> <p>Anti-Defamation League – “World of Difference” work at MHS</p> <p>Educator Diversification Grant, Phase 1 - \$12,500 to begin planning high school course and <u>practicum</u> experience; training from The New Teacher Project for administrators on identity and bias.</p> <p>Purchase of library books that better represent our diverse learners</p> <p>On-going curriculum work (i.e. reviewing ELA texts for “windows” and “mirrors”)</p> <p>Membership in <u>MPDE</u> (MA Partnership for Diversity in Education)</p>	<p>Harvard RIDES, Part II – Linden School team</p> <p>Barr Foundation Grant, Phase II – Post-Secondary Success (\$300,000)</p> <p>Barr Foundation Grant – Leadership Grant with the 5 District Partnership (\$200,000); focuses on creating leadership pipelines.</p> <p>Continued Coaching with Dr. Darnisa Amante</p> <p>Influence 100 – DESE Sponsored – Training for two principals of color to receive training in preparation for superintendent positions.</p> <p>The New Teacher Project – Training for all new educators at orientation.</p> <p><u>Re-focus</u> of New Educator Induction – Zaretta Hammond’s <i>Culturally Responsive Teaching and the Brain</i> used <u>as basis</u> of study for the year.</p> <p>DEI Cohort with Dr. Darnisa Amante – 13 educators from across the district to be trained as DEI leaders for the district.</p> <p>5 District Partnership Professional Development Day with Equity for ALL theme – Keynote speaker Erika Battle</p>	<p>August September PD - required training for units A, B, C members</p> <p>UnboundEd Leadership PD - Full year commitment</p> <p>Hate Crime Prevention Grant</p> <p>Educator Diversification (Year 3) - Pilot course</p> <p>Barr Foundation work continued (PLCs focus on equity, Youth Truth)</p> <p>Continued coaching with Dr. Darnisa Amante-Jackson</p> <p>Continued Influence 100</p> <p>Diversity Network continued</p> <p>Curriculum Revision</p> <p>Middle School Math study and realignment with WestED</p> <p>Curriculum re-alignment with Dr. Darnisa Amante-Jackson for equity lens</p>

Central Office attendance at **recruitment fairs**

MPS holds own recruitment fair

Continued partnership with Restorative Practices

Speakers from Facing History and Ourselves for all MHS educators

Central Office attendance at MASS conference with keynote speakers on cultural proficiency – **Dr. Adolph Brown and Dr. Tyrone Howard**; additional sessions on identifying and closing achievement gaps and the use of equity audits

Primary Source Membership

District **Strategic Plan** work with Dr. Lori Likis

Primary Source Membership

Diversity Network – Central Office members to meet regularly with districts from across the state to address the need for increased diversity among our staff

Educator Diversification Grant, Part II – amount TBA; increased work with TNTF

Continued recruitment efforts

Town Hall Meeting for parents, staff, community members

Continued partnership with **Restorative Practices**

Training for teams from each school on **Positive Behavior Intervention Strategies**

Beebe and Ferryway participation in **PBIS Academy** sponsored by DESE

Forestdale participation in **MTSS** (multi-tiered systems of support) Academy sponsored by DESE

June PD day for teachers [June 2020 PD Link](#)

Meetings with MHS Students for Equity

Building Curriculum “Hub” for educators that includes checklist for bias

Zaretta Hammond book study (Spring 2021)

November Equity for ALL PD

February 2021 PD - Mandatory training in Title IX

March 2021 PD - Mandatory re-training on bias with added resources from DESE

MLK and Black History Month expanded resources, including new website that will be incorporated into a year-round existence on our website.

Collaboration with Malden Reads to ensure that each 8th grade student received a copy of Kendi’s Stamped to be incorporated into this year’s curriculum.

Continued work with Restorative Practices (smaller scale this year due to pandemic, but new teachers received two hours of training to start)

Doubled our Primary Source membership through grant funding - Sample courses: [Primary Source Coursework](#)

2020-2021

Ribas Course related to better serving our EL population

GLEAM (Growing Literacy Equity Across Massachusetts) Grant - Awarded February 2021

Early Adopter Work - IEP Process - How to improve process and serve all students equitably

Removing Barriers

Live Remote Learning tech assistance (help desk) in multiple languages

Food Truck grant to ensure our food insecure students have access to 3 meals per day without the burden of having to travel to a building

PEBT - Work done to allow universal access to free meals for students

Created tech training videos for families with captions that allow for translations

New Educator Induction

- Reimagined two years ago to reflect an equity lens
- Based on Zaretta Hammond's work (*Culturally Responsive Teaching and the Brain*)
- Monthly meetings related to themes from Hammond's work:
 - Restorative Practices
 - Achievement Gap
 - CRT Planning and Assessment



New Educator Induction – Year at a Glance

September	22 Tuesday	CPI Training for New Educators - Crisis Prevention Intervention - Learn How to De-Escalate Behaviors - Facilitator TBA
October	14 Wednesday	Strategies for Climbing out of the Achievement Gap - <i>Ready for Rigor Framework, The Learning Pit, ZH</i> - Building a Community of Learners in a Virtual Classroom - Checking for Understanding during Synchronous Learning
November	18 Wednesday	Lesson Planning for Culturally Responsive Educators - <i>Understanding the Deep Roots of Culture, ZH</i> - Planning that Ensures Academic Achievement - Setting and Achieving High Expectations
December	9 Wednesday	Getting Ready for Formative Evaluation - What is “thoughtful evidence” - Technical aspects of uploading evidence - Mid term exams/ Apps for education - Facilitator, <i>Natalia Brennan</i>
January	13 Wednesday	Differentiating Instruction - <i>Understanding How Culture Programs the Brain- ZH</i> - Understanding the UDL Framework - How does it impact our planning and assessment?

February	10 Wednesday	-Restorative Practices -Overview -Restorative Circles
March	10 Wednesday	Social Emotional Learning - The role of the brain in Social-Emotional Learning - The importance of CRT in Social-Emotional Development - Routines to de-escalate interactions with anxious or defiant students.
April	14 Wednesday	Designing Learning Experiences for CRT - Information Processing to Build Cognitive Capacity/Thinking routines - Key Components of a CR Lesson Plan - Learning from errors/Feedback
May	12 Wednesday	Reflective Practice

Barr Foundation Work (a few highlights)

Quantitative and qualitative data by professionals (EY Parthenon, Springpoint, and outside data collector)

Portrait of a Graduate

Learning Sessions (High School Redesign in Colorado)

PLC (evolving into CIG, Collaborative Inquiry Groups) focused on Equity

MS / HS learning excursions, increased family outreach

Expansion of orientation for freshmen, summer outreach to incoming freshmen

Academic Support (interrupted by pandemic)

Student Voice Project

Professional Coaching

Additional indirect funding by Barr - 2 learning excursions, Standards Institute, UnboundEd, multiple MassReady grants (family outreach hub, communications person), admin. PD through 5DP / TNTF

Extensive cohort learning in Boston and on-site at Malden High School

Work featured in two national publications

Curriculum Hub

Curriculum Hub

80+ teachers last summer from every grade level and school (6-12 teachers funded by Barr)

Session with Dr. Darisa Amante-Jackson on equity in curriculum

Realigned scopes and sequences and organized online by grade and subject

Units across the curriculum aligned to a common template developed in collaboration with WestEd

What's Next?

Vetting units and working on sharing components with the larger community

Continued work on filling in “holes” with additional units.

A Few Glows and Grows

GLOWS

EVERY professional learning day has devoted time and space to equity work.

We have applied for and received significant grants to support this work.

Our work with the Barr Foundation has been recognized in two national publications.

We are involved in several longer term initiatives that will support systemic change (UnboundEd Systems Leaders, Educator Diversification, Diversity Network, and Influence 100, to name a few).

Our induction program was totally revamped two years ago to reflect an equity lens.

GROWS

We're doing this work in a pandemic! ZOOM PD occurs in silo format. Real change takes place over time with practice and coaching.

We need to be better at telling our story and “connecting the dots” for the community.

The road is long and we are at different places in this journey. We need to continue our practice with feedback, incorporating Adult Learning Theory into our work.

We are in the very early stages of incorporating student voice in this work and need to continue our efforts in this area.

Data collection - both quantitative and qualitative

Grants and Initiatives Supporting Our Work

Educator Diversification - Three years of grants (\$60,000+) and training from TNTP

Barr Foundation - \$450,000

Next Generation Learning Challenges (San Diego and Chicago)

Standards Institute Intensive

UnboundEd

Hate Crime Prevention Grant ~ \$35,000

GLEAM (Growing Literacy Equity Across Massachusetts)

Influence 100

DESE Diversity Network

Sped Early Adopter Work

Title IIA and IVA (entitlement grants)

Mass Ready Grants for Support during Pandemic

Harvard RIDES

WestED Math Work



Possible Next Steps and Support Requested

Professional DEI audit

District vision statement and key definitions (diversity, equity, inclusion, belonging) articulated in writing, endorsed by school committee, and published for community view

Completed strategic plan with clearly articulated action steps

Release time for assistant superintendents and principals to participate in longer-term professional development; this requires full days out of the office and has implications for other work being sidelined.

Barr Foundation Debrief - examination of data and key findings

Support for central office in the form of human capital to oversee, coordinate, and integrate DEIB work across the district.

Affinity groups as added element to teacher induction program/ retention efforts; opinion leaders, and other HR supported initiatives to attract and retain educators of color.

Continued summer curriculum work with lens on equity

Commitment from district for additional seats with UnboundEd in the coming year (with or without grant funding). SC is allowed to attend these sessions in some cases and we would invite you to attend.

Listening sessions with incoming superintendent as part of their entry plan (families, staff, students) and continued as necessary throughout the year.

Questions?

