
McLean Equity Action Plan School Year 2026 Review

District Equity Leadership Team
May 20, 2026



Unit 5 BOE Statement

The Unit 5 Board of Education is committed to dismantling systemic barriers to learning and educational success for every student. In doing so, Board Members pledge to pursue educational equity and excellence for all and empower a climate and culture of respect for students, families, and staff. This commitment advances Unit 5's mission, philosophy, and equity action plan.

DELT Equity Statement

McLean County Unit 5 recognizes that “educating each student to achieve personal excellence” requires a commitment to diversity, equity and inclusion. The district will work proactively to create a safe and welcoming environment for all regardless of identity including, but not limited to: race, ethnicity, sex, nationality, ability/differently-abled, immigration status, religion, sexual orientation, gender identity, gender expression, socioeconomic status, and language. This includes ensuring systemic and continuous development toward advancing equity within all policies and practices while removing institutional barriers that affect student learning and achievement.

District Commitments

COMMITMENTS



INTEGRITY

We are committed to challenging what we do and how we do it. Therefore, we build trust and earn respect through honesty, fair process, and transparency in our decision-making.



BELONGING

We are committed to fostering a safe, courageous, and inclusive environment for all. Therefore, we develop relationships that are accepting, validating, and appreciative of differences.



ENGAGEMENT

We are committed to igniting inspiration and supporting innovation. Therefore, we optimize learning experiences that foster curiosity and develop a passion for learning among all students and staff.



TEAMWORK

We are committed to making a collective and collaborative impact. Therefore, we are intentional about being open to all ideas and solutions toward accomplishing our goals.



EXCELLENCE

We are committed to high expectations with high support. Therefore, we elevate our community by embracing change through continuous improvement, individually and collectively.

District Equity Leadership Team: Strands

01

Systems

02

Student Voice Climate & Culture

03

Teaching & Learning

04

Families and Community as Agency

05

Professional Learning



Systems

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibilities.

Strand Members: Emily Castrejon, Christina Mables, Dr. Nicasio, Zarina Plath, Heather Rogers, Jason Salrin, Latysha Watson, Dr. Weikle, Cameo Williams



Unit 5 Equity Action Plan

Systems

	<u>Objective</u>	<u>Measure</u>	<u>Timeline</u>
# 1.2	Review BOE policies and procedures through an equity lens.	Policy Committee, P/T Advisory Committee	Ongoing
# 1.3	Communicate and promote DELT and BOE statements regarding diversity, equity, and inclusion	Equity Champion Sticker, Equity Champion Recognition	Aug 2025 -Ongoing



Unit 5 Equity Action Plan

Systems

Objective

Measure

Timeline

1.4

Develop short term and long term plans to recruit a highly qualified and diverse staff.

Student Job Fairs, Stay Interviews, Educ Marketing to Sts

July 2024 - Ongoing

1.5

Develop a retention plan of diverse Unit 5 staff.

Stay Interviews, New Teacher Testimonials

July 2024 - Ongoing

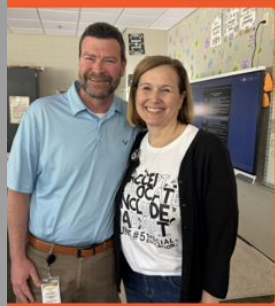
UNIT 5

EQUITY CHAMPIONS

Administrator Edition



EQUITY SPOTLIGHT



Scott Vogel

Sugar Creek
Principal

I have observed Mr. Vogel showing LOVE and respect to every child and adult in his building. He also makes sure we all feel as if we belong and are valued and appreciated. I love my SugarCreek family.



EQUITY SPOTLIGHT



Hannah Kuperschmid

Pepper Ridge
Family Coordinator

Pepper would not function without the support of Ms. Hannah. She is instrumental in connecting teachers and families to needed services and resources to support student success and flourishing. She connects community resources with the school and families to create a network of support.

Equity Champions - February through April

Our Survey

109 Responses

82% Female

Ages 26–68
(Median Age: 46)

87% White

Diverse School Community:

- 4% African American
- 5% Hispanic / Latino
- 2% Asian
- 1% Other

Voices from Our School

“

We celebrate and embrace all cultures.

“

Our teachers go above and beyond for our students.

Impact of Our Team

“

I feel valued and supported here.

“

The team made us feel welcome and understood.

“

After working with the teams in my buildings, almost all of those parents feel comfortable, connected, and valued.

Belonging  **Excellence**  **Integrity**



Student Voice, Climate & Culture

To consistently seek students' feedback and experiences on organizational culture and climate.

Strand Members: Dr. Brandon Caffey, Sylvester Davis, Darrin Cooper, Liz Tomera, Courtney Knowles, Megan Peterson, Amy Reiman, Kim Mackinson, Jason Drengwitz, Melissa Teagarden, Leslie Kokotek, Kelly Winter



Unit 5 Equity Action Plan

Student Voice, Climate, & Culture

Objective

3.1 Continue to grow and develop the district level Student Equity Advisory and Action Team (SEAAT) to address diversity, equity, and inclusion in our district.

Measure

3.1a Assist in identifying diverse voices from middle and high school. Increase SEAAT membership from 20 to 40 students.

Timeline

Fall 2025



Unit 5 Equity Action Plan

Student Voice, Climate, & Culture

Objective

3.2 The district will decrease its racial and student disproportionality and develop proactive strategies to nurture a positive, meaningful relationship with each student.

Measure

3.2a Reviews of racial and student group discipline among each school leadership team.

3.2b Transparent communication with school staff about racial and student group

Timeline

Ongoing



Unit 5 Equity Action Plan

Student Voice, Climate, & Culture

Objective

3.5 Responding to issues and implementing responses proposed by SEAAT

Measure

3.5a Focus on making SEAAT known in each building to be the voice and action of change in buildings

Timeline

Ongoing



Unit 5 Equity Action Plan

Student Voice, Climate, & Culture

<u>Objective</u>	<u>Measure</u>	<u>Timeline</u>
3.6 provide students with targeted trainings and development opportunities to strengthen their leadership, communication, and advocacy skills	3.6a Include SEAAT in district-wide institute trainings and school improvement planning days 3.6b Engage local community agencies to provide trainings	Ongoing

BRANDING S.E.A.A.T

In the spring of 2025, members of S.E.A.A.T designed and selected their official logo. The logo has since been incorporated into various branding initiatives, including T-shirts, posters, and stickers, to increase awareness of S.E.A.A.T among all students.

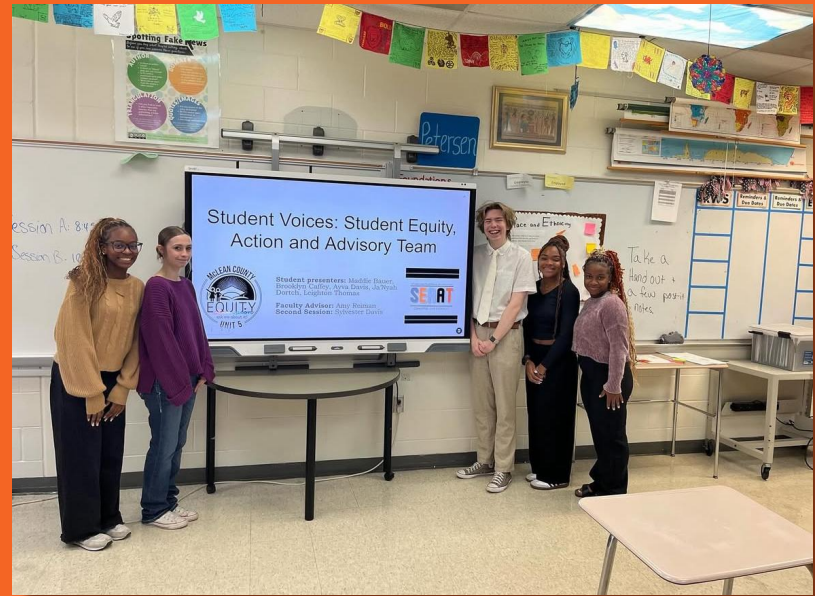
S.E.A.A.T members are currently exploring ways with the district's communication department to use social media and other platforms to connect with students across the district and raise awareness about key student issues.



EXCELLENCE IN EDUCATION SUMMIT PRESENTATION

Normal West SEAAT members delivered two presentations at the Fall Excellence in Education Summit focused on how identity shapes students' experiences in school. Students shared personal perspectives on culture, race, background, and belonging, highlighting the impact these factors have on relationships, academics, and overall school climate.

Future presentations will foster meaningful conversations between students and educators, reinforcing the district's commitment to equity and positive school culture.



— COMMUNITY ENGAGEMENT

In January, members of SEAAT and members of the Normal West Black Student Union attended the ISU Cultural Dinner as an opportunity to engage with the broader Bloomington-Normal community, celebrate cultural diversity, and strengthen connections with community leaders.

Students were able to network with peers, educators, and local and state political leaders while gaining valuable insight into leadership & civic engagement.

The experience also provided students with meaningful exposure to diverse perspectives and encouraged them to continue developing their voices as future leaders within their schools and communities.





Teaching & Learning

To intentionally embed equity-driven pedagogy in curriculum, resources, instructional approaches, use and consideration of assessments, and academic programming for the purpose of advancing equity among all students.

Strand Members: Maggie Lakebrink, Deidre Ripka, Moe Backe, Julie Hagler, Carrie Chapman, Jenny Miller, Laura Fleri, Bianca Clark, Chasity Leddell



Unit 5 Equity Action Plan

Teaching & Learning

Objective

Measure

Timeline

2.2a Review the results of the survey provided by UFEA on previous years of equity trainings

Qualitative and quantitative review of results

Winter 2026

Listening to Our Educators: 2025 Equity Training Feedback

Following the Fall 2025 equity sessions, staff across all school levels provided candid feedback. Educators are invested but calling for a shift from theoretical understanding to practical, classroom-ready application.

WHAT IS WORKING WELL

Authentic & Relatable Delivery

From my personal experience...



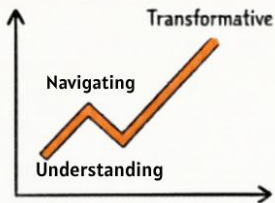
Staff value presenters who use personal stories and create nonjudgmental, psychologically safe environments.

Peer-Led Learning



Hearing from colleagues within their own buildings makes the training feel relevant and grounded.

Capacity is Building



Most staff describe their current growth as "navigating" or "understanding," with several reporting transformative progress.

THE FUTURE OF TRAINING

Demand for Active Learning



Educators want less "passive listening" and more time to plan, practice, and apply strategies.

Priority: De-escalation & Trauma



Concrete techniques for behavior and regulation are the most frequently requested future topics.

Modeling Best Practices



Future sessions should mirror classroom instruction: active, differentiated, and highly collaborative.



Unit 5 Equity Action Plan

Teaching & Learning

Objective

Measure

Timeline

2.3d Develop recommendations of next steps related to data on honors/AP/dual-credit enrollment related to root cause of any disproportionalities

Recommended Action Plan shared with high schools

Spring 2026



Family & Community as Agency

To partner with all families and the community for authentic opportunities to serve the students, the school, and district.

Strand Members: Dayna Brown, Leslie Webb, Amanda Styck, Gina Tenuta, Gabriella Rogers, DT Thornton, Bryan Thomas, Jen Sikes, Jennifer Chlebowski, Claye Vogelsang



Unit 5 Equity Action Plan

Family & Community as Agency

Objective

Measure

Timeline

5.1-Continue to develop effective and inclusive communication.

Expansion of report card translation, Talking Points usage, adopt Translate Live

Ongoing

5.3 Continue collaboration with community

Continue to find opportunities to spotlight activities happening in district

Ongoing

5.4 Continue to build meaningful relationships through family engagement

Develop a toolkit for family engagement, plan for a future family summit

Ongoing



ALIANZA PROMESA **CHARLA VIRTUAL**

TRASTORNOS DE NEURODESARROLLO

COMPRENDER PARA ACOMPAÑAR

ANARELYS RODRIGUEZ

about me **(Annie)**
 Psicopedagoga, profesora universitaria, coach. Además de mi formación profesional, soy madre y abuela de personas neurodivergentes, lo que me ha permitido comprender el neurodesarrollo no solo desde la teoría, sino desde la vida cotidiana. Creo profundamente en el acompañamiento respetuoso, informado y lleno de esperanza para cada niño y su familia.

CUÁNDO?
LUNES 02 DE MARZO

OBJETIVOS DEL ENCUENTRO

- Brindar información clara y comprensible sobre los Trastornos del Neurodesarrollo.
- Reducir miedos y paradigmas.
- Comprender mejor los comportamientos de los niños.
- Fortalecer el acompañamiento desde la familia, la escuela y la salud.

Contacta a Nela si tienes preguntas

FAMILY CAFE
 INCOMING 6TH TO 9TH GRADE FAMILIES

Any questions?
 shelvik@unit5.org

SHARE EXPERIENCES AND QUESTIONS YOU HAVE ABOUT
 EXTRA CURRICULUM INVOLVEMENT & OPPORTUNITIES IN
 HIGH SCHOOL

CHIDDIX JR. HIGH
THURSDAY, JUNE 11TH
6:30-8:00PM

WILEY COUNTY UNIT 5

FAMILIAS DE JUNIOR HIGH Están cordialmente invitadas a la CHARLA:

SALUD MENTAL FAMILIAR

Porque es importante hablar de Salud Mental

En esta Charla-Cafe, vamos a reconocer algunos factores que afectan la salud mental y que podemos hacer si alguien necesita ayuda

JUEVES 11 DE SEPTIEMBRE
6:00 - 7:30 PM
CAFETERIA CHIDDIX JHS

Con la Dra. en Psicología **Ofelia Aguilera**

TODA LA FAMILIA ES BIENVENIDA
 TENDREMOS REFRIGERIO

por favor confirma tu asistencia con Nela Diaz

B/N PARENTS

Events from 2025-2026



Professional Learning

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of educational equity.

Strand Members: Michelle Lamboley, Courtney McClure, Madyson Hepner, Dr. Angie Codron, Monique Hall, Jennifer Chedister, Anabel Stelmaszek, Leslie Davenport, Jennifer Kuebrich



Unit 5 Equity Action Plan

Professional Learning

Objective

Measure

Timeline

4.1 Review feedback and begin planning Plan for 26-27 Excellence in Education Summit (ENGAGEMENT, TEAMWORK, EXCELLENCE)

Qualitative: Review of feedback to plan for future all district Summit for professional development with Excellence in Education

*-May/June/July-devel
op/practice
presentations
-Aug-sign ups for
sessions
-Sept Institute Summit
(calendar committee)*

4.2 Train admin on use of template for an infographic for the district, district branches, and schools to use to guide the SIP/equity data metrics

Quantitative: number of admin trained

Qualitative: review of infographics for each school during Feb admin training focus

**June Admin Council-ready for public facing infographic district-wide*

**Admin update yearly at SIP time at Admin Council*



Unit 5 Equity Action Plan

Professional Learning

Objective

Measure

Timeline

4.3 Review the HUB regularly to add in additional trainings, requests for resources, materials, etc (ENGAGEMENT)

Qualitative: Connect with T&L branch to add in time to review Hub in yearly training

Quarterly at each DELT meeting

Qualitative: Add question on the evaluation from the trainings to ask for additional topics/resources to be added to HUB

February yearly

4.4 Using and analyzing the risk ratio to develop resources and a behavior matrix tied to individual school data. Addressing continuity across buildings and grade level transitions.

Qualitative: Connect with Dr. Caffey to begin planning for systematic AP PD focused on risk ratio data that is specific to school PBIS data, behavior matrix leveled system, restorative structures, and supportive family resources

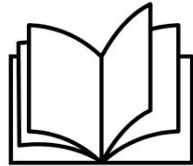
*-July- develop backwards planning for the whole year for U5 time on Institute days
-Consider Institute Days/Summit dates/time:
Create dedicated time on the Institute.half-days dates if availability:*

Action Planning

Systems



Teaching & Learning



Professional Learning



**Student Voice,
Climate &
Culture**



**Families &
Communities as
Agency**



Thank you for supporting our school communities and this work.