



**Board of Education - Committee of the Whole Meeting
Northwood Middle School
945 North Ave.
Highland Park, IL 60035
Thursday, March 14, 2024**

5:30 PM

Public Reception Honoring Outgoing Board Members

Light refreshments will be served


7:00 PM

Agenda

No Live Stream

Note: Due to illness, Dr. Sarena Shivers will not be presenting at this meeting as previously scheduled.

1. Call to Order/Roll Call (7:00 p.m.)
2. Pledge of Allegiance
3. Approval of Agenda
4. Board Governance & Equity Work
 - a. Leading for Equity - Recap of Board Sessions 1-5
 - b. Future Planning - Advancing Our Community: Creating a Socially Just Learning Environment/Dr. Shivers facilitated stakeholder sessions on 4/24, 5/7, 5/29
 - c. Recap of SMART+IE Goals 1 & 2
 - d. Board/Administration Discussion
5. Public Comments
6. Other
7. Adjournment



North Shore School District 112 Journey Towards Equity

March 14, 2024





Tonight's Agenda

NOTE: (*Dr. Sarena Shivers and Mr. Ronnie Fudge not able to attend - due to medical reasons*)

- Recap of ***“Leading for Equity: Understanding Diversity and Social Justice in the Governance Role” Sessions 1-5***
- Board Governance Equity SMART+IE Goals
- Overview of Advancing Our Communities: Stakeholder Workgroups
- Board Discussion



Dr. Sarena Shivers

- 31 years in education (teacher, principal, director, asst superintendent, superintendent)
- Currently Deputy Exec Dir of MASA
- Associate Professor and Lecturer
- Nominated Superintendent of the 2018
- Named Crain's Detroit Top Women Education
- National Board of Directors ASCD/ISTE
- State and National Consultant, Trainer Facilitator (Equity, Safety, Leadership)





Mr. Ronnie Fudge

- 20+ years as an educational consultant
- CEO and Founder of Purpose and Identity Driven Enterprise
- Trained Adaptive Schools Facilitator
- Experienced coach and mentor
- Experience in ministry, accounting
- State and National Consultant, Trainer Facilitator (Equity, Communication, Wellness and Leadership)
- Talented DJ and dance instructor



Setting the Stage: Commitment to Healing





LEADING FOR EQUITY: UNDERSTANDING DIVERSITY AND SOCIAL JUSTICE IN THE GOVERNANCE ROLE

Session #1 - 3/9/23

Welcome, Norms, Introduction to Diversity, Equity and Inclusion. What is it? What do these terms mean? And...What it is not (CRT)?

Session #4 - 6/6/23

Imagine A School—A Socially Just System of Teaching and Learning and Instructional Excellence.

Session #2 - 4/18/23

Race and Racism, Why ARE we so Different? How Implicit Bias, Microaggressions and Privilege divides us.

Session #5 - 8/29/23

What is YOUR why? The Board, Governance and DEI... Create a SMARTIE goal.

Session #3 - 5/11/23

Racism (continued), Classism, Gender Biases and Ableism... Why Do They Matter? — Understanding Representation.

Session #6 - 3/14/24

Concierge Follow-Up; What is needed? Goal check-in...

Recap of Sessions with Dr. Sarena Shivers

The image is a collage of various scenes. On the left, there are several hands of different skin tones, some clasped together. In the center, a white rectangular box contains the text 'Board Governance Equity Goals'. To the right, there are stacks of gold coins. At the bottom, there are images of a wheelchair wheel, a person's hand, and a close-up of a hand holding a coin. The background is a mix of colors, including orange, yellow, and purple.

Board Governance Equity Goals

SMART+IE GOALS

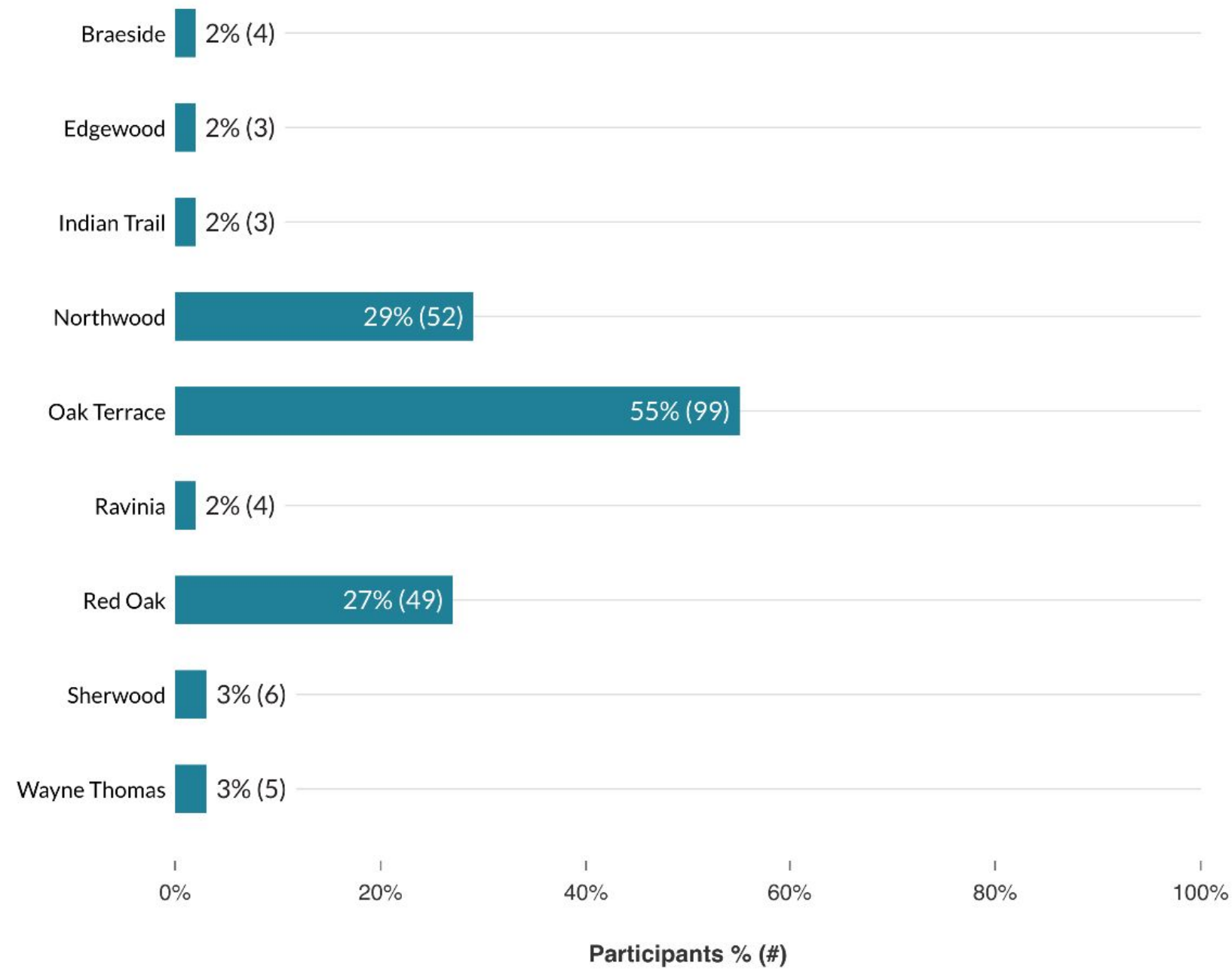
- *Goal 1: Obtain feedback from at least 50% of EL families on their experience and overall satisfaction with their child's education and how they chose whether or not to participate in the District 112 Dual Language, Two-Way Immersion program.*
- *Goal 2: Conduct a detailed analysis of the educational outcomes for English Learner students. Look at both the English Learner students in the Dual Language program and those in traditional programs of instruction (TPI) EL programs and develop actionable recommendations to improve English Learners' academic performance and to reduce achievement gaps with other groups of students.*

Las 3 Metas del Programa de Lenguaje Dual | The 3 Goals of the Dual Language Program

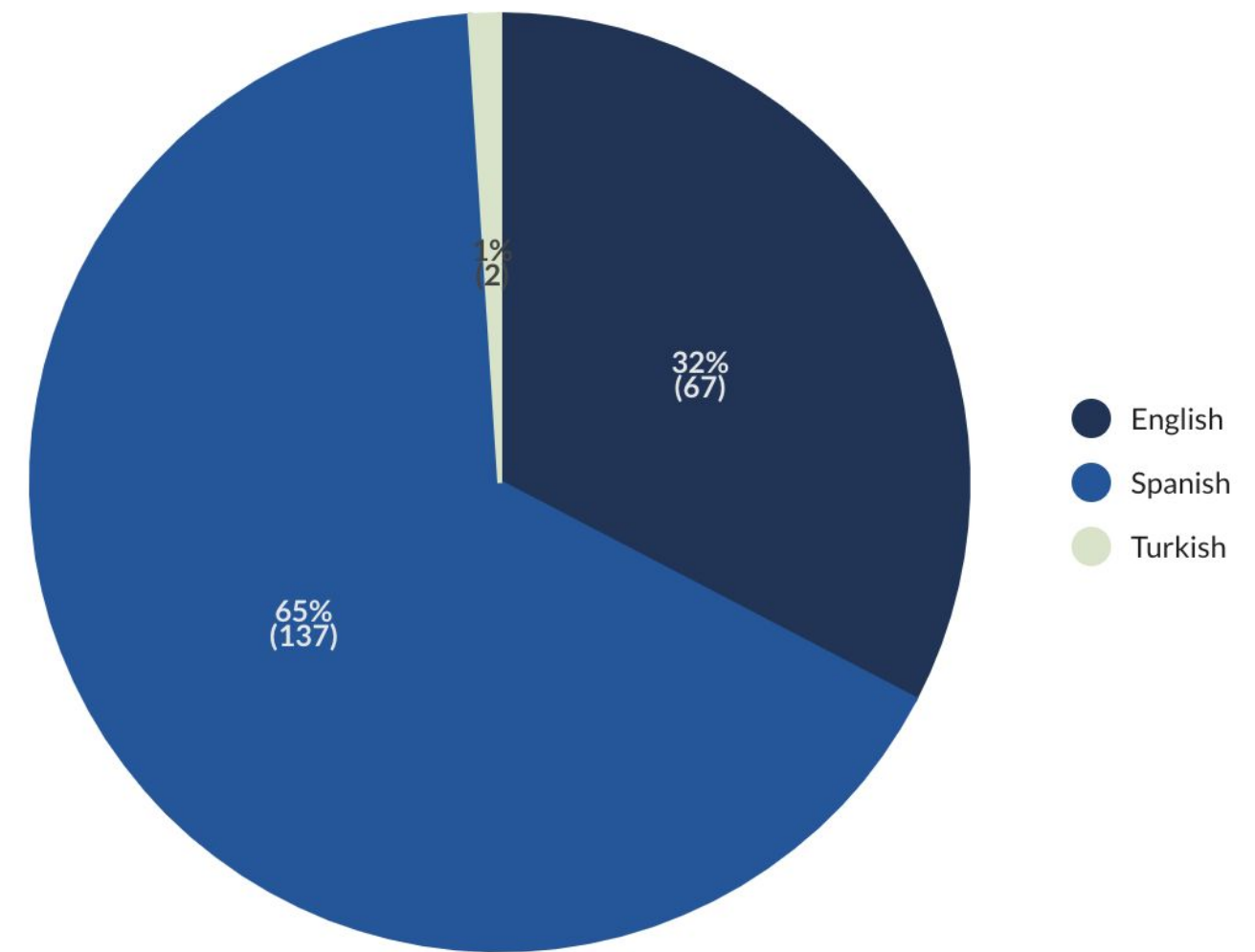


GOAL 1 SURVEY PARTICIPATION

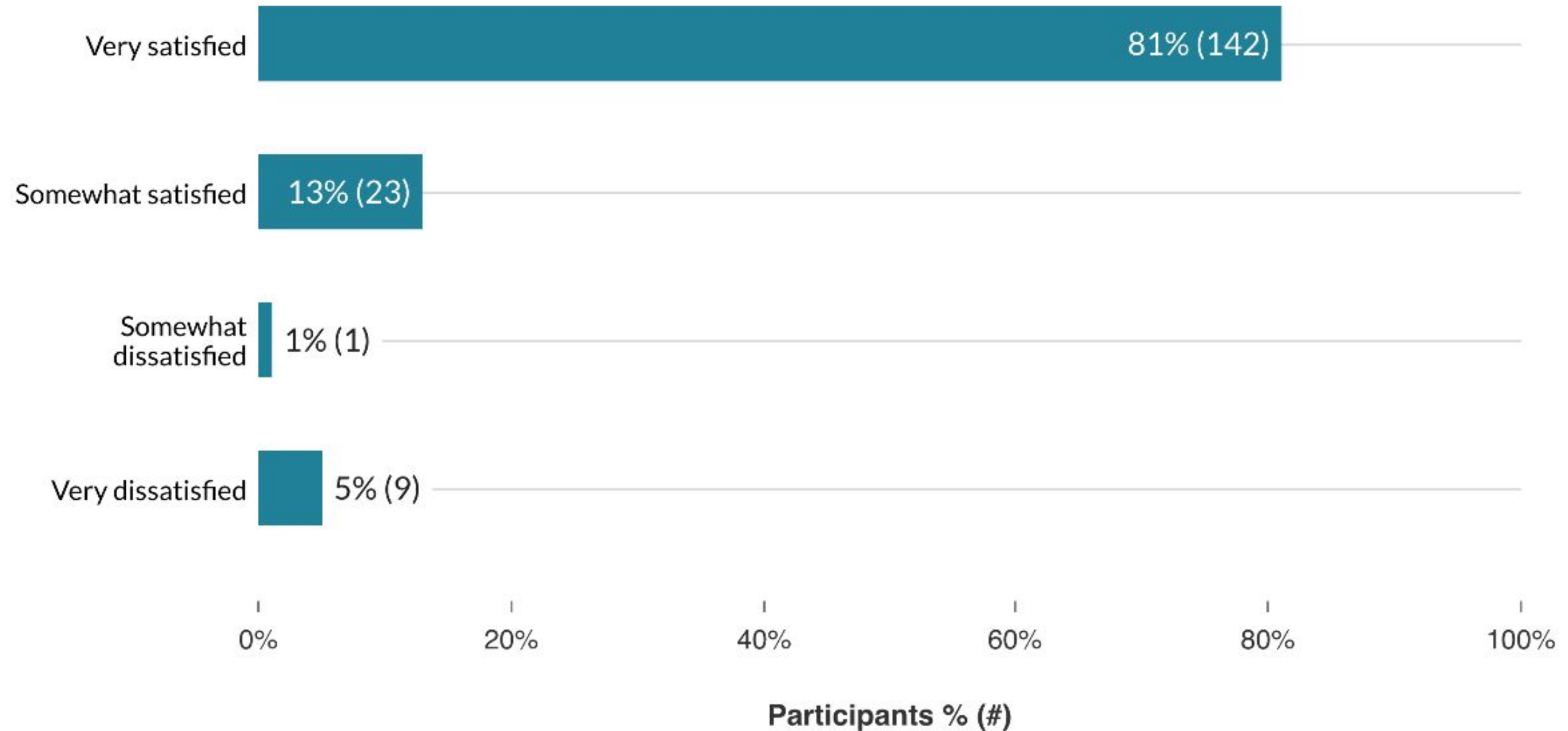
210 parents/guardians completed the survey



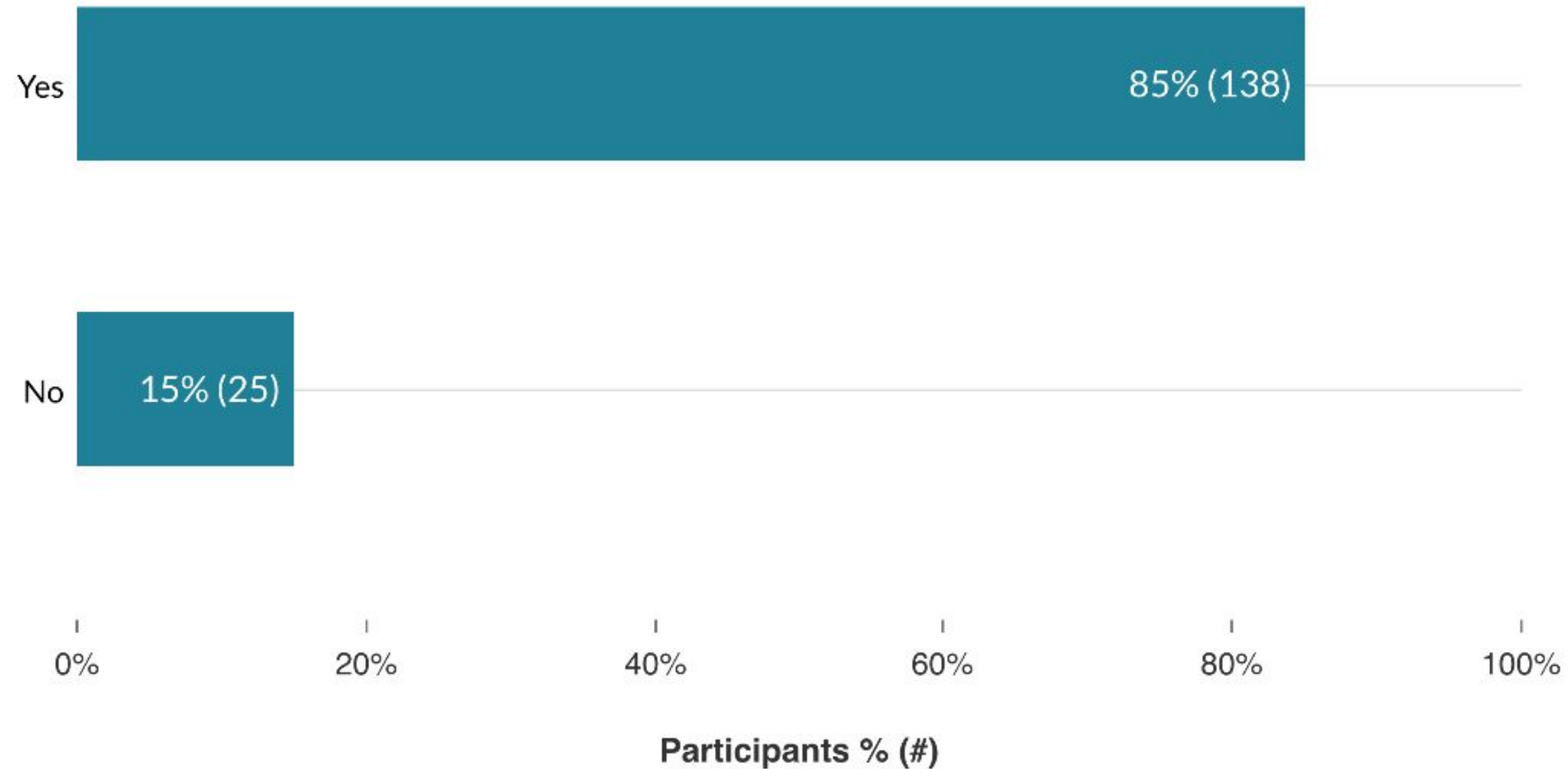
Participation Languages



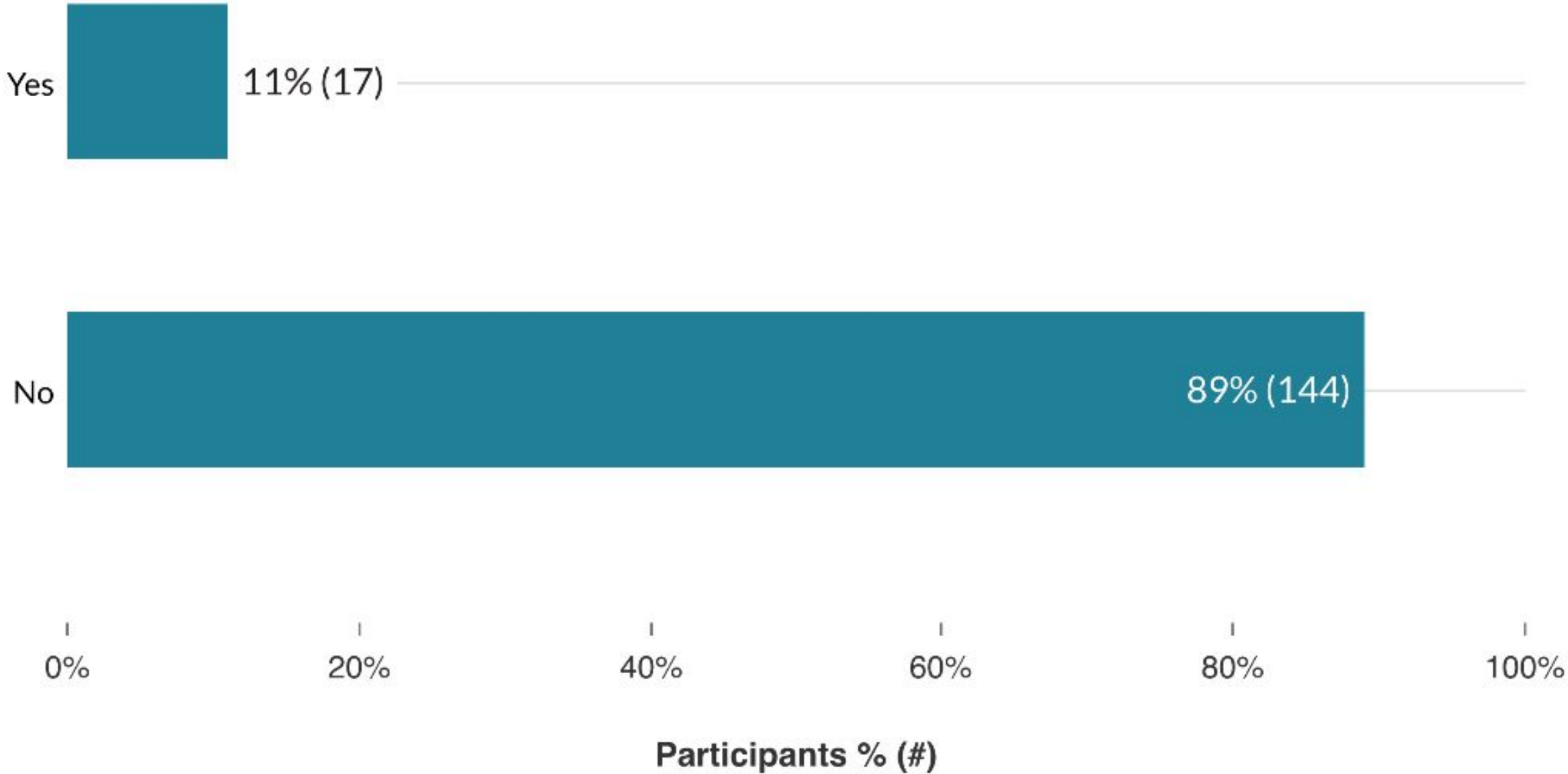
How do you feel about your child's experience in school?



I feel my voice is heard and valued in the decision-making processes related to the ELL program.



Do you currently participate in the Bilingual Parent Advisory Committee (BPAC)?



GOAL 2 SUMMARY OF FINDINGS

1

Student Characteristics

Students in the DL program were more likely to be low income, English Language Learners, lower achieving, and at a higher SEL risk than students not in the program.

2

Impact on Student Growth

Overall, students in the DL program experienced equivalent rates of growth in Math, ELA, English Proficiency and SEL when compared to students not in the program. Some variation was observed in lower grade levels, most notably during the COVID years, and for EL students in SEL. The findings were consistent across native and non-native English speakers.

3

Spanish Language Acquisition

AAPPL Spanish scores show that by 8th grade, students in the DL program are significantly more proficient in Spanish listening and reading compared to students not in the DL program.

2023 PROGRAM DESCRIPTIVES

Demographics

Total District

3,919 total students
(~400/grade)

23% Low Income

16% ELL

DL Program

1,059 total students
(~100/grade)

54% Low Income

40% ELL

Not in DL Program

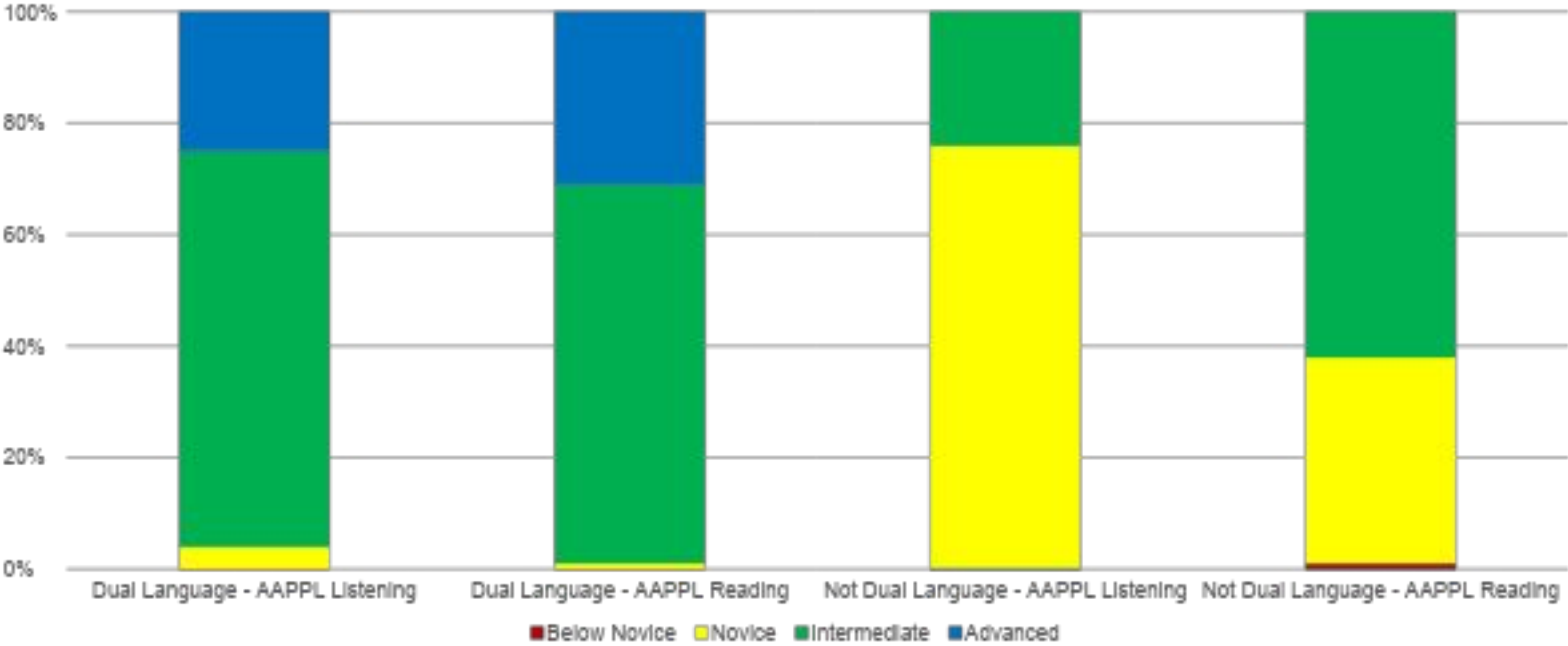
2,860 total students
(~300/grade)

11% Low Income

7% ELL

AAPPL SPANISH PERFORMANCE

8TH GRADE 2022-2023



AAPPL Spanish Performance – Percent Intermediate or Advanced by Student Group

8th Grade 2022-2023

Listening	Dual Language	Non-Dual Language
Native English Speaker	100%	23%
Non-Native English Speaker	93%	46%
Former EL	100%	33%
Current EL	85%	75%
Low Income	94%	38%
Not Low Income	100%	23%

Reading	Dual Language	Non-Dual Language
Native English Speaker	100%	61%
Non-Native English Speaker	98%	86%
Former EL	100%	78%
Current EL	97%	100%
Low Income	98%	71%
Not Low Income	100%	61%

CREATING A SOCIALLY JUST LEARNING ENVIRONMENT IN 2024

- March 18-22—Thought Exchange Survey
- April 24—Social Identities, Race and Implicit Bias
- May 7—Privilege and Microaggressions
- May 29—Advancing Our Community (Students, Staff, Community)
- June TBD—Initial Advisory Team Meeting
- June TBD—Celebrating Our Work

ADDITIONAL BUILDING AND DISTRICT LEVEL WORK

- March 12: Dr. Sonya Whitaker - Edgewood Staff - Culturally Responsive Teaching Practices
- March 20: School Leadership and DEI Work led by Dr. Shivers & Mr. Fudge
- April 1: Dr. Sonya Whitaker - Leadership Team Culturally Responsive Practices
- April/May 2024: Leadership Team Book Study Freedom Teaching: Overcoming Racism in Education to Create Classrooms Where All Students Succeed - by Matthew Kincaid

A collage of images surrounding a central white rectangle. The images include: hands clasped together in a supportive grip; a close-up of a motorcycle wheel; a close-up of fabric; a hand holding a coin; and a stack of coins being held by a hand. The overall theme is financial support and care.

DISCUSSION