



Equity in Action: A Strategic Plan Addendum for Intentional Progress

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The Board is pleased to introduce the District's Equity Plan which serves as an addendum to the District Strategic Plan and an expansion of our Equity Statement. We are proud to have a long-standing commitment to equity and view this as a crucial step in advancing our work to ensure all students have the opportunity to achieve their greatest potential. The Equity Plan is a collective commitment to proactively identify and address any biases and institutional structures that negatively affect student learning and achievement. We believe by fostering a culture of inclusion, where all staff, students, and families feel safe, welcome, respected, and a part of the

school community, we can create a learning environment that supports and affirms each student. This we believe is an essential platform for achieving success.

As we move forward with our Equity Plan, we recognize this is an ongoing and accountable journey. We are committed to engaging the entire District 204 community, including students, families, educators, and all stakeholders, in this continuous examination of our educational system. We believe that eliminating disparities in educational opportunities and embracing our diversity are essential to ensuring our students' success academically, socially, and emotionally.

We encourage you to review the Equity Plan and participate in our efforts to create a more equitable and inclusive learning environment for all students. Your input and feedback are critical to fulfilling our mission. We look forward to continued work with our community to ensure an environment that gives every student support to achieve their greatest potential.

Laurie Donahue
Board President
Indian Prairie School District

Indian Prairie's Commitment to Equity



Purpose of the Equity Plan

The Equity Plan is a crucial operational addendum to the Strategic Plan, functioning as a roadmap detailing the district's commitment to bringing equity to life in our schools. Although 'equity' is mentioned 27 times in our Strategic Plan, it is necessary to further define and elaborate on how we intend to concretely enact and uphold this value. This Equity Plan lays out high-impact, equity-focused practices and specific steps that aim to translate the priorities in the Strategic Plan into actionable strategies.

Our district has a long history of working towards equity, and this Equity Plan continues that tradition, outlining concrete measures that will drive us closer to our equity goals. By operationalizing the equity commitments in the Strategic Plan, the Equity Plan ensures that our aspirations do not just remain words on a page, but are transformed into realities within our classrooms and communities.

District 204 Equity Belief Statement:

The District 204 Board of Education recognizes that in order to inspire all students to achieve their greatest potential we must lead and engage in a collective commitment to equity. The Board recognizes that with our objective to provide educational opportunities that result in equitable outcomes, we must work proactively to address biases and eliminate institutional structures and practices that negatively affect student learning and achievement.

We pledge to foster educational equity for all students by actively identifying and removing any barriers by ensuring that all policies, practices, programs, and procedures support and affirm each student. We are committed to creating a culture where all staff, students and families feel safe, welcome, respected, and a part of the school community. We recognize that equity work is ongoing, and we pledge to engage the entire 204 community, actively including students, families, educators, and all stakeholders in our equity journey. This will be an accountable, measured, and continuous examination of our educational system. By eliminating disparities in educational opportunities and embracing our diversity we can best assure that our students have the greatest potential to succeed academically, socially, and emotionally.

Strategic Plan Priorities Alignment with the Equity Belief Statement

The Strategic Plan is an equity-focused document that aligns with the district's long-time Equity Belief Statement

We are committed to creating a culture where all staff, students and families feel safe, welcome, respected, and a part of the school community.

Priority
01

Focus on Student Development

The District 204 Board of Education recognizes that in order to inspire all students to achieve their greatest potential we must lead and engage in a collective commitment to equity. We pledge to foster educational equity for all students by actively identifying and removing any barriers by ensuring that all policies, practices, programs, and procedures support and affirm each student.

Invest in Staff

The Board recognizes that with our objective to provide educational opportunities that result in equitable outcomes, we must work proactively to address biases and eliminate institutional structures and practices that negatively affect student learning and achievement. This will be an accountable, measured, and continuous examination of our educational system.

Priority
02

Priority
03

Engage with the Community

We recognize that equity work is ongoing, and we pledge to engage the entire 204 community, actively including students, families, educators, and all stakeholders in our equity journey.

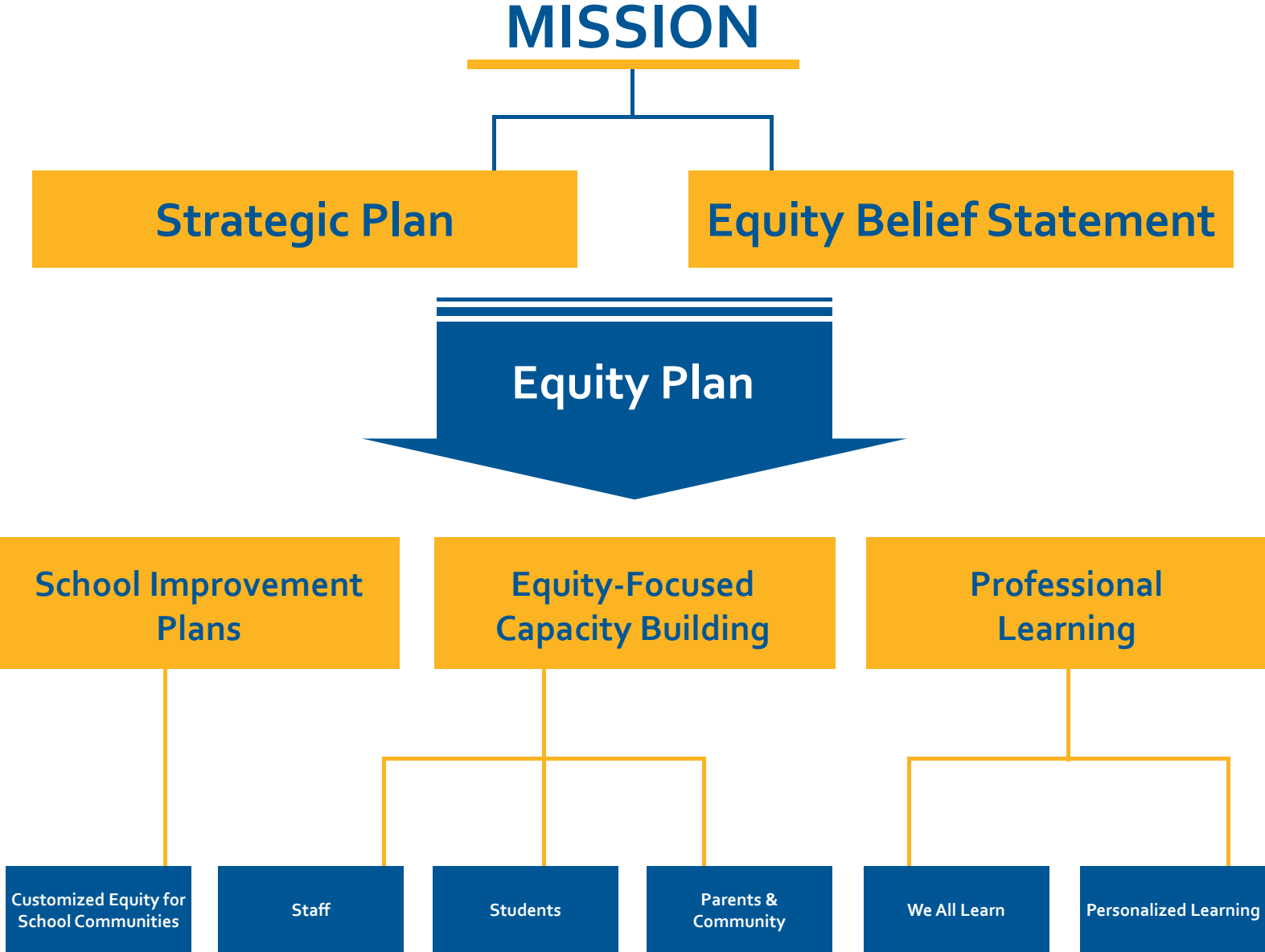
Optimize Resources and Operations

By eliminating disparities in educational opportunities and embracing our diversity we can best assure that our students have the greatest potential to succeed academically, socially, and emotionally.

Priority
04



Turning Our Equity Commitment into Action



School Improvement Plans

Customized Equity for School Communities

In operationalizing our Equity Plan, a key priority will be integrating high-leverage equity practices into school improvement plans. This approach allows each school to tailor its strategies to its community's unique academic and social-emotional needs while maintaining a strong focus on equity. As a concrete way of actualizing the strategic plan's equity objectives, this section of the plan outlines practices that will be assimilated into School Improvement Plans, fostering a daily commitment to equity within our schools and promoting the strategic plan's priorities.



Priority 01

Focus on Student Development

IPSD 204 ensures learning environments have caring relationships, engaging lessons, and challenging curriculum and instruction. To monitor these efforts, the learning community is dedicated to looking at multiple measures of student empowerment and will be accountable to the community for these results.

Culturally Responsive Teaching

Teaching practices are modified to respect and respond to each student's cultural background, creating a sense of belonging and inclusivity, ultimately improving student achievement.

Enhance Co-Teaching Models

Expanding co-teaching strategies ensure more individual attention for students, enhancing the learning experience for all, particularly for those who need additional support.

Peer Tutoring

This strategy promotes a collaborative learning environment where students are both learners and teachers, fostering interpersonal relationships and improving academic outcomes.

Integrate SEL Across Curricula

Incorporating social-emotional learning (SEL) in all subjects provides an integrated approach that enriches both SEL and academic outcomes.

MTSS Fidelity

Implement and maintain fidelity to the Multi-Tiered System of Supports (MTSS) framework to ensure equitable and effective support for all students.

Universal Design for Learning (UDL)

Utilizing UDL strategies ensures that learning experiences are designed from the outset to be accessible and beneficial for all students, not only those with disabilities.

Restorative Practices

This strategy promotes a culture of empathy and understanding, fostering an environment that values repairing relationships over punitive measures, positively impacting the school climate and student outcomes.

Strengths-based Approach

By focusing on students' strengths and interests, the learning environment becomes more engaging, relevant, and effective for students.

Enhance Professional Learning Communities (PLCs) Leveraging Data

This strategy encourages data-informed practices within PLCs, leading to evidence-based improvements in teaching strategies and student outcomes.

Equitable Grading Practices

A shift towards standards-based grading practices helps to ensure that assessments are a true reflection of student understanding and skills, rather than behavior or compliance.

Poverty-Sensitive Policies and Practices

Recognizing the unique challenges faced by students from low-income households, schools can ensure that they are providing the necessary resources and supports to help these students succeed.

Differentiated Instruction

Strategies are developed that recognize and respect the diversity of learners, allowing for individualized teaching and learning experiences, and meeting the distinct needs of every student.



Priority 02

Invest in Staff

IPSD 204 acknowledges that a culture of positive well-being is critical for all staff to deliver on student outcomes. Therefore, IPSD 204 is committed to fostering strong connections to value staff and ensuring equity and elevation of voice.

Collaborative Planning Time

Allocate regular time for teachers to collaboratively plan and review student work, promoting shared responsibility and consistency in quality instruction for all students.

Mental Health Supports for Staff

Prioritize staff mental health by offering supports that cater to their diverse needs, ensuring that each teacher can bring their best selves to the classroom.

Professional Development on Culturally Responsive Teaching

Emphasize culturally responsive teaching in professional development, fostering an environment where all students' cultures are recognized and incorporated into the learning process.

Leadership Development Opportunities

Provide opportunities for all teachers to take on leadership roles, fostering a culture where every teacher's potential is recognized and nurtured.

Trauma-Informed Practice

Understanding the impact of trauma on learning can help ensure that every student, regardless of their experiences, receives the support they need to succeed in the classroom.

Restorative Practices

Fostering a culture of restorative practices within the staff community helps to build stronger connections and promote positive relationships.

Personalized Professional Development

Provide personalized professional development options that respect the unique learning needs and interests of each teacher, valuing their individual contributions.

Staff Voice and Input

Promoting a culture where staff feel their voices and contributions are valued helps to foster a sense of belonging and empowerment.

Safe Space for Dialogue

Provide spaces for open dialogue among staff members, allowing them to share their unique experiences and ideas, promoting inclusivity and mutual respect.

Affinity Groups

Affinity groups provide a space for staff to feel understood, valued, and a sense of belonging, ultimately improving their effectiveness in the classroom.

MTSS Professional Development

Provide opportunities for staff to enhance their understanding and implementation of MTSS, empowering them to effectively support students' diverse needs.



Priority 03

Engage with the Community

IPSD 204 is committed to being a strong school district. Dynamic stakeholder engagement goes hand-in-hand with strong districts. Therefore, IPSD 204 is committed to communicating, engaging, and connecting with the learning community.

Collaborative Decision-Making Processes

Engage families and community members in decision-making processes, promoting a sense of shared responsibility and commitment.

Family Literacy Programs

Implement family literacy programs that foster a culture of reading at home and support the literacy development of all students.

Parent/Guardian SEL Workshops

Providing workshops for parents and guardians on supporting their child's social-emotional development helps reinforce SEL lessons learned at school.

Community Reading Programs

Implementing community-based reading programs encourages a wider involvement in fostering literacy skills, contributing to an inclusive learning community.

Parent/Family Workshops on Supporting Learning at Home

These workshops equip parents with the tools and strategies necessary to support their children's learning at home.

Engaging Community Role Models

Invite diverse community role models to speak to students about their career paths and educational experiences, reinforcing SEL, literacy, and numeracy skills.

Translation and Interpretation Services

Implement services to ensure that all communication is accessible to families who speak languages other than English, creating an inclusive environment.

Community Tutoring/Mentoring Programs

Collaborate with community organizations to establish tutoring or mentoring programs that support students' academic and social-emotional needs.

Culturally Relevant Family Events

Organize events that honor and celebrate the diverse cultures within the school community, fostering a sense of belonging and inclusivity.

Community Resource Fair

Connecting families with local resources supports students' academic and social-emotional needs, while also fostering a sense of community.

Parent/Guardian Math Workshops

Run workshops for parents/guardians to provide them with strategies to support their children's math learning at home, catering to diverse needs.

Community Surveys and Feedback Mechanisms

Implement mechanisms for community members to provide feedback on school initiatives, ensuring all voices are heard and valued.



Priority 04

Optimize Resources and Operations

IPSD 204 is committed to being an innovative, experiential, and inclusive environment to enhance educational outcomes for the entire learning community. This will occur through identifying opportunities to engage with stakeholder groups and determine essential facility and staffing needs while being transparent to taxpayers on resources and investments.

Flexible Learning Spaces

Invest in flexible learning spaces that can adapt to different learning activities and needs, promoting student engagement and success.

Sustainable Practices in School Operations

Adopt sustainable practices in school operations, teaching students the value of environmental stewardship and responsibility.

Regular Review and Revision of Policies

Regularly review and revise school policies to ensure they promote equity, inclusivity, and the highest possible educational outcomes for all students.

Community Partnerships for Resource Enhancement

Form partnerships with local businesses and community organizations to enhance resources and offer enriched learning opportunities.

Utilization of Community Spaces for Learning

Leverage community spaces (parks, museums, businesses) for experiential learning opportunities, ensuring all students have access to diverse learning experiences.

Investment in Teacher Collaboration Spaces

Enhance dedicated spaces for teacher collaboration, promoting effective PLCs and shared responsibility for student success.

Culturally Responsive Curriculum Materials

Invest in curriculum materials that reflect the diverse cultures, backgrounds, and experiences of students, promoting inclusivity and relevance in learning.

Family Engagement in Resource Decisions

Foster family engagement in discussions and decisions about resource allocation and usage, ensuring transparency and shared ownership.

Experiential Learning Opportunities

Provide diverse and inclusive experiential learning opportunities to all students, enhancing real-world connections and promoting engagement.

Innovative Technology Integration

Implement innovative technology to enhance learning experiences, ensuring equitable access and usage among all students.

Data-Informed Decision Making

Use data analysis to inform decision-making about resource allocation and operation optimization, ensuring that all students have access to what they need to succeed.

Transparent Budgeting Practices

Employ transparent budgeting practices that reflect the prioritization of equitable resource distribution to enhance educational outcomes across all groups.



Equity-Focused Capacity Building

Staff

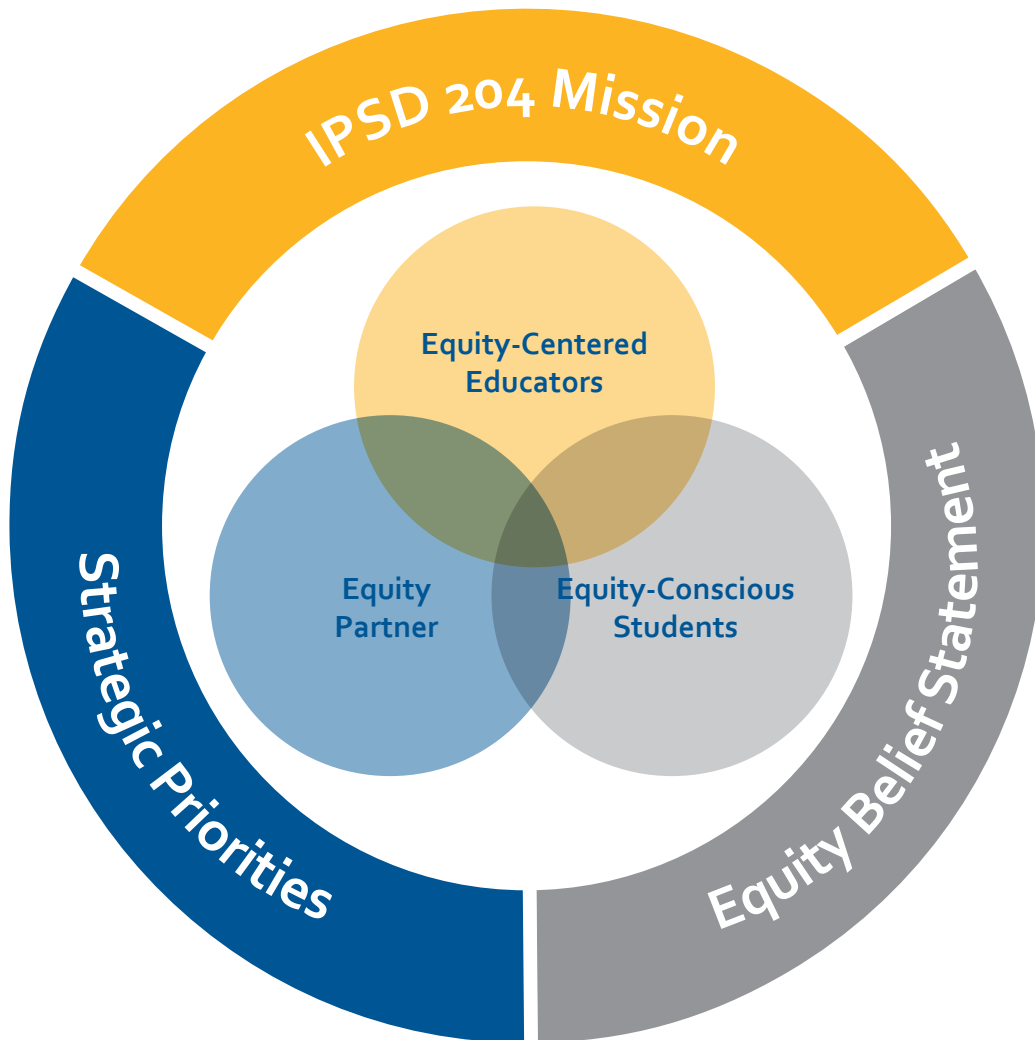
Students

Parents &
Community

Our commitment to operationalizing equity involves systematically building the capacity of all stakeholders, including staff, students, parents, and community members. In an effort to raise the baseline for all and drive the strategic plan's equity objectives, we will cycle through three broad equity themes, each year focusing on a distinct facet of the theme. This cyclical, action-oriented approach guarantees that our sustained efforts to endorse equitable outcomes for all students remain comprehensive, strategic, and collaborative, echoing the essence of the strategic plan.



Continuous Capacity Building for All



Supporting Structures

- IPSD 204 Mission:** Inspire all students to achieve their greatest potential.
- Strategic Priorities:** Focus on Student Development, Invest in Staff, Engage with the Community, Optimize Resources and Operations.
- Equity Belief Statement:** The District 204 Board of Education recognizes that in order to inspire all students to achieve their greatest potential we must lead and engage in a collective commitment to equity.



Continuous Capacity Building for Educators



Supporting Structures

An **Equity Ambassador** is a highly passionate, dedicated individual that leads, models, and supports the work of equity, diversity and inclusion.

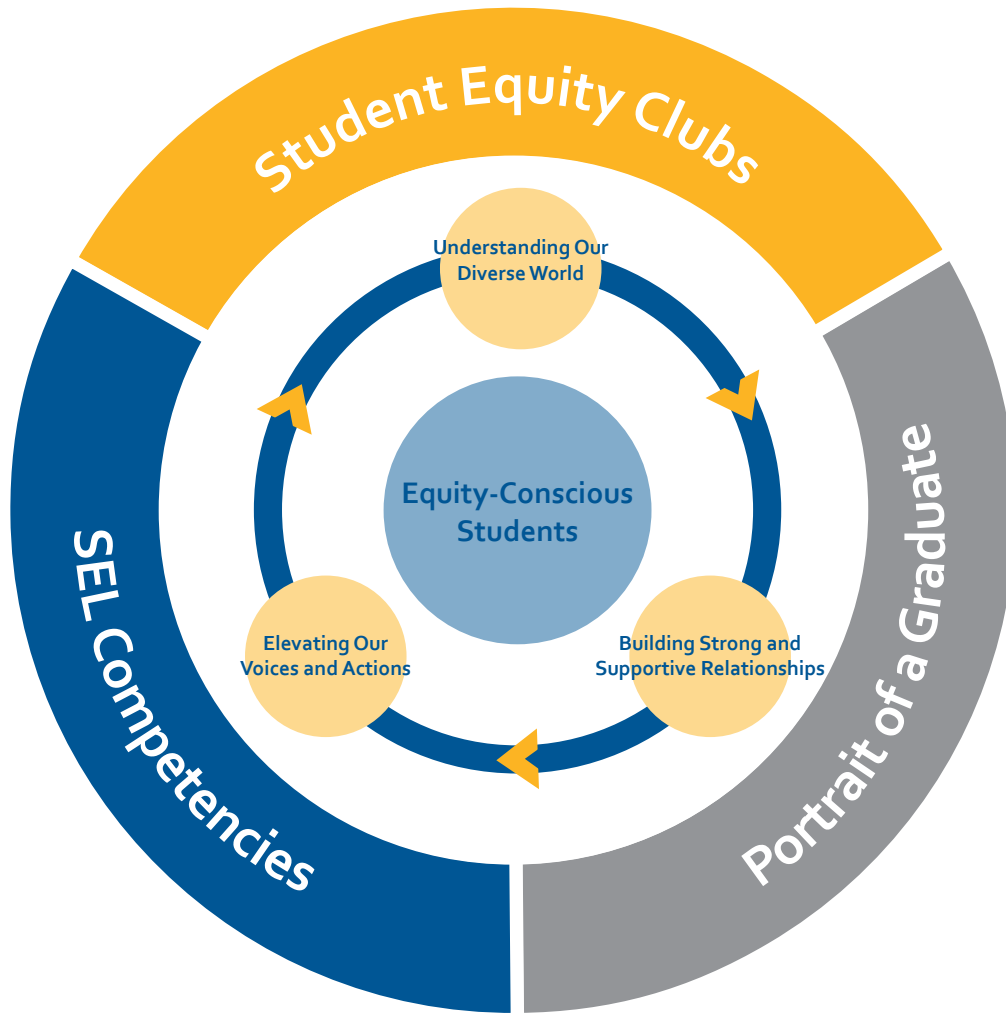
An **Instructional Leadership Team (ILT)** is a school-specific group that works together to lead and support school improvement plan efforts with a focus on enhancing instruction.

A **Building Equity Leadership Team (BELT)** supports the instructional leadership team by advancing the equity components of the school improvement plan and equity-focused professional learning.

A **Professional Learning Community (PLC)** is a group of educators that meet regularly to collaborate, share expertise, and use data to enhance student learning and experience.

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Continuous Capacity Building for Students



Supporting Structures

Student Equity Clubs provide a safe and inclusive space for students to discuss and explore topics related to equity, diversity, and inclusion. They develop leadership skills and provide a platform for students to elevate their voices and advocate for change.

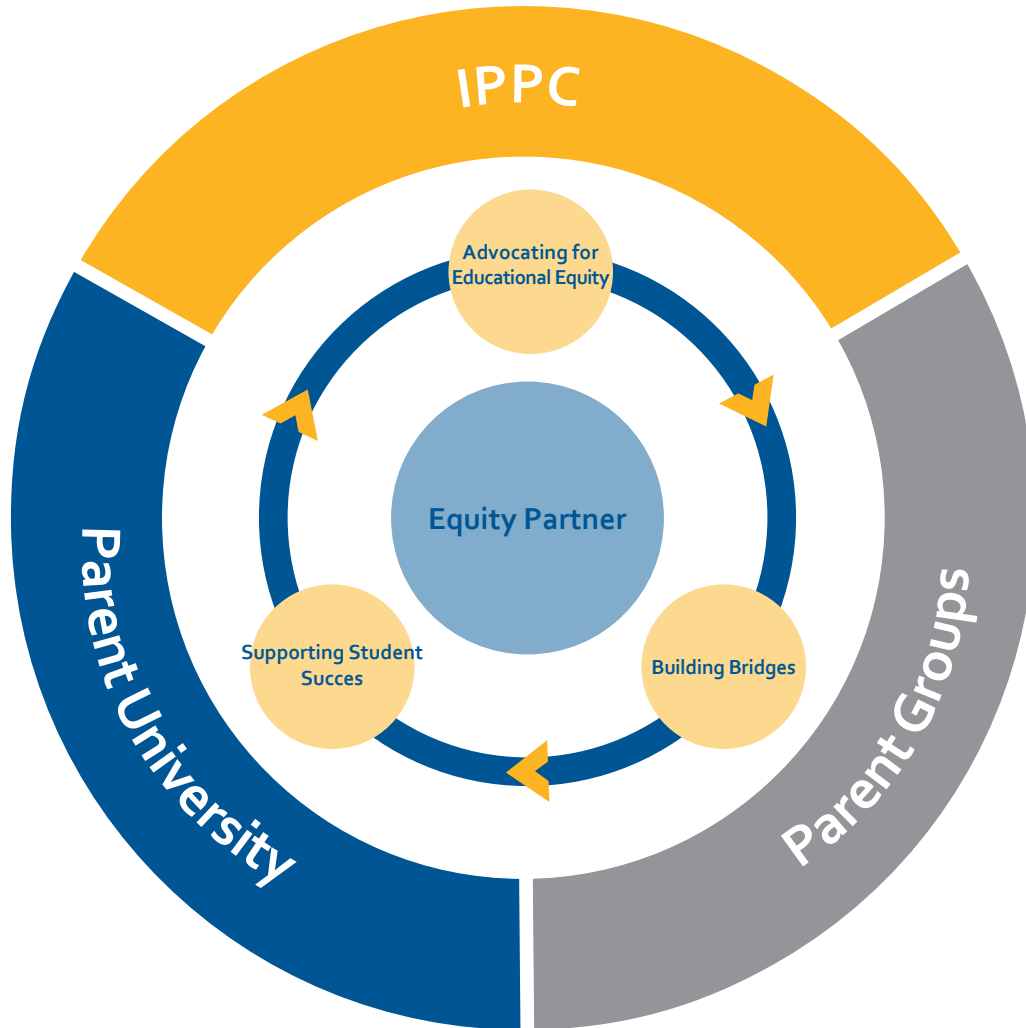
The Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Social and emotional learning is a powerful lever for creating caring, just, inclusive, and healthy communities that support all individuals in reaching their fullest potential

Portrait of a Graduate (POG) is 204's vision for the 21st-century skills and character traits that students need to succeed in college, career, and life. They are resilience, flexibility & adaptability, citizenship, communication, creativity & innovation, and critical thinking & problem solving.

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Continuous Capacity Building for Parents and Community



The **Indian Prairie Parents' Council (IPPC)** is the umbrella organization for all 35 local PTA and PTSA units in District 204. They encourage parental involvement, advocacy, and collaboration.

Parent groups in our district represent collaborative groups of parents and caregivers organized around shared interests or identities. These groups work collectively towards enhancing our school environment and student outcomes, focusing on aspects of student success, equity, and inclusion within our district.

Parent University provides parents and caregivers opportunities, both in person and virtually, to gain knowledge on various topics related to their student's development and offer support in fostering their growth.

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Professional Learning

We All
Learn

Personalized
Learning

IPSD 204 is dedicated to operationalizing equity through a robust system of professional learning opportunities tailored to our staff's diverse needs. We firmly believe in fostering lifelong learning, not only as a means to meet staff needs, but also as an essential tool in equipping them with the requisite knowledge and skills to foster equity. Our varied learning formats allow staff to garner insights, receive guidance, and build their capacities on critical equity-related topics. As such, these opportunities don't just support our strategic plan's equity goals, but actively bring them to life, ultimately enhancing our commitment to equity and our school district's vision.



We All Learn

Collective Learning: As a district, we engage in systematic learning processes to continuously enhance our commitment to equity. These include:



Institute Days

District-wide professional development sessions focusing on our equity goals.

School Improvement Days

Dedicated time for schools to evaluate and strategize on ways to improve equity within their own communities.

Professional Learning Communities

Collaborative spaces for staff to share and learn best practices in fostering educational equity.

Curriculum/Grade Level Teams

Teams working together to ensure curricula at each grade level are inclusive and promote equitable outcomes.



Personalized Learning Opportunities

We are committed to providing customized learning experiences to strengthen our staff's capabilities in promoting educational equity.

IPSD Academy Courses

Our in-house curriculum fosters a deep understanding of equity within our district's context through targeted learning experiences.

Collaborative Graduate Level Study

In partnership with higher education institutions, we support professional growth and leadership development, enhancing our district's commitment to equity.

Professional Development Hours and Continuing Education Units

We integrate licensure renewal opportunities into our professional development offerings. This approach simplifies the licensure process and encourages an ongoing commitment to professional development and growth.

Role-Specific Learning

By tailoring learning opportunities to different roles and departments, we ensure that each staff member is equipped with the necessary tools and knowledge to contribute effectively to our equity objectives.



Equity-Centered Educators

An equity-centered educator's role extends beyond teachers and administrators to include all staff members contributing to students' educational experience. An equity-centered educator recognizes the importance of providing every student with an equitable and inclusive learning experience. They strive to create a safe, welcoming, and supportive environment for all students while being mindful of everyone's unique needs and backgrounds. To do this, they examine what they teach, how they teach, and who they teach, among other factors, to ensure that their practices are aligned with the district's equity belief statement. An equity-centered educator understands the impact of institutional structures and practices on student learning and achievement and works proactively to address any biases or barriers that may negatively affect students. They are committed to ongoing learning and growth and are willing to adapt their practices to support their students better and promote educational equity for all.



What we Teach

Equity-centered educators design and deliver curricula prioritizing diverse perspectives and promoting critical thinking and reflection, fostering an authentic, inclusive, and empowering learning environment for all students.

How we Teach

Equity-centered educators prioritize culturally responsive, research-based best practices that meet the diverse needs of all learners and foster a love of learning.

Who we Teach

Equity-centered educators prioritize intentional relationship-building with students, families, and the community, grounded in mutual respect, understanding, and shared responsibility for promoting equity and creating inclusive schools and communities. Through these relationships, they foster trust, connection, and belonging.

[GO BACK](#)

Equity-Conscious Students

An equity-conscious student actively strives for educational equity for themselves and others, acknowledging that equity means ensuring equal access to opportunities and resources. They possess a strong sense of self-awareness, understanding their needs, strengths, and areas for growth. They create an environment that values and prioritizes equitable outcomes by advocating for themselves and their peers. An equity-conscious student contributes to a culture of inclusion, diversity, and belonging through their actions.



Understanding Our Diverse World

Equity-conscious students focus on developing an appreciation for the diversity of experiences and perspectives of all individuals, including those from historically marginalized groups. By learning about the cultures and contributions of different groups and by normalizing differences, students will be better equipped to thrive in a diverse and inclusive society.

Building Strong and Supportive Relationships

Equity-conscious students prioritize building strong and supportive relationships with their peers, educators, and community members, recognizing the importance of social-emotional skills and restorative practice principles. By creating a culture of care, students can succeed academically and socially while fostering a sense of belonging and connection to their school and community.

Elevating Our Voices and Actions

Equity-conscious students are empowered to promote equity and justice by developing leadership skills, advocating for change, and addressing inequity and injustice in their schools and communities. This allows them to become agents of positive social change and to foster a more equitable and inclusive society.

Equity Partner

An equity partner, whether a parent or community member, actively advocates for equity in education and the broader community. They support students' agency and foster a sense of belonging, respect, and celebration of diversity. Equity partners identify and address barriers to student success, collaborating with educators to create inclusive learning environments. They continuously learn and grow in matters of equity, seeking opportunities to promote fairness in schools and the community. Additionally, equity partners support schools and teachers by volunteering time, sharing knowledge and experiences, and collaborating to promote educational equity for all.



Advocating for Educational Equity

Equity partners are powerful advocates for fair and just education policies. They work to address barriers to educational equity and create a more inclusive learning environment for all students. They promote a shared vision for educational equity and advocate for policies and practices that support all students while supporting the school and teachers in their efforts to promote equity.

Building Bridges

Equity partners recognize the importance of building strong relationships and fostering a sense of community while promoting a culture of collaboration and respect. Therefore, they actively participate in school events and volunteer opportunities to strengthen connections between schools, families, and communities.

Supporting Student Success

Equity partners actively support all students' academic and social-emotional growth by providing resources and support to the school community. Through their contributions, they promote a more equitable and inclusive learning environment.