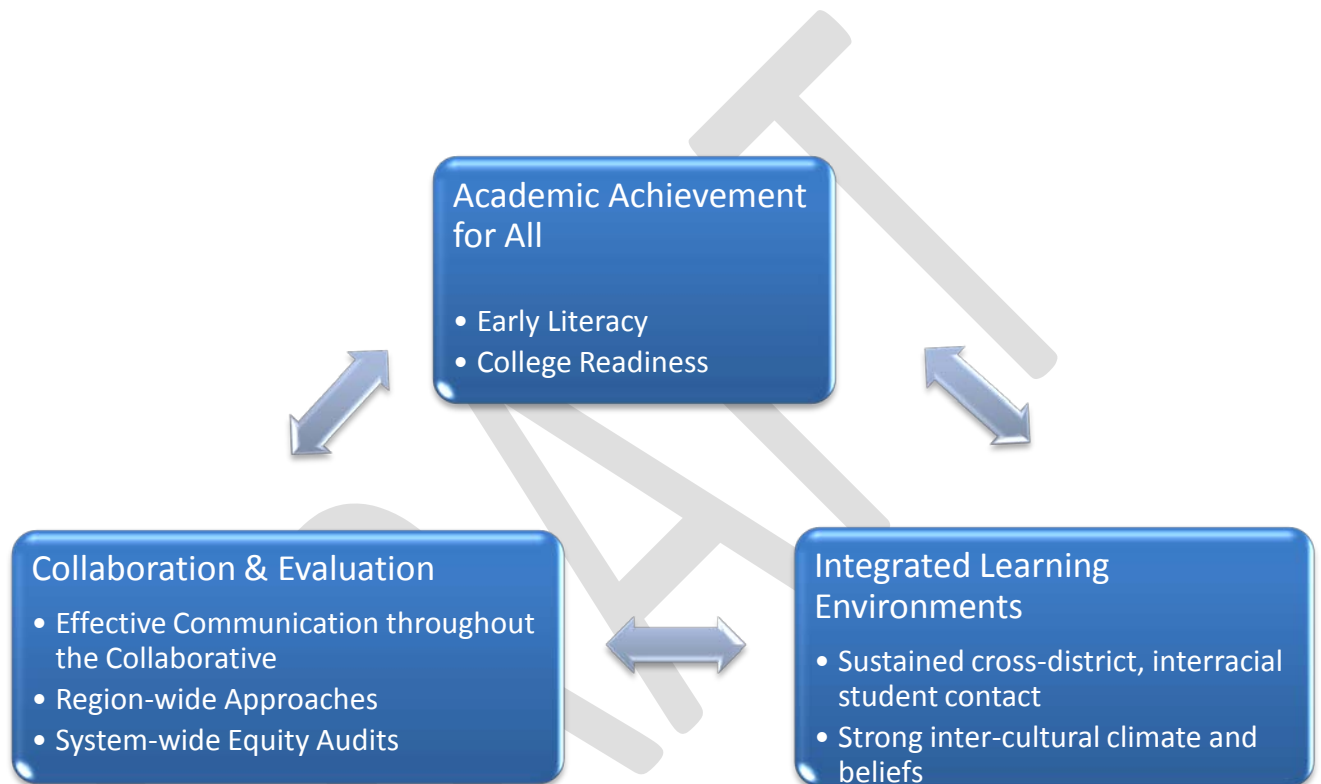


“In order to close achievement gaps and educate equitably all children, *systemic equity* will be required. Scott (2001) provided a useful definition of systemic equity:

Systemic equity is defined as the transformed ways in which systems and individuals habitually operate to ensure that every learner—in whatever learning environment that learner is found—has the greatest opportunity to learn enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and for life. (¶6)”

~ Skrla, Garcia, Scheurich & Nolly (2002)



NARRATIVE: This graphic represents a continuing sequence of goals that are interdependent of one another. The goal of “Academic Achievement for All” is a commitment and the ultimate purpose of our efforts; to ensure academic achievement for all, we must close racially predictable achievement gaps. Our collaborative is focused on this primary purpose. In order to accomplish this purpose we agree that we must create and sustain integrated learning environments. These environments happen along two mediums: through sustained, cross-district interracial student contact such as that offered through partnership programs, and through ensuring that within districts, our learning environments are integrated. The Desegregation Rule, our Integration Funding, and our commitment to children require that we pursue this condition. Finally, we recognize that our success in this endeavor requires unshakable collaboration and uncompromising evaluation. We will accomplish this standard by using equity audit data to inform our planning and programming, through effective communication throughout the collaborative, and by developing and sustaining region-wide approaches.



<p>EMID Mission: Raise Achievement for all while closing racially predictable achievement gaps and Increase sustained interracial student contacts</p>		
<p>GOAL AREA 1: Improve Academic Programs</p>	<p>GOAL AREA 2: Improve inter-cultural climate and supporting beliefs</p>	<p>GOAL AREA 3: Improve Collaboration, Coordination & Regional Integration</p>
<p>Note: Goal areas overlap and are mutually supportive of one another</p>		
<p>AREA 1 OBJECTIVES:</p> <ul style="list-style-type: none"> • Early Literacy • College Readiness • Student Engagement • Parent Engagement 	<p>AREA 2 OBJECTIVES:</p> <ul style="list-style-type: none"> • Cross-cultural proficiency • Equity Consciousness • Social & Organizational Change Aptitude 	<p>AREA 3 OBJECTIVES:</p> <ul style="list-style-type: none"> • Improve communication throughout the collaborative • Establish a service and coordination hub • Strengthen & Embed Partnership Programs Region-wide
<p>AREA 1 STRATEGIES:</p> <ul style="list-style-type: none"> • Literacy Coordinator • AVID • Parent Academy • After-school Programs • Comprehensive evaluation measures with strong metrics 	<p>AREA 2 STRATEGIES:</p> <ul style="list-style-type: none"> • System-wide equity audits • Professional Development • Technical Assistance • Comprehensive evaluation measures with strong metrics 	<p>AREA 3 STRATEGIES:</p> <ul style="list-style-type: none"> • Conduct strengths & needs assessment & develop partnership program in response • Co-locate & connect EMID Member District Services & SPPS Equity & Integration Services • Develop a regional integration communication plan • Comprehensive evaluation measures with strong metrics
<p>AREA 1 EVALUATION MEASURES:</p> <ul style="list-style-type: none"> • Equity Audit • Achievement Testing • Graduation Rates • College Placement Rates • Third Grade Reading Scores 	<p>AREA 2 EVALUATION MEASURES:</p> <ul style="list-style-type: none"> • Equity Audit • Participant Feedback 	<p>AREA 3 EVALUATION MEASURES:</p> <ul style="list-style-type: none"> • Collaboration Self-Assessment • Community Satisfaction Survey



LONG-RANGE NEXT STEPS (assumes all students in the EMID collaborative)

	PLANNING	PROGRAMMING	EVALUATION
<i>Effective Academics for All</i>	<ul style="list-style-type: none"> • Conduct systemic equity audits • Set SMART Goals 	<ul style="list-style-type: none"> • Continue as identified above; Monitor and adjust per evaluation results 	<ul style="list-style-type: none"> • Equity Audit • Achievement Testing • Graduation Rates • College Placement Rates • Third Grade Reading Scores
<i>Intercultural Climate & Beliefs</i>	<ul style="list-style-type: none"> • Conduct systemic equity audits • Identify and develop professional and student programming that addresses equity needs for <u>all staff</u>. • Set SMART Goals 	<ul style="list-style-type: none"> • Offer <u>research based and best practice programming</u> in response to equity audit results; • On an ongoing basis, monitor and adjust per evaluation results 	<ul style="list-style-type: none"> • Equity Audit • Participant Feedback
<i>Collaboration & Integration</i>	<ul style="list-style-type: none"> • Conduct systemic strengths and needs assessment • Develop a regional integration communication plan • Set SMART Goals 	<ul style="list-style-type: none"> • Co-locate &/or connect EMID Member District Services & SPPS Equity & Integration Services • Offer programming in response to equity audit results; • On an ongoing basis, monitor and adjust per evaluation results 	<ul style="list-style-type: none"> • Collaboration Self-Assessment • Community Satisfaction Survey