



Huntley Community School District 158

650 Dr. John Burkey Drive (formerly Academic Drive)

Algonquin, Illinois 60102

(847) 659-6158 • www.district158.org

Grants 2020-21

Grant	Approval Status	Amount
Title I	Approved	\$276,896
Title II	Approved	\$118,899
Title III	Approved	\$44,285
Title IV	Approved	\$20,094
IDEA Flow Through	Approved	\$1,291,147
IDEA Excess Costs	Approved	<i>Note: This is built into IDEA Flow Through, there is no separate grant for excess costs</i>
IDEA Pre-School	Approved	\$5,822
PreSchool For All	Approved	\$284,915
Elementary and Secondary School Emergency Relief (ESSER) Grant I	Approved	\$184,010
Elementary and Secondary School Emergency Relief (ESSER) Grant II	Approved	\$720,517
Elementary and Secondary Digital Professional Learning Grant	Approved	\$14,740
Library Grant	Approved	\$6,680.25
Perkins	Approved	\$33,938
CTEI- Career and Technical Education Improvement	Approved	\$34,058
Elementary and Secondary Relief - Digital Equity Formula	Approved	\$551,559

Communication to administrators

As a result of the district's commitment to educational equity, we will be offering virtual professional development and personal growth opportunities for all administrators this summer. Establishing and sustaining a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism starts with the commitment to anti-racism from all of us as leaders.

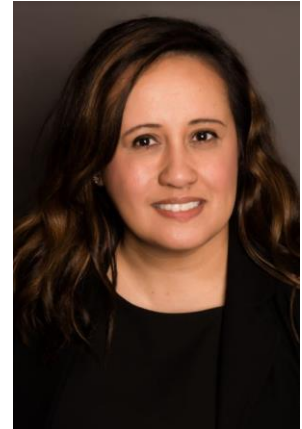
We would like all administrators to participate in a facilitated book study of *White Fragility* by Robin DiAngelo. This is a foundational step in building our leadership capacity for this important work.

It is the responsibility of participating administrators to read, annotate and/or take notes from the books, as needed. Dr. Dubiel will structure the book study with assigned weekly chapters and reflection questions for four consecutive weeks. All book study participants will actively participate in ninety minutes, online weekly discussions and reflections from the readings. The reading assignments, weekly discussions, and reflections are as follows:

- Week 1: Participants read Chapters 1-3; Reflection on 7/10, 8:30-10:00 am
- Week 2: Participants read Chapters 4-6; Reflection on 7/17, 8:30-10:00 am
- Week 3: Participants read Chapters 7-9; Reflection on 7/24, 8:30-10:00 am
- Week 4: Participants read Chapters 10-12; Reflection on 7/31, 8:30-10:00 am

Please pick up a copy of the book from District Office on July 6th, 7th or 8th from 9am to 3pm. To learn about the facilitator, Dr. Ivette M. Dubiel, go [HERE](#). For questions or comments, please reach out to Rocio del Castillo at rdelcastillo@district158.org.

Dr. Ivette M. Dubiel



Dr. Ivette M. Dubiel is the Executive Director of Equity and Professional Learning for the DuPage Regional Office of Education. In her role, she guides and supports school districts in their efforts to advance systemic equity through coaching, audits and extensive professional learning opportunities. Due to demand, Dr. Dubiel also serves as a consultant to non-profits and corporation through trainings on equity and social justice. Dr. Dubiel has served as the Director of Educational Equity for Indian Prairie School District 204 and Assistant Director of Special Programs overseeing the English Language Learners programming, Gifted Education and Parent Outreach for School District 308. She has also been a classroom teacher in both the general education and ESL sheltered classrooms. Dr. Dubiel currently serves as an Adjunct Instructor for Lewis University teaching courses on Diversity and Social Justice, an Adjunct Instructor for Aurora University teaching graduate courses on ESL, and runs Equity University for enrolled districts. Dr. Dubiel has also advised non-profits and corporate corporations on their journey to develop understanding of equity and social justice. Previous to her career into education, Dr. Dubiel was an Investigator with the Chicago Police Department Office of Professional Standards, wherein she investigated allegations of excessive force against the police. She also served as an Investigator with the State of Illinois Office of Executive Inspector General.

Dr. Dubiel currently leads the Illinois Coalition of Education Equity Leaders, the DuPage Equity and Excellence Network and is part of the ISBE Diverse and Learner Ready Teacher Network. She was also the founding president of the Illinois Association of Latino Administrators and Superintendents and Happy Helpers (a non-profit, volunteer organization). Dr. Dubiel has written several articles for Huffington Post 'Latino Voices', such as "Where are the Latino teachers?" and "You Don't Talk Like You're Puerto Rican."

Dr. Dubiel has a Bachelors degree from Northern Illinois University and three Master degrees - Public Administration from the Illinois Institute of Technology, Teaching with Certification from Aurora University, and Educational Leadership from Aurora University. Dr. Dubiel has a doctorate degree focused on transformative leadership of equity and social justice from Lewis University.



EQUITY ACTION PLAN 2020-2025

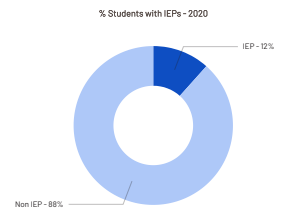
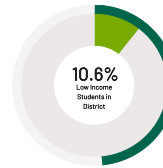
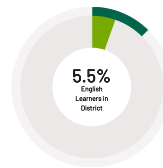
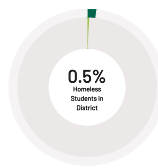
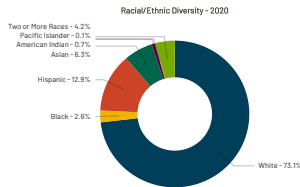
CONDENSED GUIDE

WHAT IS EQUITY IN HUNTLEY 158?

Achieving educational equity requires a conscious and consistent focus. We are compelled to prioritize systemic equity and provide every student with access to the educational resources and rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, sexual orientation, family background, and/or socioeconomic status. Huntley Community School District 158 is committed to provide an environment that is culturally sensitive and free from bias and discrimination that protects students from physical and emotional harm.

We commit to ensuring that all stakeholders uphold educational equity as an essential principle of our school system that is integrated into all policies, practices, operations and processes in order to provide equitable educational outcomes for all students. We need to hold one another mutually accountable for examining our policies, practices, and programs for racial biases, and accountable for eliminating disparities in our district wherever they are found.

HUNTLEY 158 DEMOGRAPHICS



EQUITY FRAMEWORK

Pillar I: Opportunity & Access



Goal 1: Increase participation of traditionally underrepresented students in advanced programs.

Success Indicator: Increase the percentage of under-represented students participating in advanced programs and extracurricular activities.

Goal 2: Design and implement support systems to respond to the diverse needs of students.

Success Indicator: Increase the percentage of students reporting adequate social-emotional support.

Pillar II: Curriculum & Instruction



Goal 1: All curricular materials are reflective of our diverse student population.

Success Indicator: Increase the percentage of subjects/curricular materials that are reflective of race, culture or ethnicity of students.

Goal 2: Increase students' exposure to rigorous and culturally responsive curriculum and instruction.

Success Indicator: Increase the percentage of students participating in advanced programs and extracurricular activities. Increase the percentage of students reporting rigorous and culturally responsive curriculum, and percentage of teachers reporting rigorous and culturally responsive instruction.

Pillar III: Professional Learning & Development



Goal 1: Provide differentiated Professional Learning to build capacity for cultural responsiveness.

Success Indicator: Increase the number of equity based professional growth opportunities.

Goal 2: Increase culturally responsive leadership development among teachers, administrators and non-certified staff.

Success Indicator: Increase the percentage of staff participating in culturally responsive leadership development professional learning offerings.

Pillar IV: School, Family & Community Relationships



Goal 1: Improve stakeholder communication, engagement, and relationships.

Success Indicator: Increase the percentage of families reporting favorable school connectedness and sense of belonging. Surveys for students/parents/staff regarding district climate.

Goal 2: Increase family education opportunities and community partnerships.

Success Indicator: Increase the percentage of families reporting effective access to opportunities and connections for parents. Increase the number of community partnerships.

Pillar V: Recruitment, Hiring & Retention



Goal 1: Improve support for professional growth among existing and newly hired staff.

Success Indicator: Increase the percentage of staff reporting favorable climate of support for professional growth. HR data indicating increase in number of staff who are linguistically and racially representative of District demographics. Revised system of evaluation for administrators.

Goal 2: Improve staff diversity to better represent that of the student population.

Success Indicator: Ensure a proportional ethnic composition of staff reflective of the student population.





ANNUAL ACTION TIMELINE 2020-21

Pillar I: Opportunity & Access

- Build upon systems and processes to increase the access and offerings of advanced programs for historically underrepresented students.
- Use racially disaggregated data to inform all district decision-making and instruction and to identify the barriers that prevent students of color and students from low-income families from enrolling in advanced courses and take action.
- Evaluate current process for screening students for advanced level classes and implement changes if needed.
- Examine representation in advanced coursework, including AP, dual enrollment, academies, gifted and talented programs, and eighth grade algebra.
- Collect information to diagnose the various barriers that different groups of students face to accessing and succeeding in advanced coursework.
- Increase and improve social-emotional support for all students.
- Administrators will examine individual student progress data through a lens of equity.
- Provide professional learning to staff to eliminate the deficit-thinking lens.
- Increase foster youth, homeless, and student with disabilities supports.
- Implement restorative practice strategies such as classroom meetings, community circles and other social justice strategies to eliminate disproportionality in discipline data.

Pillar II: Curriculum & Instruction

- Provide Professional learning to teachers in effective and rigorous instructional strategies to support all students' standards mastery.
- Enhancing access to the general education curriculum for students with disabilities.
- Conduct curriculum audit to determine evidence of bias and/or lack of inclusion in the standards-aligned instructional materials and determine if the materials reflect the race, culture or ethnicity of our student groups.
- Provide equitable opportunity and access to eliminate disproportionate representation of students of color in specialized education programs.
- Improve teacher to student relationships in order to foster student interest in curricular and extracurricular activities.

Pillar III: Professional Learning & Development

- Implement and train all staff on the components of the D158 Equity Framework.
- Incorporate the concept of Equity in all professional learning and development, and in the development of all initiatives using the Equity lens and Framework as the foundation of all district work.
- Develop a mentorship program for people of color to create a pipeline into leadership positions.
- Continue to recruit and hire diverse staff for leadership roles.

Pillar IV: School, Family & Community Relationships

- Engage in honest conversation with staff, parents and community members about concerns and issues that impact our diverse population.
- Establish a protocol for recruiting and sustaining representation of parents of color as members of the school board, and district committees.
- Build a directory of resources, listing parents and community members who have the will and skill to volunteer as translators and/or interpreters for our schools.

Pillar V: Recruitment, Hiring & Retention

- Establish and implement a process to provide orientation to all new administrators on Equity and implicit bias.
- Develop new partnerships and maintain and strengthen current partnerships with culturally diverse institutions, including colleges, organizations and churches with a focus on conducting targeted recruiting and hiring initiatives for potential candidates that will diversify our staff.
- Identify and initiate alternative recruitment strategies to target diverse candidates.
- Establish procedures for district-wide diversity orientation for all building leaders and interview committees. This includes developing a consistent process for screening and interviewing job candidates that includes questions and scenarios relating to diversity and equity.

