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# IRVINGTON EQUITY AUDIT

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Initial Brainstorming Session - March 17, 2021



**The Big Picture:** The community of Irvington is experiencing a tremendous shift in demographics.

**The Guiding Question:** As ethical leaders, how can we leverage the strengths of the emerging EL community and cultivate a strength-based perspective that will honor and serve them?

# Irvington Equity Audit

Instructional Practices		
Developing	Implementing	Evidence of Equitable Practices
		Communicating objectives in multiple languages to promote understanding amongst ELs.
		Ensure multiple modes of instructional delivery are employed during instruction (technology, discussion, videos, pictures)
		Academic language and language development must be emphasized
		Ensure there are multiple opportunities for students to engage in academic discourse at their independent level with their peers and with the teacher.
		Infusing instructional practices with language supports to promote language acquisition (sentence starters, accountable talk, etc.).
		Teachers detail modifications/accommodations in lesson plans and implement them
		Teachers must include multiple response strategies during the lesson.
		Interventions such as small group instruction must be implemented based upon data analysis
		Provide technology resources for students and teachers' use to translate learning material and/or discussion for new-comers
		Develop and implement activities that represent the diversity and various cultures inherent within the classroom
		Providing students with choices in regards to demonstrating understanding and proficiency.
		Ensure bulletin boards, displays, instructional materials and other visuals reflect the diversity of the cultural backgrounds represented by the students.
		Achieving equity in instructional practices in remote learning at home should stress independence
		Provide extended learning opportunities for teachers to support EL populations beyond 1-2 x year SI.
		Analyzing student performance before and during instruction (attendance, discipline, results of informal assessment, etc.) to be more responsive to individual student needs.

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Academic Interventions		
Developing	Implementing	Evidence of Equitable Practices
		Use School Messenger to ensure messages are recorded in multi-languages and displays are multi-language.
		Ensuring phone blasts/communications are sent out with the option of selecting multiple languages.
		Providing parents with opportunities to learn the language through district level support programs (Parent program, Mango for parents, etc.)
		PTA workshops for parents that address learning needs of ELs.
		District-level Structures that support schools in identifying/providing resources for families that extend beyond the ability of the school (e.g. Like CarePlus or Brett di Novi, have something that serves the needs of families relative to social services).
		Follow through on I&RS Meetings by supporting the students with appropriate interventions and share with teachers. Provide teachers with PD on appropriate interventions.
		Progress Monitoring by an ELL Committee, such as I&RS or 504 plan and identify supports for the student.
		IG programs have the opportunity to expand the academic program.
		Provide educational trips to expand the experiences of the students and ensure all students are involved.
		Developing a multicultural committee within each school to ensure the needs of diverse cultures are being recognized and addressed.
		Provide interventions based on data.
		Implement clubs and strategies that will support students Socially & Emotionally (SEL)
		Recognizing cultural monthly celebrations and prepare for them in advance (Hispanic Heritage Month). Cultural Proficiency and Action.
		Providing all students with opportunities to share information about their background and culture, promoting cultural awareness within the classroom.
		Ensure interventions are true interventions and extend beyond the instructional strategies or programs utilized by teachers in any classroom (extension to include for example... Orton G., Fountas and Pinnell, Wilson). Intervention kits or programs or school autonomy in identifying how after-school programs will be designed. Differentiate after school resources used in programming.

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