



## Session Summary

Session 2 • July 8, 2021

### Expanding and Amplifying Equity through ESSER II and ARP ESSER

Presenters: Superintendent Dr. Maureen Brummett, Newington Public Schools, and Dr. Ellen J. Stoltz, consultant

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#### Overview

The results of the Newington Public Schools' needs assessment helped them to identify their shortcomings. With principals' input and viewing the data, Newington's leadership team determined that subgroups experiencing significant learning loss included middle and high school students, students of color, English language learners, and students with disabilities. With ESSER II and ARP ESSER funds, Newington is investing in a secondary level equity and inclusion specialist, deepening Courageous Conversations-based practices and improving the PLC model to close the achievement gap. These strategies collectively will lead to district and building coherence with high expectations for every student.

#### Hire an Equity & Inclusion Specialist

Spark equity in tiered instructional practices for middle and high school students by hiring an equity and inclusion specialist. Their primary role is to monitor progress and advocate for the academic needs of students of color and English language learners, in addition to ensuring the reduction of overidentification of these subgroups for special education referral.

**Outcomes:** As a result, principals will be held accountable as direct reports to the superintendent for the continuous monitoring of equitable practices in their schools, ensuring academic progress for student subgroups and reduction in overidentification percentages at the secondary level.

#### Courageous Conversations

Spark awareness of implicit bias in belief systems by continuing the districtwide focus on Courageous Conversations, thereby holding high expectations and teacher/principal accountability for every

student. Expand current efforts by continuing professional development and by hiring targeted supports, to include bilingual and special educators, and Board Certified Behavior Analysts (BCBAs).

**Outcomes:** As a result, all staff will be held accountable to demonstrate high expectations for students and sufficient staff will be provided to meet student needs.

#### Professional Learning Community

Spark coherence around student, school, and district strategies to close the achievement gap by reinventing and deepening the Professional Learning Community (PLC) as a mechanism for improvement. Data, re-teaching and identifying key power standards will result in accelerating learning for each student.

**Outcomes:** As a result, all teachers and administrators will engage in a coherent model districtwide with a common focus on formative data to drive instruction with acceleration and reteaching in mind.