CPS EQUITY FRAMEWORK

TARGETED UNIVERSALISM

To edit this tool in Google Drive: Upload the PDF to Google Drive. Using Google Chrome internet browser, click the “Open with” down arrow and select the “DocHub- PDF Sign & Edit” Google Drive Add-on. Select your CPS G-mail account and allow access. Complete and select download/export arrow to export to Google Drive.

TARGETED UNIVERSALISM TOOL[02]

Part 0 INTRODUCTION

What: Targeted Universalism is an approach to equity work that recognizes groups of people who have differing needs and require speci ic supports to reach the same goal.

Why: The purpose of this summative tool is to set goals, identify needs, and create plans for student groups unique to your setting- classroom, school, program, or event.

Who: This tool has multiple users: teachers, school teams, school leaders, community-based organizations, etc.

When: The Targeted Universalism Tool supports school planning at multiple levels. Teachers can use the tool to plan for instructional strategies for small groups. Content teams can use the tool to design curriculum and plan for use of instructional time. School leaders can use the tool to design and advocate for programs needed to accelerate learning.

Pre-work: Brainstorm

What is essential for everyone to know?	What does student success look like?

What are essential areas of critical need?	What does the student experience look like at your school?

Part 1 GOAL SETTING + PURPOSE STATEMENT

SET AN UNIVERSAL GOAL

I want to achieve this goal by

_____ **(date)**

WHY IS THIS GOAL IMPORTANT?

Aim for an ambitious goal knowing that student needs vary, and student groups farthest from the goal may need more access, intervention, or opportunity.

- Review student data.
- Select the same goal for all students to meet.

Set a purpose for your work:

- Think of outcomes & possibilities when all students achieve the goal.
- Write a 1-2 sentence statement.
- Share, validate, & refine with school community (cps.edu/equity/Documents/equity-tools.pdf).

TARGETED UNIVERSALISM TOOL 03

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Part 2 MEASURE OVERALL POPULATION

_____ average of student population meeting the goal. This average represents the current state of all student groups.

Part 3 YOUTH STATUS AT A GLANCE

Because the goal is the same, student group(s) can be organized by any student characteristics: student groups by race, gender, learning styles, generation (newcomer, 1st generation, etc.), newly enrolled, and youth with signs of trauma. Student groups could also be determined by their connection to services such as students with Individual Education Plans (IEPs), English Language Learning, Speech & Language Learning, Functional Behavior Plans, etc.

- List student groups.
- Calculate the average of the student groups.
- Record the calculated averages in the baseline boxes.
- Record the universal goal for each student group.

STUDENT GROUP A

Baseline & Goal

STUDENT GROUP B

Baseline & Goal

STUDENT GROUP C

Baseline & Goal

STUDENT GROUP D

Baseline & Goal

STUDENT GROUP E

Baseline & Goal

STUDENT GROUP F

Baseline & Goal

TARGETED UNIVERSALISM TOOL[04]

Part 4 BUILD UNDERSTANDING OF GROUPS

To develop targeted strategies to support the achievement of student groups, leaders need to identify and change structures and other factors prohibiting student groups' process towards the goal. Listening to students and caregivers of each group builds understanding of the student experience. Duplicate this page to plan for each student group.

	STUDENT GROUP __		STUDENT GROUP __		STUDENT GROUP __	
	Baseline	Goal	Baseline	Goal	Baseline	Goal
Reflect How do you think this group describes their experience in school? How do you know?						
Listen What do their caregivers say they need to achieve the goal? Refer to SIP.						
Consult students. What do students need? What ideas do they have? Refer to SIP.						
Collaborate / Empower What targeted strategies might work?						

TARGETED UNIVERSALISM TOOL[05]

Part 5 IMPLEMENT STRATEGIES

WHAT MIGHT BE THE VISIBLE CHANGE IN STUDENT EXPERIENCE? BY WHEN? HOW?

WHAT DOES PROGRESS LOOK LIKE IN 3-6 MONTHS?

WHAT DOES PROGRESS LOOK LIKE IN 9-12 MONTHS?

Act Implement strategies through an equity lens.	What needs to be done? When will this start?	What needs to be done? When will this start?	What needs to be done? When will this start?
Monitor progress. **_____ (date)** **_____ (date)**	2-3 months: 6 months:	2-3 months: 6 months:	2-3 months: 6 months:
Listen to students. What is working? What is not working?			