

Director of Special Education and Pupil Services Portfolio

University of Wisconsin – Eau Claire

Portfolio Artifact Reflection

Title of Experience/Artifact: Inequalities Paper - Luxemburg-Casco Intermediate School

Date Experience/Artifact Completed: July 2024

Description of educational experience/artifact:

This artifact presents a school-level equity analysis that takes a close look at how student experiences and outcomes vary at Luxemburg-Casco Intermediate School. It focuses on disparities in academic achievement, discipline, attendance, and access to support services, particularly among multilingual learners, students with disabilities, economically disadvantaged students, and boys.

By pulling data from platforms like EduClimber, the Forward Exam, and WISEdash, the analysis highlights important gaps in performance and behavior. More than just identifying the issues, the plan outlines practical, multi-tiered strategies to address them, ranging from inclusive instructional practices and redesigned interventions to targeted staff professional development and stronger outreach to families and community partners.

I wanted to emphasize collaboration across departments and call for systemic change. The proposal is rooted in the belief that improving equity requires more than isolated efforts; it demands a coordinated, schoolwide commitment to ensuring all students have access to high-quality instruction, meaningful support, and a sense of belonging.

Standard/ Content Guideline Alignment:

- Wisconsin Administration Standards: 4
- DSEPS Content Guidelines: 3

This artifact reflects my ability to lead with an equity lens and demonstrates alignment with both WAS 4 and CG 3. It focuses on building meaningful partnerships with families and community members, particularly those from linguistically diverse and economically disadvantaged backgrounds. The proposed strategies, such as home visits, translation support, and transportation assistance, are rooted in the belief that personalized, accessible communication is essential for creating trust and improving student outcomes. These actions demonstrate an administrator's responsibility to advocate for community resources and respond to the unique needs of every family.

This also shows a clear understanding of how various pupil services (special education, counseling, nursing, and social work) must work together to support the whole child. Aligned with CG 3, the recommendations include hiring a school social worker, strengthening collaboration between EL and special education staff, and training educators in trauma-informed care and implicit bias. These suggestions show how I approach challenges with a systems mindset, recognizing that meaningful change requires coordinated, multi-layered support.

This experience highlights my ability to identify equity concerns through data, design cross-functional solutions, and lead initiatives that center both student well-being and family

engagement. It shows that I am prepared to serve as a connector between departments, families, and outside agencies to create a more inclusive and supportive school environment.