

2021-2022 EMPT

TO BE COMPLETED FOR EVALUATION AND FEEDBACK BY

ELEMENTARY: FRIDAY, MAY 13TH, 2022

MIDDLE/HIGH: FRIDAY, MAY 27TH, 2022

Contributors

PLEASE LIST ALL CONTRIBUTORS, THEIR ROLE, AND THEIR EMAILS FOR PURPOSES OF ACCESS, EVALUATION, AND FEEDBACK.

Domain 1: Diversity in Curriculum, Instruction, and Assessment

Racial Equity Policy Expectations

Curriculum materials accurately reflect the contributions and history of non-White cultures in 80 percent of the school.

Six Systems Alignment

Success Criterion 1.10: The curriculum is reflective and inclusive of multiple perspectives in order to ensure that a variety of cultural contributions are represented.

Success Criterion 3.4: Unit and lesson design include explicit considerations for the use of high-yield instructional practices and the cultural and social contributions of diverse student populations, including, but not limited to, students of color, ECE students, and ELLs to ensure relevance and equity.

Linked Evidence

CONTRIBUTORS TO PROVIDE LINKED EVIDENCE THAT CORRESPONDS TO THE SCHOOL PERFORMANCE EXPECTATIONS DETAILED BELOW AS WELL AS THE RACIAL EQUITY POLICY EXPECTATIONS LISTED ABOVE HERE.

Narrative Evidence

CONTRIBUTORS TO PROVIDE CORRESPONDING NARRATIVE EVIDENCE HERE.

School Performance Expectations

No Changes	Initial	Growing	Embedded	Dynamic & Robust	Evaluation Defense & Feedback
Curriculum materials are unaltered in any facet to address the diversity of the classroom and/or accuracy of the lesson.	Curriculum materials are minimally designed to only give a cursory viewpoint of cultures, contributions, and understandings.	Curriculum materials are designed to include viewpoints and understandings of other cultures. It also addresses	Curriculum materials acknowledge the sociopolitical context around race and language and are	Curriculum materials include novel information and lessons. It surpasses the "Embedded" level. Equity drives PLC planning	YOUR ASSIGNED DEP RT WILL HIGHLIGHT YOUR LEVEL OF SCHOOL PERFORMANCE TO THE

		sociopolitical and current events that impact students. AND PLCs are selecting and/or creating curricular materials with equity in mind.	representative of contributions from non-White cultures. Equity conversations are a facet of every PLC meeting and are documented.	and conversations.	LEFT AND PROVIDE A BRIEF DEFENSE OF THEIR EVALUATION AS WELL AS FEEDBACK FOR POTENTIAL NEXT STEPS HERE.
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Racial Equity Policy Expectations

*The school has identified and is implementing **instructional practices** that have shown to improve learning outcomes for students of color, to close the achievement gap.*

Six Systems Alignment

Success Criterion 3.5: Students are able to access learning experiences by being provided accommodations and scaffolds for student populations, including, but not limited to, students of color, ECE students, and ELLs.

Linked Evidence	Narrative Evidence
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School Performance Expectations

No Changes	Initial	Growing	Embedded	Dynamic & Robust	Evaluation Defense & Feedback
No culturally responsive instructional practices are evidenced.	School has minimal culturally responsive instructional practices in evidence.	School embraces tailored instructional practices to meet the specific needs of students of color.	School is utilizing culturally responsive instructional strategies to ensure growth for all students while simultaneously showing accelerated growth for students of color in order to close the achievement gap. AND	School leadership is innovative in culturally responsive instruction/delivery and connects new content to culturally relevant examples and metaphors from students' communities and everyday lives. AND	YOUR ASSIGNED DEP RT WILL HIGHLIGHT YOUR LEVEL OF SCHOOL PERFORMANCE TO THE LEFT AND PROVIDE A BRIEF DEFENSE OF THEIR EVALUATION AS WELL AS FEEDBACK FOR POTENTIAL NEXT STEPS HERE.

			Schools are optimally utilizing PLCs to create synergy among teachers in addressing the unique needs of students of color.	Teachers engage in research-based PLCs to exchange and learn strategies to advance the academic outcomes of students of color.	
Racial Equity Policy Expectations					
Multiple forms of assessment are used. Assessment strategies are not finite in that they allow for feedback and revisions until mastery is achieved.					
Six System Alignment					
Success Criterion 3.8: Assessments are designed to be culturally sensitive and responsive to diverse needs and populations.					
Success Criterion 3.9: Formative assessments contain a variety of formats to allow for a range of opportunities to demonstrate mastery.					
Success Criterion 4.7: Analysis of assessments includes a review of cultural sensitivity and the diverse needs and populations of all students.					
Linked Evidence		Narrative Evidence			
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School Performance Expectations					
No Changes	Initial	Growing	Embedded	Dynamic & Robust	Evaluation Defense & Feedback
Multiple forms of assessments are NOT used to address different learning modalities.	Multiple forms of assessment to address different learning modalities are used but with no opportunities for actionable feedback, reflection, or revision.	Multiple forms of assessment are used that address different learning modalities and support rigorous engagement with actionable feedback.	Multiple forms of assessment are used to allow students to demonstrate their learning in various ways. AND Assessments complement the culturally responsive pedagogical strategies that were employed during	Multiple forms of assessment are used and are varied per individual student needs and measure application of skills acquired. AND Students and teachers value the assessments for the information they	YOUR ASSIGNED DEP RT WILL HIGHLIGHT YOUR LEVEL OF SCHOOL PERFORMANCE TO THE LEFT AND PROVIDE A BRIEF DEFENSE OF THEIR EVALUATION AS WELL AS FEEDBACK FOR POTENTIAL NEXT STEPS HERE.

			instruction. Assessments allow for revisions and feedback so that mastery can be achieved.	provide and the growth they ensure.	
Domain 2: Professional Development					
Racial Equity Policy Expectations					
School staff attend District-provided professional development to close racial achievement gap.					
Six System Alignment					
<p>Success Criterion 6.9: PD plans consider data analyses of the academic progress and disciplinary trends of student populations, including, but not limited to, the engagement of and a culturally inclusive environment for students of color, ECE students, and ELLs.</p> <p>Success Criterion 6.10: There is an ongoing process for teacher reflection as well as a schoolwide evaluation of the effectiveness of PD. Adjustments to plans and practices are made based on the reflection and evaluation.</p>					
Linked Evidence		Narrative Evidence			
CONTRIBUTORS TO PROVIDE LINKED EVIDENCE THAT CORRESPONDS TO THE SCHOOL PERFORMANCE EXPECTATIONS DETAILED BELOW AS WELL AS THE RACIAL EQUITY POLICY EXPECTATIONS LISTED ABOVE HERE.		CONTRIBUTORS TO PROVIDE CORRESPONDING NARRATIVE EVIDENCE HERE.			
School Performance Expectations					
No Changes School leadership does not mandate that staff are required to attend any training on cultural proficiency to close the racial achievement gap.	Initial School leadership mandates a minimum amount of training on cultural proficiency, but not all staff have received the minimum required number of hours.	Growing School leadership mandates that staff are required to attend some training on cultural proficiency. AND Most staff have been trained/received professional development	Embedded School leadership mandates a minimum amount of cultural proficiency training that all faculty and staff must attend, which exceeds the District-required minimum. AND	Dynamic & Robust School leadership embodies a culture of continual learning and professional growth around cultural proficiency. This includes professional development beyond District-provided PD, to include external conferences, school-based book studies, etc.	Evaluation Defense & Feedback YOUR ASSIGNED DEP RT WILL HIGHLIGHT YOUR LEVEL OF SCHOOL PERFORMANCE TO THE LEFT AND PROVIDE A BRIEF DEFENSE OF THEIR EVALUATION AS WELL AS FEEDBACK FOR POTENTIAL NEXT STEPS HERE.

		working toward cultural proficiency.	All staff have been trained/received professional development working toward Racial Equity.		
<p align="center">Racial Equity Policy Expectations</p> <p><i>School leadership and staff reflect on the Equity Institute and other PD to discuss how they will apply what they learned to practice, to positively impact students.</i></p>					
<p align="center">Six System Alignment</p> <p>Success Criterion 6.9: PD plans consider data analyses of the academic progress and disciplinary trends of student populations, including, but not limited to, the engagement of and a culturally inclusive environment for students of color, ECE students, and ELLs.</p> <p>Success Criterion 6.10: There is an ongoing process for teacher reflection as well as a schoolwide evaluation of the effectiveness of PD. Adjustments to plans and practices are made based on the reflection and evaluation.</p>					
<p align="center">Linked Evidence</p> <p>CONTRIBUTORS TO PROVIDE LINKED EVIDENCE THAT CORRESPONDS TO THE SCHOOL PERFORMANCE EXPECTATIONS DETAILED BELOW AS WELL AS THE RACIAL EQUITY POLICY EXPECTATIONS LISTED ABOVE HERE.</p>		<p align="center">Narrative Evidence</p> <p>CONTRIBUTORS TO PROVIDE CORRESPONDING NARRATIVE EVIDENCE HERE.</p>			
<p align="center">School Performance Expectations</p>					
<p align="center">No Changes</p> <p>School leadership does not mandate that staff are required to attend any training on cultural proficiency to close the racial achievement gap.</p>	<p align="center">Initial</p> <p>School leadership mandates a minimum amount of training on cultural proficiency, but not all staff have received the minimum required number of hours.</p>	<p align="center">Growing</p> <p>School leadership mandates that staff are required to attend some training on cultural proficiency.</p> <p align="center">AND</p> <p>Most staff have been trained/received professional development working toward cultural proficiency.</p>	<p align="center">Embedded</p> <p>School leadership mandates a minimum amount of cultural proficiency training that all faculty and staff must attend, which exceeds the District-required minimum.</p> <p align="center">AND</p> <p>All staff have been trained/received professional development</p>	<p align="center">Dynamic & Robust</p> <p>School leadership embodies a culture of continual learning and professional growth around cultural proficiency. This includes professional development beyond District-provided PD, to include external conferences, school-based book studies, etc.</p>	<p align="center">Evaluation Defense & Feedback</p> <p>YOUR ASSIGNED DEP RT WILL HIGHLIGHT YOUR LEVEL OF SCHOOL PERFORMANCE TO THE LEFT AND PROVIDE A BRIEF DEFENSE OF THEIR EVALUATION AS WELL AS FEEDBACK FOR POTENTIAL NEXT STEPS HERE.</p>

			working toward Racial Equity.		
Domain 3: School Culture and Climate					
<p><i>Racial Equity Policy Expectations</i></p> <p><i>School Culture and Climate are welcoming to racial identity and its impact; identifies and addresses racism and implicit bias; increases cultural competence; and fosters a sense of belonging for all students, the community, and families.</i></p>					
<p>Six System Alignment</p> <p>Success Criterion 2.5: School leaders establish a system to develop, implement, and monitor action plans based on data analysis relevant to culture and climate. The plans include analysis of CSS data by student populations, staff, parent groups, and subgroups. Key data points are shared with the entire staff.</p>					
<p>Linked Evidence</p> <p>CONTRIBUTORS TO PROVIDE LINKED EVIDENCE THAT CORRESPONDS TO THE SCHOOL PERFORMANCE EXPECTATIONS DETAILED BELOW AS WELL AS THE RACIAL EQUITY POLICY EXPECTATIONS LISTED ABOVE HERE.</p>		<p>Narrative Evidence</p> <p>CONTRIBUTORS TO PROVIDE CORRESPONDING NARRATIVE EVIDENCE HERE.</p>			
<p>School Performance Expectations</p>					
<p>No Changes</p> <p>School climate is not a welcoming environment for non-dominant cultures. Default culture persists, thereby excluding segments of school and community population.</p>	<p>Initial</p> <p>School climate is such that leadership makes minimal attempts to incorporate the cultural identities of its diverse student and family demographics.</p>	<p>Growing</p> <p>School climate acknowledges the diverse cultural identities of students, families, and the community and makes ongoing attempts to incorporate cultural identities.</p>	<p>Embedded</p> <p>School climate validates and affirms the diverse cultural identities of students, families, and the community, evidenced by student voice, stakeholder involvement, and community feedback.</p>	<p>Dynamic & Robust</p> <p>School community ensures a sense of belonging for all students, their families, and the community, specifically for students of color.</p>	<p>Evaluation Defense & Feedback</p> <p>YOUR ASSIGNED DEP RT WILL HIGHLIGHT YOUR LEVEL OF SCHOOL PERFORMANCE TO THE LEFT AND PROVIDE A BRIEF DEFENSE OF THEIR EVALUATION AS WELL AS FEEDBACK FOR POTENTIAL NEXT STEPS HERE.</p>
Domain 4: Programmatic Access					

Racial Equity Policy Expectations

Enrollment among students of color has increased in accelerated educational courses and other college- or career-readiness opportunities and extracurricular or enrichment opportunities.

Six System Alignment

Success Criterion 4.4: Collaborative Teacher Teams (PLCs) intentionally focus on performance trends and instructional needs for student subgroups.

Success Criterion 4.6: Teachers are mindful of and address bias when analyzing data and creating instructional groups.

Linked Evidence	Narrative Evidence
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School Performance Expectations

No Changes	Initial	Growing	Embedded	Dynamic & Robust	Evaluation Defense & Feedback
School leadership has made no effort to change access among students of color to accelerated courses or in extracurricular or enrichment opportunities.	School leadership has developed a plan to address school policies and procedures that are barriers that prevent enrollment in accelerated coursework and extracurricular and enrichment opportunities among students of color but has made insufficient efforts to enact the plan.	School leadership has ENACTED a plan to address school policies and procedures that are barriers that prevent enrollment in accelerated coursework and extracurricular and enrichment opportunities. AND Enrollment has not increased.	School leadership has ENACTED a plan to address school policies and procedures that are barriers that prevent enrollment in accelerated coursework and/or extracurricular and enrichment opportunities. AND Enrollment among students of color in accelerated coursework and extracurricular and enrichment has increased.	School leadership has developed a plan to address school policies and procedures that are barriers that prevent enrollment in accelerated coursework and extracurricular and enrichment opportunities. AND Enrollment among students of color in accelerated coursework and extracurricular and enrichment opportunities is nearly equitable.	YOUR ASSIGNED DEP RT WILL HIGHLIGHT YOUR LEVEL OF SCHOOL PERFORMANCE TO THE LEFT AND PROVIDE A BRIEF DEFENSE OF THEIR EVALUATION AS WELL AS FEEDBACK FOR POTENTIAL NEXT STEPS HERE.

Domain 5: Staffing and Classroom Diversity

Racial Equity Policy Expectations

Applicant pool, interview pool, and final hires for classroom and school leadership positions reflect demographic diversity of the District.

This is outlined in Racial Equity Policy, not 6 Systems Criterion.

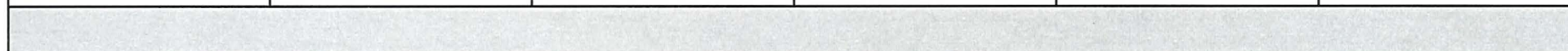
Linked Evidence	Narrative Evidence
CONTRIBUTORS TO PROVIDE LINKED EVIDENCE THAT CORRESPONDS TO THE SCHOOL PERFORMANCE EXPECTATIONS DETAILED BELOW AS WELL AS THE RACIAL EQUITY POLICY EXPECTATIONS LISTED ABOVE HERE.	CONTRIBUTORS TO PROVIDE CORRESPONDING NARRATIVE EVIDENCE HERE.

School Performance Expectations

No Changes	Initial	Growing	Embedded	Dynamic & Robust	Evaluation Defense & Feedback
<p>There is no change in interview/hiring processes for school leadership and classroom positions.</p> <p style="text-align: center;">OR</p> <p>Hiring slates are not diverse.</p> <p style="text-align: center;">OR</p> <p>The Diversity Hiring Specialist is not consulted in any capacity.</p>	<p>Changes to the interview/hiring process based on recommendations from Diversity Hiring Specialist or school data have been documented.</p> <p style="text-align: center;">OR</p> <p>Interview slates for staff, leadership, and other positions inconsistently reflect student school/District demographic data.</p> <p style="text-align: center;">OR</p> <p>The Diversity Hiring Specialist is still not consulted in any capacity.</p>	<p>Changes to the interview/hiring process have resulted in interview slates pursuing staff and leadership positions reflecting student demographics and Racial Equity data.</p> <p style="text-align: center;">AND</p> <p>The Diversity Hiring Specialist provided some feedback, which may or may not have been incorporated.</p>	<p>The interview/hiring process is consistently followed and aligns with the District Best Hiring Practices Handbook.</p> <p style="text-align: center;">AND</p> <p>Candidate interview slates consistently reflect pursuing staff and leadership positions reflecting student demographics and Racial Equity data.</p> <p style="text-align: center;">AND</p> <p>The Diversity Hiring Specialist was consulted in advance of the hiring process and invited to participate in interviews.</p>	<p>The interview/hiring process is consistently followed and aligns with the <i>District Best Practices for Hiring Handbook</i>.</p> <p style="text-align: center;">AND</p> <p>The interview panel includes key stakeholders encompassing various aspects of diversity.</p> <p style="text-align: center;">AND</p> <p>The candidate interview slates for staff and leadership positions reflect the District/schools student demographic and Racial Equity data.</p> <p style="text-align: center;">AND</p>	<p>YOUR ASSIGNED DEP RT WILL HIGHLIGHT YOUR LEVEL OF SCHOOL PERFORMANCE TO THE LEFT AND PROVIDE A BRIEF DEFENSE OF THEIR EVALUATION AS WELL AS FEEDBACK FOR POTENTIAL NEXT STEPS HERE.</p>

				The Diversity Hiring Specialist was consulted and invited to participate in interviews in advance of the hiring process.	
Domain 6: Reflections of Equitable Practices					
Racial Equity Policy Expectations					
Following REAP committee guidelines, the REAP is appropriately being used to assess school policies and procedures.					
Six System Alignment					
Success Criterion 5.12: School leaders ensure the use of the REAP with policies, practices, and decisions to neutralize implicit bias and retraumatization.					
Linked Evidence		Narrative Evidence			
CONTRIBUTORS TO PROVIDE LINKED EVIDENCE THAT CORRESPONDS TO THE SCHOOL PERFORMANCE EXPECTATIONS DETAILED BELOW AS WELL AS THE RACIAL EQUITY POLICY EXPECTATIONS LISTED ABOVE HERE.		CONTRIBUTORS TO PROVIDE CORRESPONDING NARRATIVE EVIDENCE HERE.			
School Performance Expectations					
No Changes	Initial	Growing	Embedded	Dynamic & Robust	Evaluation Defense & Feedback
The REAP is rarely or never used in decisions that have potential to inequitably impact students.	REAP is sometimes used, but its utility is still being understood by school faculty and staff.	<p>The REAP is used to assess most policies and procedures, but it still has room to be applied to more policies and procedures.</p> <p>AND</p> <p>The REAP has been applied to the school handbook.</p>	<p>The REAP monitoring tool is used effectively and equitably in school decision making to assess policies and procedures.</p> <p>AND</p> <p>The REAP has been applied to the school handbook.</p> <p>AND</p>	The REAP is integrated into processes throughout the school. Faculty and staff utilize the REAP informally for small decisions as well as formal policies and procedures.	YOUR ASSIGNED DEP RT WILL HIGHLIGHT YOUR LEVEL OF SCHOOL PERFORMANCE TO THE LEFT AND PROVIDE A BRIEF DEFENSE OF THEIR EVALUATION AS WELL AS FEEDBACK FOR POTENTIAL NEXT STEPS HERE.

			<p>The REAP is reliably applied to budget decisions.</p> <p>AND</p> <p>The REAP is reliably applied to decisions about extracurricular, enrichment, and athletic events (e.g., dances, field trips, open house, science fair).</p>		
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2022-2023 Racial Equity Plans
TO BE COMPLETED BY FRIDAY, AUGUST 26TH, 2022.

THIS IS NOT TO BE COMPLETED UNTIL AFTER YOU HAVE FULLY REVIEWED YOUR 2020-2021 EMPT WITH YOUR AREA ASSISTANT SUPERINTENDENT AND/OR THEIR EXECUTIVE ADMINISTRATOR.

ONCE YOU HAVE REVIEWED YOUR EMPT WITH YOUR AREA ASSISTANT SUPERINTENDENT AND/OR THEIR EXECUTIVE ADMINISTRATOR, FOLLOW THESE STEPS:

- 1. UNDER GOALS:** LIST SMART 1 GOAL FOR EACH DOMAIN FOR THE 2021-2022 SCHOOL YEAR AS IT RELATES TO THE DISTRICT'S RACIAL EQUITY POLICY AND YOUR SCHOOL'S RACIAL EQUITY PLAN.
- 2. UNDER NEXT STEPS:** PROVIDE NARRATIVE CONTEXT FOR YOUR SMART GOALS, INCLUDING RELEVANT WORK THAT IS ALREADY OCCURRING BUT CANNOT BE DOCUMENTED WITH LINKED EVIDENCE.
- 3. UNDER RESOURCES REQUIRED:** IDENTIFY ANY COACHING, COLLABORATION, OR PROFESSIONAL LEARNING YOU AND/OR YOUR FACULTY WILL REQUIRE TO MEET YOUR SMART GOAL.

Domain 1 Diversity in Curriculum, Instruction, & Assessment	Goals	Next Steps	Resources Required
Domain 2: Professional Development	Goals	Next Steps	Resources Required
Domain 3: School Culture and Climate	Goals	Next Steps	Resources Required

Domain 4: Programmatic Access	Goals	Next Steps	Resources Required
Domain 5: Staffing and Classroom Diversity	Goals	Next Steps	Resources Required
Domain 6: Reflections of Equitable Practices	Goals	Next Steps	Resources Required