

SAMPLE EQUITY DISTRICT PLANS NAMING SPECIFIC POPULATIONS & INITIATIVES

What is your data?

What specific student groups do you need to name in your district or school plans?



What have you done to ensure that naming a disparity is normed & expected?



Tenet #1: Students Opportunity to Learn (Student Focused)

Performance Goal: An increase in the number and percentage of African American students who achieve the standard or higher (50th percentile) in reading and mathematics.

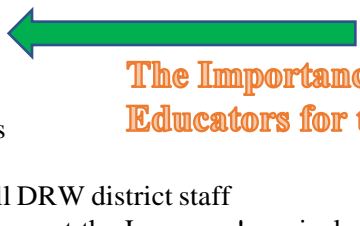
Performance Goal: A decrease in the number and percentage of African American students who score Below Standard (below the 50th percentile) in reading and mathematics.

ACTION STEPS to Achieve Performance Goals	IMPLEMENTATION OF ACTION STEPS Local District/Central Office	TIMELINE & persons with lead responsibility
	 <p>What is educational racism?</p>	

<p>❖ Staff will be provided with initial and ongoing opportunities to learn/address belief systems, content (reading and mathematics), culturally relevant pedagogy and classroom cultural ecology. Staff will be provided:</p> <ul style="list-style-type: none"> • Initial and ongoing opportunities to learn/address belief systems, content (reading and mathematics), culturally relevant pedagogy and classroom cultural ecology. • Support through professional development for teachers, coaches, counselors, administrators on culturally relevant and culturally contextualized pedagogy addressing the belief system, cultural frames of reference and authentic knowledge. 	<p>Data Analysis-Our data indicates that currently approximately only 18% of our African American students scored at the proficient level in English Language Arts (ELA) on the California Standards Test (CST) and only 3% of our African American students scored at the proficient level in Algebra I on the CST. Additionally, 80% of our African American students scored either at the Far Below Basic(FBB), Below Basic(BB) and Basic(B) in ELA and almost 100% scored at the FBB, BB, and B in Algebra on the CST. Our goal in Local District 5 is to increase the number and percentage of African American and English Learners (EL) students scoring at the proficient level on the CST to 50% in both ELA and math and decrease the number and percentage by 50% of students scoring below standard</p> <p>Local District Implementation Strategies:</p> <ul style="list-style-type: none"> • All district and school site staff will examine the causes of the opportunity gap, analyze their beliefs and values, and understand how this impact the elimination of gaps at their site. • All district and school site staff will learn and implement effective culturally relevant strategies to close performance gaps. • All district and school site staff will develop an understanding of their role in responsibility and accountability for implementation of a culturally relevant and responsive education by reading <i>The Dreamkeepers</i> by Gloria Ladson Billings. The second half of the year we will read Ibram Kendi, Zaretta Hammond, & Geneva Gay. • District and school site staff development will include articles and reflective questions on culturally relevant pedagogy. • Local District 5 and Families in Schools will collaborate to plan and implement a district/community book festival, “Feria del Libro”. The festival will celebrate literacy in all cultures and feature African American, Latino, Native American, and other authors. • Local District 5 will promote the play <i>Queen of the Nile</i> which represents rich a rich history of African Kings and Queens as a culturally relevant field trip schools should consider. 	<p>Timeline: August and on-going</p> <p>Person(s) Responsible: Local District, IST, Directors, School Services</p> <p>Sept.-June 11, 2016</p>
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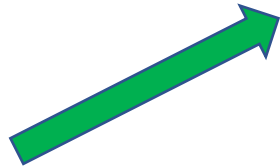
What CR behaviors & strategies can you implement in your district or at your school?

How have you implemented district-wide Diversity, Equity & Inclusivity Training for all staff? How can this training and consciousness become embedded in goals?

ACTION STEPS to Achieve Performance Goals	IMPLEMENTATION OF ACTION STEPS Local District/Central Office	TIMELINE & persons with lead responsibility
<p>❖ Restructure classroom organization and academic instruction and human relations to support culturally relevant instruction.</p> <p>Teachers tailor instruction to their students needs rather than to impose the singular “traditional” learning style on their students.</p> <p>Teachers reflect on their practice to create inclusive classroom communities in which all students understand classroom protocols.</p>	<p>Local District Implementation Strategies:</p> <ul style="list-style-type: none"> • All administrators will be asked to examine their classroom organization matrix to ensure that African American and all other students have access to Gifted and Talented (GATE) classes that include culturally relevant instruction. • Secondary schools follow the Local District 5 ELA Pathway to identify students’ literacy needs and place them in the appropriate instructional setting. • All schools, elementary and secondary, will fully implement the Science Instructional Guides and Periodic Assessments including culturally responsive pedagogy throughout the curriculum. • Schools will provide professional development on Second Step and Too Good for Drugs which will be embedded throughout the curriculum. • Schools will conduct an inventory of all culturally relevant materials available and ensure that teachers have ample culturally relevant materials in their classrooms. • Local District 5 will provide professional development on specific strategies that support culturally relevant pedagogy such as: <ul style="list-style-type: none"> -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strengths • Professional development will be provided for all DRW district staff and teachers in culturally relevant pedagogy to support the Language! curriculum. • All Literacy Coordinators and Math Coaches will receive professional development in culturally relevant <div data-bbox="1144 954 1738 1177">  <p>The Importance of Preparing Educators for the work!</p> </div>	<p>Timeline: August and on-going</p> <p>Person(s) Responsible: Local District, Directors, School sites, EL/SEL Unit</p> <p>Special Education, IST, OF, PSW, PSY. UNIT, Resource Coordinating</p>

and responsive education (CRRE)	Team
<ul style="list-style-type: none">Teachers will learn how to address the needs of African American students through CRRE in order to reduce the number of referrals to Special Education.	

- Teachers will learn how to address the needs of African American students through CRRE in order to reduce the number of referrals to Special Education.



Specific equity language & consciousness to reduce over-referrals to SPED

Tenet #1: Students Opportunity to Learn (Student Focused)

ACTION STEPS to Achieve Performance Goals	IMPLEMENTATION OF ACTION STEPS Local District/Central Office	TIMELINE and persons with lead responsibility
❖ Develop/identify an intervention plan that identifies students who are scoring below the 50 th percentile in math and reading. Provide these students with additional instructional opportunities that will strengthen their reading and math skills.	<p>Local District Implementation Strategies:</p> <ul style="list-style-type: none"> • Establish systematic protocol for reviewing achievement data at each school site in order to identify students in all subgroups who are not meeting benchmarks in core content classes and on standardized tests. • Assist schools through monthly leadership professional development in the areas of content literacy and academic rigor in ELA and math. • Assist schools in establishing a well-structured monitoring system for all subgroups. • Provide K-12 math and literacy additional instructional opportunities during the school day. • Provide professional development support from Local district. • Assist schools in organizing effective intervention, i.e., selection criteria, curriculum, monitoring progress, etc. • Establish before/after school tutoring and Saturday intersession programs to address instructional needs. • Provide support and build capacity of ELA administrators to devise an intervention plan and determine how the appropriate data is used to ensure equitable access for African American and all other students in all content areas. • Implement and expand Advance to Literacy class to students in grades 6-12 reading below grade level. • Pilot a double period of math in some middle school as intervention. 	<p>Timeline: August and ongoing</p> <p>Person(s) Responsible: Local District IST Staff, Directors, School Services</p> <p>Local District Intervention Coordinator, ELA Administrator</p> <p>School site, APSCS Secondary literacy coach, Principals, Assistant Principals, ELA Teachers</p>

Multiple intersectional approaches & activities to ensure parity



Performance Goal: An increase in the number and percentage of African American students who successfully complete (grades of A-C) upper level mathematics courses (i.e., algebra, geometry, math analysis, calculus, etc.).

ACTION STEPS to Achieve Performance Goals	IMPLEMENTATION OF ACTION STEPS Local District/Central Office	TIMELINE and persons with lead responsibility
<p>❖ Assess students at the beginning of the school year to determine their levels of achievement in math.</p>	<p>Data Analysis: Data indicates that in Local District 5 only 34.9% or 352 African American students passed upper level math with a C or better. Our goal is to increase the number of students passing math with a C or better to 45%</p> <p>Local District Implementation Strategies:</p> <ul style="list-style-type: none"> Schools will examine student math achievement data to guide instruction for current and upcoming school year and develop scaffolding strategies for students scoring low on math tests. Local district and school site will select an assessment measure to determine the levels of achievement in math. Review CAHSEE and CST data by complex and provide professional development for all Leadership Teams to identify levels of rigor in math. Leadership Teams discussed implications and made 3 commitments regarding what they will do differently. Disaggregated data will be used to address achievement disparities on the CST among groups of students. Continue to review data and create a math pathway. Teachers will be trained in culturally relevant strategies through math institutes and on- site math professional development. Through seminars, APSCS and counselors will be trained and supported in implementing CRRE strategies when programming students into upper levels math classes. 	<p>Timeline: August and on-going</p> <p>Person(s) Responsible: Local District, IST Staff, Math, EL/SEL Unit, Director of School Service Secondary</p>

Disaggregated data as norm

What population
is under-represented in
your district?



Performance Goal: An increase in the number and percentage of African American students who enroll in Honors and Advanced Placement classes.

Performance Goal: An increase in the number and percentage of African American students who complete successfully (grades of A-C) Honors and Advanced Placement classes.

Performance Goal: An increase in the number and percentage of African American students who take Advanced Placement exams.

Performance Goal: An increase in the number and percentage of African American students who receive scores of 3, 4, or 5 on Advanced Placement exams.

ACTION STEPS to Achieve Performance Goals	IMPLEMENTATION OF ACTION STEPS Local District/Central Office	TIMELINE and persons with lead responsibility
<p>❖ Do not limit Honors and AP courses to magnet students, allow all students to take the courses.</p>	<p>Data Analysis: Data indicates that in Local District 5 only 2.5% or 62 African American students were enrolled in AP classes in 2003-04. Of the 62 students enrolled, 71.8% or 56 passed AP classes with a C or better. In addition, only 47.4% or 37 students took the AP exams and only 27% or 10 students passed the AP exams with a 3 or above. It is our goal to increase the percentage of African American students enrolled in AP classes to 10% and increase the percentage of students who pass the AP exam to 25%.</p> <p>Local District Implementation Strategies:</p> <ul style="list-style-type: none"> • Secondary schools will analyze course enrollment data to ensure that SEL students have access to Honors and AP courses. • Schools will review disaggregated data of identified Gifted, Honors and AP students using DSS OR SIS. • Schools will provide sufficient Honors and AP courses on the master schedule in order to accommodate larger numbers of students, including linguistically diverse students. • Provide professional development for school counselors, teachers, administrators, and coaches that address belief systems and culturally relevant pedagogy. (Read <i>Dreamkeepers</i>) • Middle and high school students in District 5 will have an opportunity to enroll in AP and Honors classes with embedded support to secure their academic success. • In order to ensure that the performance gap will show evidence of closure, these students will have additional tutoring before school/after school and during intersession. • Continue to implement and expand our AVID program in grades 6-12. • Through professional development GATE Coordinator will be trained in CRT and understand alternatives as well as traditional ways students can be identified. • Train APSCS in culturally relevant pedagogy. 	<p>Timeline: August and on-going</p> <p>Person(s) Responsible: Directors, Counselors, Site administrators, IST staff</p> <p>APSCS High School Coordinator AVID, Coordinator LACOE, G.A.T.E. Coordinator</p>
<p>❖ Advertise AP classes more and offer to all students, not just the magnet students.</p>	<p>Local District Implementation Strategies:</p> <ul style="list-style-type: none"> • Schools will make AP and Honors classes available to all students by advertising in assemblies, or disseminating flyers in home room or counseling offices. • Counselors and APSCS will examine AP data, CST data and present this at community meetings to encourage students to enroll in AP classes. 	<p>Person(s) responsible: Directors, Counselors, Site administrators</p>

A focus on
access
& rigor
for
all
students



ACTION STEPS to Achieve Performance Goals	IMPLEMENTATION OF ACTION STEPS Local District/Central Office	TIMELINE and persons with lead responsibility
❖ Increase students' ability to use effective study skills using collaborative strategies.	Local District Implementation Strategies: <ul style="list-style-type: none"> • The local district will provide professional development on Gifted/Talented culturally responsive teaching. • Local District and school site will provide ongoing professional development for all AVID teachers in culturally relevant responsive strategies. • Schools will provide AVID training for teachers to implement at the 8th/9th bridging program using culturally responsive teaching. • Increase the number of AVID classes at each school site. • Increase the number of AVID programs district wide • Provide AVID training for all students. 	Timeline: August and on-going Person(s) Responsible: Local District staff/IST Unit, School site administrators, Intervention Coordinator, AVID Coordinator
❖ Provide in the regular class schedule enough college prep classes and sufficient AP and Honors classes for an increased enrollment of underrepresented students with emphasis on math and science.	Local District Implementation Strategies: <ul style="list-style-type: none"> • Schools will provide Professional development for teachers on culturally relevant teaching in the content areas, such as math and science. • Schools will review master schedules periodically to ensure that there are sufficient college prep, and Honors AP classes available for all SEL students. • Schools will monitor disaggregated data in college prep Honors and AP classes to determine equal access of course offerings for underrepresented SEL students. • Local District provides technical support for co-creating master schedules. 	Timeline: August and on-going Person(s) Responsible: APSCS IST, School Site Administrators, Directors, School Services Timeline: January-June

SCHOOL-BASED PLANS IN ALIGNMENT WITH A DISTRICT PLAN

How does this apply to all students? How can focusing on one group positively impact the learning for all students?

Sample School-Based Plan

KTXSA KIPP UPREP HIGH SCHOOL Equity in Action Plan

2020-2021 Equity Theory of Action:

If the faculty and students at UPrep engage in DEI work, then we will have a more equitable school community.

If we orient ourselves in listening and look at root causes of data, then we can have the challenging conversations necessary to move us forward

As a school we will strive to:*

- Continuously reflect on our authentic identities and others'
- Challenge our implicit biases
- Celebrate differences through conversation and action
- Operate with compassion and empathy so everyone feels like an accepted member of the team and family regardless of their identity
- Relentlessly pursue equity in our community, education, and beyond



**The Importance of
“Inside Out” Work**

*DEI Goals collectively developed by UPrep staff

Equity in Action + Connection to The Heartbeat

The goals set for year 1 are anchored in three key elements of the KIPP Heartbeat- *Champions of Equity and Purposeful Persistence, Joyful Environments, and Respectful Interactions, Lift and Climb Together.*



Champions of Equity and Purposeful Persistence	Joyful Environments And Respectful Learning	Lift and Climb Together
<p>As champions of equity, we stand with our parents to ensure we have great schools.</p> <p>a. We believe in our communities and they overflow with power, beauty, and potential in order to help our students unlock their innate assets and fulfill their dreams.</p>	<p>Our kids feel physically and emotionally safe.</p> <p>a. We create a culture where mistakes and failures are learning opportunities.</p> <p>b. We treat all members of our community, and they treat each other, with respect and love regardless of differences.</p> <p>9. Our kids feel known by teachers, staff, leaders, and each other.</p>	<p>We commit and achieve? TOGETHER.</p> <p>a. We are unfailingly candid, while being kind. And we encourage productive conflict to identify and fix problems fast. We ensure the best solutions prevail.</p> <p>b. We hold our teammates accountable to the results they have committed to achieving and to our collective Goals.</p>

← Parents/guardians & communities as partners

b. When a flower doesn't bloom you fix the environment in which it grows. Not the flower.

Meaning we change the environment here at the school to make it feel as safe as possible in order to make it the best conceivable place for each of our different personalities to learn, grow, and thrive.

2. We persist with purpose with every student.

a. We see the students who face the most challenges not as problems but as the reason we exist.

b. We stick with our students until we are confident that they are set up for successful and choice-filled lives.

3. We work to ensure that ALL of our kids know that they MATTER.

a. We don't let obstacles become excuses for adults to fail our kids. We know that many of our kids face numerous hurdles and barriers to success. We have to help them navigate them with courage and compassion.

a. We know each of our students as individuals and take time to understand their interests and needs. We progress monitor how our students are doing so we can best meet their individual needs

b. We create environments where students can form deep, supportive, and lasting relationships with each other.

10. Our students feel loved in our schools.

a. We show our love for our kids by holding them to standards of excellence that befit their limitless potential.

b. We show our love for our kids by making school fun, challenging, and exciting, while also connecting each lesson to their lives.



What do you think of the empathic language?

12. Diverse teams of outstanding people get the best results.

a. We know outstanding people want to work with other outstanding people, so we strive to create an environment where outstanding people want to be and can be successful A+ teammates beget other A+ teammates.

b. We constantly reflect on and refine our work at the individual, interpersonal, and institutional levels. We engage in individual work to develop our own mindsets, beliefs, and actions as well as to improve our practice. We critically examine our practices as individuals, in teams, and organizationally to unearth growth areas.

13. We build trust.

a. We see trusting relationships as a key to achieving high results for students.

b. Trusting relationships enable all the other elements of high performance, from accountability to feedback to high engagement. People may experience the trust-building process in different ways and therefore we understand that deep trust is an evolution. We build trust by treating our team members equitably. Inequitable treatment of teammates is unfair and unethical and also leads to under-performance.

b. We do whatever it takes, within our boundaries, in order to provide our kids with the experience they deserve. We know that this often requires extraordinary effort and time. If it didn't, all kids would already have access to a great education.

FOUR ELEMENTS THAT EVERY BIG KIPPSTER MUST KNOW AND BELIEVE

Element #1 | As students are exposed to the issue of racism through media, daily experience, and history, they need adult guidance to navigate all of the information and experiences. Students need avenues of discussion and information that are factual, compassionate, open, and safe.

Element #2 | Our KIPPster's resilience and resistance to systemic oppression can be increased by creating an environment that acknowledges the role of systemic racism inside and outside of school, and how that is perpetuated by intergenerational poverty, current community unrest, and intentional targeting of young people of color by those in power.

Element #3 | While all students can be susceptible to distress from direct experience or viewing coverage of traumatic events related to racism, students from racial minority groups may be more likely to experience distress from acts of violence and aggression against people of color (Harrell, 2000).

Element #4 | Repeated exposure to trauma-related media stories focusing on perceived racism can impact the student emotionally, psychologically, and even physically. Stories in the media may fail to acknowledge students' history, communities, or shared narratives of resilience.

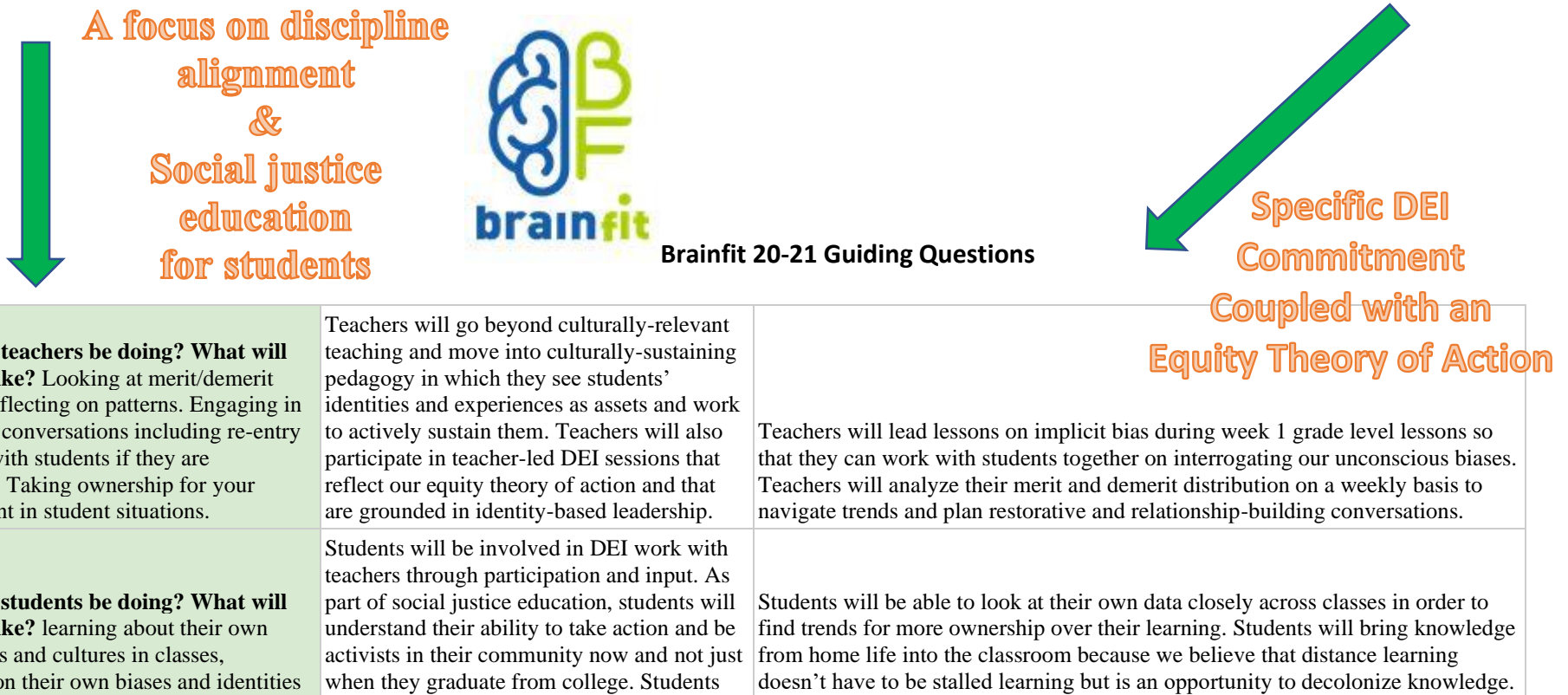
Recognition of the authentic lives of our students

Resources to support the
plan



Key Terms, Articles, Resources	
KIPP Heartbeat	https://drive.google.com/file/d/1AHS1jJ73U7RrEjZ8YQFORUeRkBN0ziw3/view
Groundwater Approach	https://drive.google.com/file/d/1WsFy0BY1v2U7xtqyNUQVY5tZlxWkAZB9/view
KTXSA Power of 3	https://docs.google.com/document/d/1u4ttTTO9aqdkhTolXxeZYC2SM9ztILvJ/edit
KTXSA Equity Commitments	https://docs.google.com/spreadsheets/d/17LhzG9BcxAvCDFKGTjVAgaTFDFSR42L6/edit#gid=1583051600
Culturally Responsive School Leadership	https://drive.google.com/file/d/12cW_T3FuEYcoL2LcNsy5oWAMj2MuGogV/view?ts=5f184bab
Historical Trauma	Historical trauma is a form of trauma that impacts entire communities. It refers to cumulative emotional and psychological wounding, as a result of group traumatic experiences, transmitted across generations within a community.
Racial Trauma	Traumatic events that occur as a result of witnessing or experiencing racism, discrimination, or structural prejudice (also known as institutional racism) can have a profound impact on the mental health of individuals exposed to these events. Racial trauma (also known as race-based traumatic stress) refers to the stressful impact or emotional pain of one's experience with racism and discrimination.
Safe and Brave Spaces	https://drive.google.com/file/d/1sdBpiFSn98kF_gMkLzmrc3OHdSVzFQCs/view
Cultural Proficiency Continuum	https://drive.google.com/drive/u/1/my-drive

Regional Deep Dive	https://docs.google.com/document/d/16iYVQveJ0Be3V0gRrlttbpQwJlNFqwcV815UTypU/edit#heading=h.cs9rv47uz7rp
Building Equitable Schools	https://docs.google.com/presentation/d/1kSQ_BkGc2097PKxngAlqilNCQ4oIXERLJ-PR-S1949s/edit https://docs.google.com/presentation/d/1yAhUvNq4TBzv6lHmzsB4fVEPyFXXVAnweGS7WRP1z4E/edit#slide=id.g8c1b51c313_2_222
The Opportunity Myth	https://drive.google.com/drive/u/1/search?q=opportunity%20myth



	will take student voice surveys about their experiences in classes at least once a semester to give insight into our progress toward equitable, restorative education.	
What will families be doing? What will this look like? Families will be involved in their student's progress and achievement by maintaining a solid and constant communication with teachers and behavioral staff. Parents will be required to attend conferences and re-entry meetings (when necessary) in order to establish meaningful connections that makes our students feel heard, pushed and validated.	Teachers, SLT, and the culture support team will host beginning-of year conferences and quarterly student-led conferences to ensure families are integrated into student learning. Teachers will be accountable for a certain number of phone calls each week to connect families to students' progress and any barriers to achievement.	Families will have constant access to their student's progress and school events through multiple systems including Skyward, Kickboard, Flyer, Google Classroom, etc. We will host weekly family and community meetings to connect, provide updates, and get feedback. Family surveys will distributed at least once a semester for input and feedback. When meetings can take place in-person, some school events and meetings will be held in the community for more complete access.
What will SLTs be doing? What will this look like? Managing the change - this may feel new to some students and staff members even if they are things that we have done in the past. It will be important for SLTs to help get people on board and recognize how they can GROW through the change. This will look like the GROW conversations that we practiced earlier and lots of listening and searching for feedback on our progress. Providing platforms for teachers to develop skills to have conversations with students and other colleagues. Modeling for teachers and students the importance of conversations around DEI as well as restorative practices.	SLT will hold teachers accountable to their participation in DEI sessions through no-opt out participation requirements and linking our equity theory of action to coaching conversations. SLT will model bravery in their openness around their own biases and by actively participating in teacher-led sessions. SLTs will also be prepared to model culturally-sustaining lessons, difficult conversations about bias, and restorative conversations.	<p>Accountability/expectations for School Leadership Teams</p> <p>SLT will actively seek feedback from teachers, students, and families. SLT will make themselves available to this feedback by using a variety of methods beyond email and flyers and include social media as a more active contact point. They will use this feedback to coach to a more equitable school through conversations, research, and stakeholder involvement. Like teachers, SLT will consider the community we serve as an asset and work to include these assets in our work with teachers and students.</p>

2020-2021 Goals:

1. Recruitment and Retention Goal:

a. Maintain 94%+ student retention from start of school to end of year [Agency & Belonging]

We know that students (and adults) do best with consistency. Keeping students who start the year engaging in our rigorous, anti-racist curriculum will benefit from staying in KIPP schools to and through college.

b. Retain 90% of teachers for 2021-2022 school year [Identity & Belonging]

We invest time and effort to ensure that our teachers are excellent practitioners of academically rigorous and culturally-sustaining classroom practice. Good teachers have the most significant impact on student achievement and their retention is crucial.

c. **Maintain 60%+ BIPOC staff [Identity & Belonging]**

All students benefit from having BIPOC teachers. Black students are statistically more likely to go to and graduate from college just by having a Black educator in their K-12 journey. We cannot deny our students these opportunities.

d. **Increase Black student population [Identity & Belonging]**

If our school is truly the best educational opportunity for high school students in our city (the goal), then all students deserve the opportunity. We must increase the number of Black students that attend and stay in our school.

What population would this represent in your district?

GOAL #1

Semester 1 Progress Remarks:

Operations/ R&R /Community Engagement	School Leadership Team	Teachers + Stakeholders
<ul style="list-style-type: none"> a. Quarterly updates on student retention b. Minimize operational burden on teachers c. Recruit at HBCUs and HSIs d. Better access to school from Eastside (bus stops); intentional block walks 	<ul style="list-style-type: none"> a. Clear way for teachers to communicate retention concerns b. Effective coaching for teacher-leader growth c. Tap into teacher networks d. Analyze proportional data to ensure equitable treatment of Black students 	<ul style="list-style-type: none"> a. Communicate early when a student is considering leaving b. Clear communication with leaders of any concerns c. Be supportive colleagues, invite BIPOC colleagues d. Interrogate biases in classroom practice and in curriculum

Historically Black Colleges & Universities & Hispanic Serving

Institutions. *This could also refer to spaces in which Native American or students with differentiated needs will thrive and will be accepted

2. **SEL Goal:**

a. **Increase positive student voice survey responses from 74% to 80% [Agency & Belonging]**

Students achieve more when they feel a sense of belonging within the school. The student voice survey questions generally measure students' knowledge of their progress, their perception of teacher care and respect, and their self-perceived ability to advocate for themselves. These markers are necessary for an equitable school.

b. **We will maintain at least half the amount of social work and counselor student meetings during distance learning (approximately 700) [Agency, Advocacy & Belonging]**

Our counseling and student support team is crucial to maintaining students' mental and social health. While we will be engaged in distance learning, we must be intentional about creating ways for students to access these valuable resources.

How do you assess student satisfaction?

Semester 1 Progress Remarks:

Operations/ R&R /Community Engagement	School Leadership Team	Teachers + Stakeholders
<ul style="list-style-type: none"> a. Continue managing student survey distribution b. Help streamline access as necessary 	<ul style="list-style-type: none"> a. Ensure coaching includes SEL components in classroom instruction feedback b. Create and facilitate easy access to student support team 	<ul style="list-style-type: none"> a. Intentionally plan and execute SEL check-ins with students in advisory and other classes b. Message ways students can access student support services

3. Student Achievement Goal:

- a. **Increase ACT subject and composite scores by 2 points through intentional intervention by October for seniors and April for juniors [Agency & Advocacy]**

The ACT is weighted similarly to a student's entire four-year GPA. This standardized test is directly connected to college access for our students and we must do what we can to produce growth here.

- b. **Maintain 95%+ attendance across grade levels throughout the year [Agency, Advocacy & Belonging]**

Students learn more when they are present in class. This goal is directly linked to achievement and access to a choice-filled life.

GOAL #3**Semester 1 Progress Remarks:**

Operations/ R&R /Community Engagement	School Leadership Team	Teachers + Stakeholders
<ul style="list-style-type: none"> a. Facilitate efficient testing schedules and systems b. Facilitate efficient 	<ul style="list-style-type: none"> a. In Power Moves, ensure that teachers are including ACT-oriented material 	<ul style="list-style-type: none"> a. Make explicit connections to ACT including test-taking strategies; administer ACT IAs b. Take accurate attendance and make at least three

attendance tracking and provide quarterly updates	b. Support teachers and student support team in reaching out and wrapping around chronically absent students	attendance-related calls per week
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4. School Discipline Goal:

a. Teachers will maintain a 3 to 1 merit to demerit ratio [Identity & Belonging]

Merits and demerits are an immediate way we can communicate with students. Because we operate with a restorative approach, we must strive toward the golden ratio of approximately 4:1 of positive feedback to negative feedback. We also need to analyze trends in merit/demerit distributions in order to ensure that they reflect our anti-racist goals.

b. Less than 100 out-of-school-suspensions (when in person) [Identity & Belonging]

Suspensions conflict with our goal of having students in the building 95% of the time learning through a college-ready curriculum. We must consider other ways to convey harm done by students to our school's culture. We must also interrogate our role in student behavior, our biases, and how we can adjust to better serve our students.

Discipline tracking to closely monitor disproportionality

GOAL #4

Semester 1 Progress Remarks:

Operations/ R&R /Community Engagement	School Leadership Team	Teachers + Stakeholders
a. Create efficient merit system tracker b. Create and facilitate an efficient documentation system	a. Include conversations around merits in coaching conversations b. Loop in families and student support team early when student isn't meeting expectations	a. Be intentional about when you can give merits by pre-planning it; enter merits at least 3 times a week b. Document culture breakdowns and reach out to student support team and manager for support.

5. Community Partnership Goal:

a. Every family will participate in at least three conferences a year [Advocacy & Belonging]

Family engagement is a factor in student success, and we have to be intentional about how we connect with them and ensure they feel like they are a part of our school community. In these meetings they should feel free to advocate for themselves and their students' needs.

b. At least 70% of families receive daily or weekly summaries from Google Classroom [Agency & Advocacy]

This tool will allow families to have immediate and direct access to their student's progress. This access will help them help us hold their child accountable and provide a tool to advocate for instructional adjustments as necessary.

GOAL #5

Semester 1 Progress Remarks:

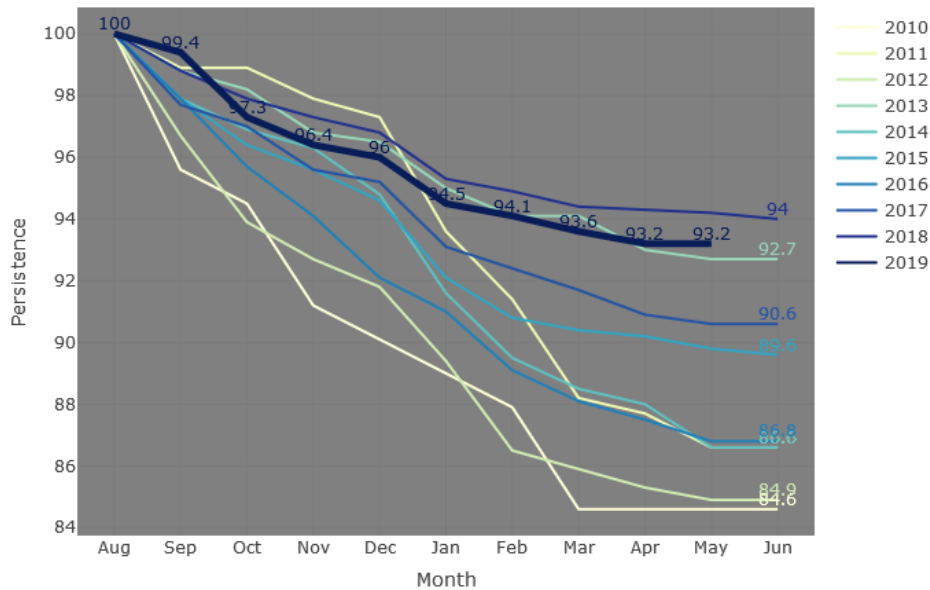
Operations/ R&R /Community Engagement	School Leadership Team	Teachers + Stakeholders
<p>a. Help with contact information collection and efficient documentation</p> <p>b. Potentially act as a liaison between families and IT</p>	<p>a. Modeling conference structure and helping teachers with conferences as necessary</p> <p>b. Ensure teachers know how to use this platform to inform parents and students</p>	<p>a. Host at least 3 conferences with each advisory student and their family throughout the year; clearly document calls and conferences</p> <p>b. Include parent emails in Google Classrooms for all families with accessible email addresses</p>

Data to support each goal/priority

1. Recruitment and Retention Goal:

a. Maintain 94%+ student retention from start of school to end of year [Agency & Belonging]

Persistence by Month (9/1 Cohort)



b. Retain 90% of teachers for 2021-2022 school year [Identity & Belonging]

c. Maintain 60%+ BIPOC staff [Identity & Belonging]

Total Minority Staff:	45.4	61.2%	73.5%	50.4%
Teachers by Ethnicity and Sex:				
African American	5.2	8.6%	33.8%	10.6%
Hispanic	29.5	48.6%	29.5%	27.7%
White	23.0	37.9%	27.6%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.6%	3.1%	1.7%
Pacific Islander	0.0	0.0%	3.3%	0.2%
Two or More Races	2.0	3.3%	2.6%	1.1%

*From 2018-2019 TAPR Report, Columns from left to right: Campus count, campus percentage, district percentage, state percentage

d. Increase Black student population [Identity & Belonging]

Ethnic Distribution:				
African American	11	1.3%	25.1%	12.6%
Hispanic	798	96.5%	70.6%	52.6%
White	16	1.9%	1.6%	27.4%
American Indian	1	0.1%	0.3%	0.4%
Asian	1	0.1%	1.5%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.8%	2.4%



Naming It!
Specific Equity Goals



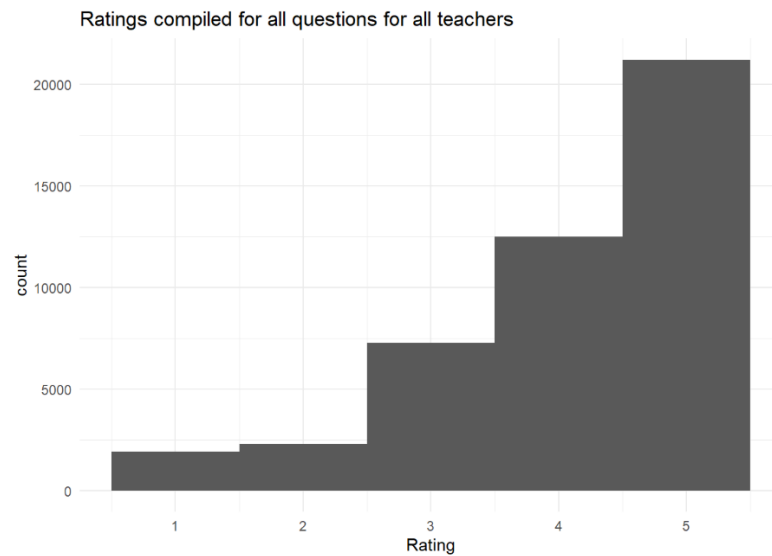
**What population would
this represent in your district?**

*From 2018-2019 TAPR Report, Columns

from left to right: Campus count, campus percentage, district percentage, state percentage

2. SEL Goal:

a. Increase positive student voice survey responses from 74% to 80% [Agency & Belonging]



n	Mean	Median	Pct4or5	Pct1or2	Pct1	Pct2	Pct3	Pct4	Pct5
45139	4.081592	4	0.747	0.093	0.042	0.05	0.161	0.277	0.47

b. We will maintain at least half the amount of social work and counselor student meetings during distance learning (approximately 700) [Agency, Advocacy & Belonging]

Total documented student meetings

Request	Aug	Sep	Oct	Nov	Dec	YTD
Y. Hernandez	130	89	142	110	48	519
M. Ruiz	37	92	122	74	47	372

Breakdown of student meetings

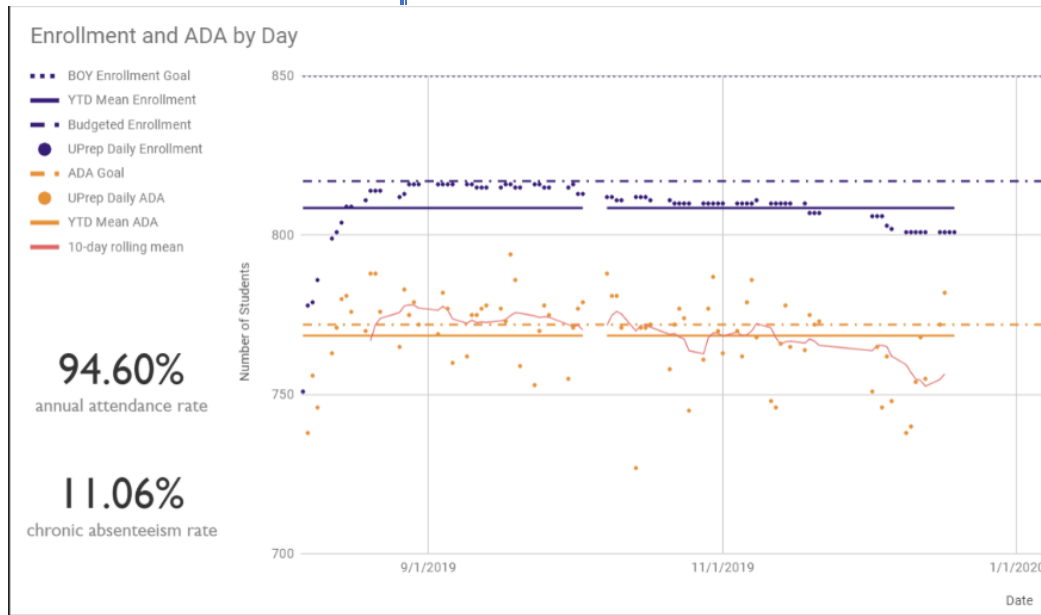
		YH	MR
Total	Schedule Change	116	0
Total	Socio-Emotional Concern	199	175
Total	Academic Concern	86	14
Total	Parent Phone Call	14	
Total	ARD/504 Meeting	4	1
Total	Restorative Circle	1	0
Total	Other/more than one issue	104	59

3. Student Achievement Goal:

- a. Increase ACT subject and composite scores by 2 points through intentional intervention by test date [Agency & Advocacy]

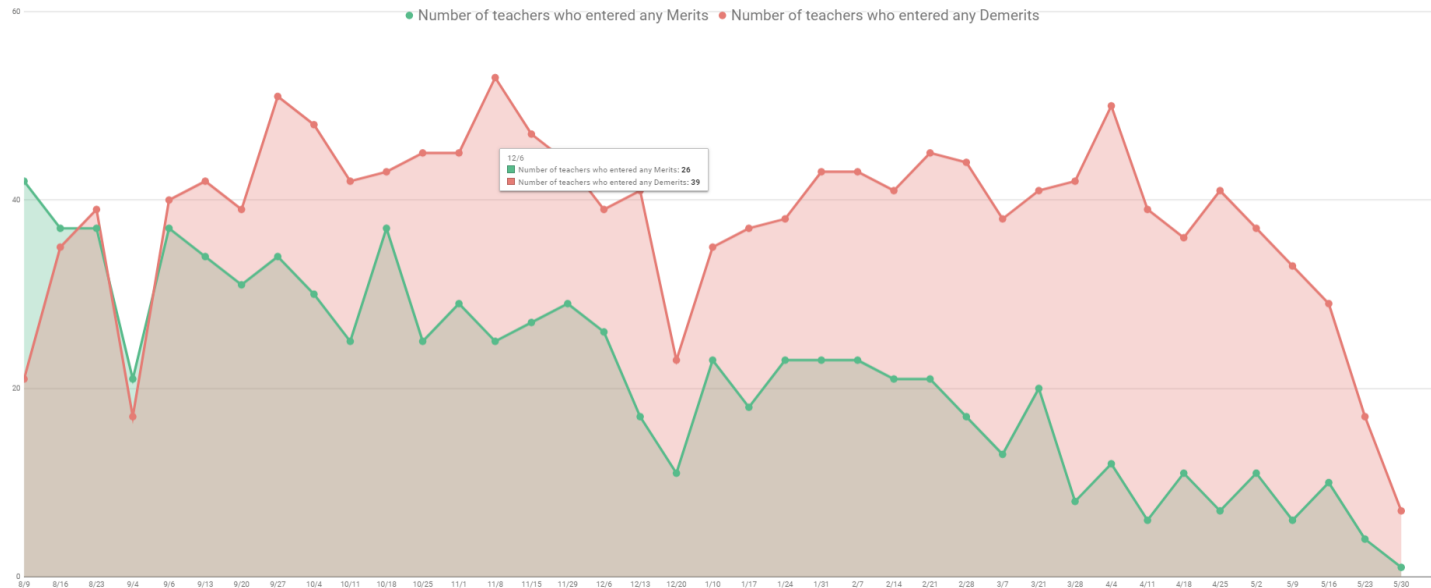
Average Growth			
	9th Grade	10th Grade	11th Grade
Composite	1	2	1
English	2	2	1
Math	1	1	1
Reading	1	2	2
Science	1	2	2

- b. Maintain 95%+ attendance across grade levels throughout the year [Agency, Advocacy & Belonging]



4. School Discipline Goal:

a. Teachers will maintain a 3 to 1 merit to demerit ratio [Identity & Belonging]

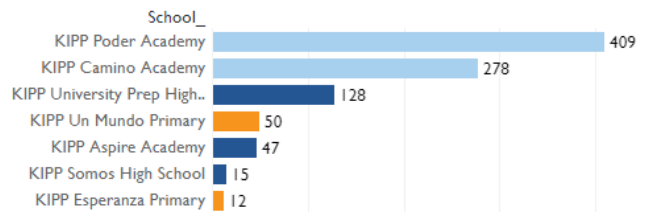


b. Less than 100 out-of-school-suspensions (when in person) [Identity & Belonging]

School Suspension Totals

Uses Restorative Practices

■ Yes
■ No
■ Some or Inconsistent Practices



Students that received multiple suspensions

School	School Total Enrollment	Students with Multiple Suspensions (2+)	% of Multiple Suspended students / Populati..
KIPP Poder Academy	459	68	15%
KIPP Camino Academy	512	60	12%
KIPP University Prep High Sch..	838	24	3%
KIPP Un Mundo Primary	654	9	1%
KIPP Aspire Academy	533	9	2%
KIPP Somos High School	131	2	2%
KIPP Esperanza Primary	695	2	0%

5. Community Partnership Goal:

- Every family will participate in at least three conferences a year [Advocacy & Belonging]
- At least 70% of families receive daily or weekly summaries from Google Classroom [Agency & Advocacy]

What do you think
of these specific family goals?

