

GOAL: Annually improve the educational experiences for all children through culturally inclusive and responsive school environments and classroom instruction, as measured by various students’ assessments including the Biennial Youth Survey, with a focus on equitable outcomes for students in protected classes*.

OBJECTIVE #1: The District shall increase the composition of underrepresented groups** in District administrative, certified and support staff with a particular focus on gender, race, & ethnicity.

- Expected Results:
- Achieve 15% composition of staff from underrepresented groups in all employee categories by 2020
 - Increase of applicants in job pool across all categories with an increased representation of underrepresented groups with a particular focus on gender, race, & ethnicity
 - Identify barriers in hiring process for applicants & eliminate where possible
 - Establish recruitment networks both within the state and nationally
 - Establish retention program
 - Establish exit interview process to provide feedback on areas of concern and accomplishment

Equity Action Plans	Timeline	Key Person Responsible	Evidence of Success (What assessment data will be analyzed)
Expanding further our relationships with universities, colleges, search firms, and other educational programs within the state and nation for all three categories.	<p>3 year plan</p> <p>Year 1-currently in the process of establishing those networks for administrators & teachers.</p> <p>Year 2-Work towards creating feeder institutions.</p> <p>Year 3-Continue work on teachers & administrators</p>	Director of Equity & Staffing	Increased percentage of applicants from underrepresented groups in pool
Expand our advertisement protocol for positions across all categories.	6 month:	Director of Equity & Staffing	Increased percentage of applicants from underrepresented groups in pool
Assess of current retention efforts	5 months -will be incorporated in District wide survey	HR Department	Staff surveys and evaluations

Create programs and training on working for the District in the community	<u>6 months</u>	HR Department	Attendance, evaluations, increase in applicant pool
Establish procedural changes in hiring process & exiting the District	<u>Immediate</u>	HR Department	Data from Rec for Hire forms, EEOC numbers
Establish "Grow Your Own" program with current staff and students	<u>3 year plan</u> Year 1 -research & assess grow your own programs locally and nationally. Year 2 -pilot programs in designated schools Year 3 -incorporate District wide model	HR Department Building Principals	Creation of program

Protected classes is defined as groups of people with a common characteristic legally protected from discrimination in our District's Non-Discrimination Statement.

**Underrepresented group is defined as a group of people with a common characteristic highlighted in our AA/EEOC plan as not being represented in our employee categories. **

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OBJECTIVE #2: The District shall increase community engagement and community awareness of District initiatives.			
Expected Results:			
<ul style="list-style-type: none"> • Increase diversity across all District committees, groups, and organizations • Engage the community and parents effectively across multiple platforms, especially underrepresented and underprivileged groups • Establish program, policies, and practices to create and foster a relationship with parents and the community, especially underrepresented and underprivileged groups • Create more efficient and streamlined process for parents navigating the school system and getting access to resources 			
Equity Action Plans	Timeline	Key Person Responsible	Evidence of Success (What assessment data will be analyzed)
Establish Equity Walks	3 year plan Year 1 -Conduct one equity walk in the Spring of '16 Year 2 -Conduct one equity walk per trimester Year 3 -conduct multiple equity walks on a rotating schedule	Director of Equity & Staffing	Need to determine evaluative procedures first; data would be derived from evaluations
Assess effective communication with families	3 year plan Year 1 -assess current efforts, especially communicating with families who don't subscribe to our web-based tools Year 2 -create other levels/types of consistent communication Year 3 -implement developed levels/types of communication	Coordinator of Community Affairs Youth & Family Development Coordinator	Need to determine evaluative procedures first; data would be derived from evaluation
Continue community/school forums for information about the	3 year plan Year 1 -Assess current efforts on	Director of Equity & Staffing Youth & Family Development	Need to determine evaluative procedures first; data would be

<p>school and District-wide information</p>	<p>forums and effectiveness Year 2-schedule 1 event per semester to discuss District procedures, policies, or initiatives Year 3- plan multiple events centered around issues & continue scheduled events</p>	<p>Coordinator Building Principals</p>	<p>derived from evaluations</p>
<p>Increase District presence at community events/programs</p>	<p>7 months-start with new board after school election</p>	<p>School Board of Directors Administrators</p>	<p>Increased attendance; better communication regarding events</p>

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OBJECTIVE #3: The District shall reduce disproportionality in the following areas for protected classes: student discipline, assignment of students to special education, graduation rates, course taking, and student educational achievement			
Expected Results: <ul style="list-style-type: none"> • Develop comprehensive, ongoing cultural conscious training program • Evaluate & implement an equity impact review tool for District budgets, programs, policies, procedures, and services • Reevaluate effectiveness of current programs and policies in the five areas and make changes, if necessary • Provide equitable resources & programs (both financial and educational) to District Schools • Evaluate the effectiveness of offsite programs 			
Equity Action Plans	Timeline	Key Person Responsible	Evidence of Success (What assessment data will be analyzed)
Work with Cultural Conscious Consultant to develop comprehensive training program	3 year plan Year 1 with administrators Year 2 with teachers Year 3 with support staff	Director of Equity & Staffing Directors of Schools Elementary & Secondary	Cultural proficiency continuum and other evaluative tools
Expand home visit program	3 year plan Year 1 - continue with current schools & develop centralized model Year 2 - pilot centralized model Year 3 -offer & facilitate program throughout the District	Youth & Family Development Coordinator	TLC Assessment on Community Engagement
Assess & evaluate data in the five areas	3 year plan Year 1 -create & implement consistent data Year 2 -develop strategies to reduce disproportionality Year 3 -implement strategies	Directors of Schools Elementary & Secondary Youth & Family Development Coordinator Director of Special Education Director of Student Services	Reduction in disproportionate data

		Director of Equity & Staffing	
Assess partnership with City of Iowa City & Government Alliance on Race & Equity (G.A.R.E.) regarding racial equity impact review tool	<u>1 year</u>	Director of Equity & Staffing	Board approval and incorporated in our analysis of Board policies & procedures
Create list of all programs in the District and assess resources throughout the District	<u>1 year</u>	Building Principals Coordinator of Community Affairs	Report on website
Embrace culturally responsive environments	<u>5 year plan</u> Year 1 -research & study culturally responsive environments Year 2 -pilot culturally responsive environments in select locations Year 3 -based on outcomes, phase in select schools Year 4 -pilot culturally responsive environment in other schools Year 5 -based on outcomes, phase in district wide	Director of Equity Staffing Directors of Schools Elementary & Secondary	Conduct surveys and assessments

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OBJECTIVE #4: The District shall incorporate a more robust multicultural/ gender fair (MC/GF) curriculum and activities throughout each building.

Expected Results:

- Establish multicultural and gender fair environments in the entire education system (ESC, schools, classrooms)
- Establish and highlight multicultural and gender fair concepts and goals throughout the curriculum
- Implement & highlight multicultural and gender fair events, programs, activities throughout the school year
- Reemphasis & follow state guidelines for multicultural and gender fair approaches to educational programming

Equity Action Plans	Timeline	Key Person Responsible	Evidence of Success (What assessment data will be analyzed)
Utilize curriculum review to include development and highlighting of MC/GF concepts and goals	6 months	Director of Equity & Staffing	Report of all MC/GF curriculum
Develop repository for multicultural practices to share across the District	1 year -assess different posting/website options, implementation & training (need to assess budget implications)	Director of Equity & Staffing	Google Analytics & MC/GF reports
Develop calendar of multicultural events & activities and associated with heritage months	1 year -create MC/GF subcommittee to create calendar which emphasizes different cultures	Director of Equity & Staffing	MC/GF reports
Creation of evaluation plan to assess multicultural gender fair in the entire education system (ESC, schools, & classroom)	1 year -create MC/GF subcommittee to develop criteria or rubric	Director of Equity & Staffing	MC/GF reports