



Cedar Rapids Community School District Equity Action Plan 2015

3/17/15

Rationale

The ***Equity Gap™*** is a belief that the racial and diversity achievement gap is an effect of the “gaps” in education. Understanding the inherent inequity in the design of policy, practices, procedures and pedagogies and its direct influence on the academic performance of targeted student groups has caused researchers and educators to view the “gap” from a different lens.

We, as passionate educators, have underscored the multitude of gaps that affect student learning, especially for students of color. The teaching gap, funding gap, communication gap, and teacher efficacy gap are just some of the “gaps” that are the antecedents of the racial achievement gap.

The following Equity Gap™ Action plan is a template to assist the District and school site teams in developing formal structures to ensure school sites design, implement, sustain and institutionalize their Educational Equity initiative(s).

The Cedar Rapids Community School District’s Equity and Diversity Committee has gathered input from various sources that guide the crafting of the District Equity Action Plan (EAP). The Equity Action Plan is a complement to the District’s strategic plan for district and school improvement. The specified objectives in the plan have been identified to support the District and school sites to identify and take actions to improve structures, practices and performance to close the opportunity gap. The following objectives have been identified:

1. Courageous Equity Leadership Development for district and site administrators
2. Effective use of data to progress monitor student performance and guide instruction
3. Increased community involvement
4. Recruitment/retention and promotion of a diverse workforce
5. Increased high school graduation rates
6. Decreased suspension/expulsions and referrals to Special Education



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<p>GOAL: Improve the District’s climate and culture that demands and supports systemic culturally responsive and equity practices to improve community outreach and student achievement for <i>each</i> student while improving the teaching and learning gap</p>			
<p>OBJECTIVE #1 : Develop and implement a comprehensive professional development support model that improves the District and building administrators’ instructional leadership in the area of Educational Equity and Culturally Conscious Practices.</p>			
<p>Expected Results:</p> <ul style="list-style-type: none"> • Identifiable procedures and practices at the district level that addresses Educational Equity • District and building administrators’ increased performance in leading Education Equity/Diversity at every level of the school system • 10% increase of at-risk subgroup students scoring proficient or higher on state and local assessments • Increase performance level of teachers in addressing the learning needs of all students with specific attention to identified student groups 			
Equity Action Plans	Timeline	Key Person Responsible	Evidence of Success (What assessment data will be analyzed)
Conduct an Equity/Diversity assessment survey to identify targeted areas to address	May 2014	Manager of Student Equity, Consultant and Key Equity/Diversity Committee members	Baseline data from the survey. Action steps to address key district-wide goals and objectives
Develop a Courageous Equity Leadership Academy for district and site administrators	August 2014	Manager of Student Equity , Consultant and Deputy Superintendent	Training session evaluations, School staff agendas, Report of the various Equity activities from toolkit. On-site teacher evaluations of the identified Equity activities.



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<p>Conduct Equity Survey and use criteria that the Equity/Diversity Committee has developed while doing walk-throughs to define cultural competency and to assess <u>ALL</u> administrators, teachers, and staff. Also, ensure more diversity among district-level personnel to show more diverse input in all decision making processes</p>	<p>End of each of semester</p>	<p>Manager of Student Equity, District Administrators</p>	<p>Results of Equity Survey</p>
<p>Self-reflection/evaluation along with cultural effectiveness assessment scores and coaching to assist staff with ideas and skills to meet the learning needs of <u>ALL</u> student groups. Refine the discipline model to provide restorative practices. Create a positive building culture through positive relationships between students and <u>ALL</u> staff.</p>	<p>On-going End of each of semester</p>	<p>Manager of Student Equity, District Administrators</p>	<p>Self-reflective/evaluation along with cultural effectiveness assessment scores while providing coaching to help close staff deficiencies.</p>



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OBJECTIVE #2: Utilize a district and building protocol using summative and formative data to monitor the progress of targeted student groups; African American, Latino, Disability, Special Ed., low SES and other protected classes.			
Expected Results: <ul style="list-style-type: none"> • Board report of dis-aggregated student achievement progress (summative and formative data) on a quarterly basis • Establish face-to-face meetings with district and school leaders on a rotational basis • Highlight the progress of targeted schools with most significant gaps in academic and behavior achievement • Review dashboard and provide quarterly update of 2-3 specific action items identified in the school’s improvement plan 			
Equity Action Plans	Timeline	Key Person Responsible	Evidence of Success (What assessment data will be analyzed)
1) Identify metrics for board report to capture core categories to be tracked.	Ongoing (Annual review)	Equity/Diversity Committee, District Administration	Board consistently engages district and the Equity/Diversity Committee in evaluation of progress and opportunities with shared accountability.
2) Establish schedule for district administration to meet with building administrators, ensuring at least one visit per school on an annual basis.	August	District Administration	Diversity incorporated not only in site reviews, but also interim informal updates
3) Determine key factors for individual students most at risk and establish site-level and student-level resources to supplement classroom engagement.	Weekly LST meetings	Building Administration and Faculty	Improved achievement and behavior of at-risk students; improved aggregate results and climate by school; at-risk students report having a personal connection with at least one teacher or administrator
4) Review existing dashboards and develop format to incorporate metrics used for board report.	Semi Annually	Equity/Diversity Committee, & District Administration	Reinforcement of district diversity and framework for ongoing review and progress



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OBJECTIVE #3: Increase community involvement/engagement to support District-wide initiatives and building School Improvement Plans.

- Expected Results:**
- Establish an Equity Community Walk protocol for schools
 - Recruit community members to participate in the district hiring process
 - Design and implement a parent advisory group which mirrors the District’s diversity
 - Schools present their school improvement plan to the community
 - Focus on equity of voice (all stakeholders voices are heard)
 - Create a safe and inviting environment for diverse families
 - Identify key tasks for parents to improve the school
 - Facilitate navigation/familiarity of services and programs – district and school sites
 - Family – navigation of services/programs; connection with schools; personal/academic literacy
 - Community Partnering – global connection; marketing (action); fiscal empowerment; pipelining (action); keeping talent; cultivating

Equity Action Plans	Timeline	Key Person Responsible	Evidence of Success (What assessment data will be analyzed)
Conduct Equity Community Walk at each school. Create and implement training to support Equity Walks	Started in the Spring of 2014 in targeted schools	Equity/Diversity Committee, Manager of Student Equity	<ul style="list-style-type: none"> • Schedule of Equity Walks • Schedule of training for Equity Walks • Copy of materials used for Equity Walk training
Identify community partners and inventory their current support of student learning. Create a mechanism for connecting schools’ needs with community partnerships.	By November 2015	Manager of Student Equity	Clearinghouse of needs and community support
Develop parent advisory group that represents and reflects the diversity of students in the district.	By January 2016	Superintendent	<ul style="list-style-type: none"> • Schedule of meetings • Agendas of meetings



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Evaluate the accessibility of community services and resources including satisfaction surveys. Identify unmet needs.	End of 2015-16 school year	Manager of Student Equity	<ul style="list-style-type: none"> • Copy of survey developed • Report of data collected and analyzed • List of unmet community needs
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OBJECTIVE #4: Develop and monitor a system to recruit, retain and promote diverse workforce within the District

Expected Results:

- Racial make-up of administrators, teachers, and support staff mirrors student make-up
- New staff of color will remain in the district a minimum of 5 years
- The percentage of staff of color in each classification is the same as the student body and are promoted to leadership positions within their classification
- District administrators and teacher recruiting efforts are targeted areas to recruit high quality educators of color
- New teachers being hired must participate in Equity/Culturally Conscious trainings as part of their professional growth

Equity Action Plans	Timeline	Key Person Responsible	Evidence of Success (What assessment data will be analyzed)
Cultivate homegrown talent – Minority students who have shown interest in teaching starting at a middle school level and moving on to college. Minorities in Teaching- (partnership between UNI and other colleges) to promote local efforts.	7 th grade-until graduation. Program Starting 2015 spring for juniors and below. 2 nd year 7 th -senior year	Manager of Student Equity and appointed individual at each middle and high school	Percentage of program participants who go to college for teaching. Graduation rate for teachers from colleges and assess percentage that are hired back into the school district. This should mirror the adult population of Cedar Rapids. 2 years 10%; 5 years 15%; 10 years 30%
Recruitment of minority students from Historically Black Colleges and Universities (HBCUs)- ,Hispanic Serving Institutions Serving Hispanic other minority institutions, job fairs and state colleges.	Starting the school year of 2014-2015	Human Resources, Manager of Student Equity, schoolboard, Equity/Diversity Committee	Percentage of hired minorities or culturally competent teachers has increased overall. Should reflect student population or 27% whichever is higher.



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<p>A “Welcome to the Corridor” committee for the new minority teachers in the District to allow true reflections and understandings of the city and district expectations. Social committee to help young recruits acclimate to the area with young professional events.</p>	<p>Fall 2015</p>	<p>Manager of Student Equity,</p>	<ul style="list-style-type: none"> • Retention of new recruits percentage to increase by 25% and or retain at the same rate of non-minority teachers...data collection needed. • Packet of welcome information is given including local businesses that support the new recruits interests as well as information on demographics for residential areas within the Cedar Rapids area.
<p>Cohort program- Mentors in the CRCSD will take the new recruits under their wing in hopes to achieve success and retention.</p>	<p>Created Spring 2015.Implemented for fall 2015 class of teachers.</p>	<p>HR and Manager of Student Equity</p>	<p>Retention of new minority and/or culturally competent teachers has increased by 25% in coupling with welcome and social committees</p>
<p>Create a test or survey that each potential employment candidate from ALL racial and ethnic backgrounds are surveyed to know their competencies to limit bias and cultural understanding and culturally compassionate incoming teachers. (a Meyers Briggs type of cultural competency test that measures biases on race, religion, sex etc.)</p>	<p>Created Spring 2015 implemented during hiring going forward</p>	<p>HR and testing agency</p>	<ul style="list-style-type: none"> • Objective Measure: Percentage of graduation rates increase and percentage of dropouts decreases by 10% each. • Subjective Measure: Spirit of inclusion and school pride increases amongst students, faculty, and community.



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OBJECTIVE #5: Increase the graduation rate at all CRCSD high schools for targeted student groups			
Expected Results: <ul style="list-style-type: none"> • An increase of 15% in graduation rate of targeted student groups at each of the four high schools • Absence rate will decline for targeted groups by 15% at each high school • Implementation of a mentoring program connecting targeted student groups with current post-secondary students of targeted student groups • Design multiple credit recovery programs to support students not on track for graduation 			
Equity Action Plans	Timeline	Key Person Responsible	Evidence of Success (What assessment data will be analyzed)
Intervention for first year (freshman credit) high school students of targeted group to create a graduation plan.	Starting 2015-2016 During the first semester of a student’s freshmen year.	School-based Learning Supports Teams	Documentation of the number of students served and copies of their graduation plans.
Each second year (sophomore credit) high school student of targeted groups is assigned an in-school mentor to address attendance as needed.	Starting 2015-2016 During the first semester of a student’s sophomore year.	School-based Learning Supports Teams	<ul style="list-style-type: none"> • List of students paired with a mentor. • Documentation of mentor meetings.
Identify third year (junior credit) high school students in targeted groups who are not on track to graduate and provide intervention and support.	Starting 2015-2016 During the first semester of a student’s junior year.	School-based Learning Supports Teams	<ul style="list-style-type: none"> • Documentation of identified students dates and interventions provided. • Graduation Progress reports for identified students. • Disaggregated graduation rates.
Refine the selection process of our gifted and talented criteria to achieve a more diverse student body.	School Year 2015-2016	PACT Coordinator, Principals	Demographics of student enrollment of PACT program should reflect demographics of students in the building



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Recruit current post-secondary student of targeted student groups to become mentors for high school students.	Fall semester 2015	School-based Learning Supports Teams	Demographic data from the mentor program and logs of contact.
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OBJECTIVE #6: Decrease the suspension rate and referrals to Special Education for targeted student groups by 15%

- Expected Results:**
- Design a clear, multi-system complaint process and collect on-going data
 - Increase number of students of color in gifted and talented programs and AP classes
 - Positive student feedback on climate survey by the target student groups

Equity Action Plans	Timeline	Key Person Responsible	Evidence of Success (What assessment data will be analyzed)
Identify baseline data, collect data for all students and disaggregate by targeted student groups. <ul style="list-style-type: none"> • Identify buildings with disproportionate suspension data • Collect data on other factors that may contribute to behaviors such as: mental health, S.E.S., ADHD, Special Education 	Quarterly	Building Administrators, Facilitators	Collect disaggregated data, review and analyze office referrals, suspensions and referrals to special education
Follow-up with drop outs and re-engage them in school	Quarterly	LS Liaisons, Counselors, Learning Supports Coordinator, I-Jag	Student files/logs, track student to graduation
Administrative survey to see if there was an impact of the intervention, due process, see if parents and students felt like they were listened to <ul style="list-style-type: none"> • Develop evaluation for parents and student after the hearing process 	Monthly/Quarterly	Truancy Officer, Manager of Student Equity, Director of Student Services	Survey results, incorporate survey findings into practice, qualitative and quantitative data.
Principals will review the Gallop data with their building to see how they can improve in areas on the survey.	Annual	Principals	Demographics of the school, review and reflect on current programs.



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Note: The Equity/Diversity Committee will serve as one of the progress monitoring stakeholders to provide feedback and support to ensure successful implementation of the Goals and Objectives of the Equity Action Plan. Quarterly reports of the progress of the actions will be provided to the Equity/Diversity Committee and the CRCSD Board of Directors.