

CATLIN GABEL

STRATEGIC INCLUSION PLAN

Report on Year 1: 2021-2022



Catlin Gabel

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*The Desired Outcomes and Action Steps listed within Goal One, Goal Two, and Goal Three were developed in the school's three-year [Strategic Inclusion Plan](#). This report updates progress toward those outcomes and lists strategies for each action step for Year 1: 2021-2022.

December 2, 2022

Dear Catlin Gabel Community,

Thank you for continuing to engage in the critical work of integrating equity and inclusion into our mission of fostering compassionate and curious citizens.

The Strategic Inclusion Plan, adopted in January 2022, was created to set goals for establishing a more equitable and inclusive environment for all constituents, and includes measures of progress to hold the school accountable. This report describes progress made towards these goals.

It is also an opportunity for us to share current key principles regarding equity and inclusion work at Catlin Gabel as it relates to this Strategic Inclusion Plan and other equity and inclusion efforts across the school.

The following key principles ground our approach to equity and inclusion:

- Centering and integrating equity and inclusion as collective work for the whole community makes all of Catlin Gabel's work better.

In keeping with our aspirational approach of whole community engagement, the listing of accountable departments in the original Strategic Inclusion Plan has been removed. The newly-formed Inclusion Leadership Team (comprised of the Head of School, Assistant Head of School, Assistant Head for Enrollment and External Relations, Director of Community Engagement, and Director of Equity and Inclusion) is responsible for reporting progress on the Strategic Inclusion Plan.

- Process matters. Though it often adds steps and time, hearing from individuals impacted by decisions is essential while implementing inclusive and equitable policies and practices. Catlin Gabel strives to operate in accordance with this best practice.
- The focus of inclusion work is on all identities, not just particular ones. While it is of critical importance to acknowledge and actively account for historic and current identity-based disproportionalities, it is also necessary for this community to work through points of difference and difficulty to ensure inclusion for all, to the best of our expanding abilities.
- Equity and inclusion work is dynamic and ever-changing, influenced by national and global cultural shifts, organizational changes, and individual experiences of growth and learning. It is never "done." But together we will continue to grow, adapt, and strive to become a more equitable and inclusive community.

While this report shares specific achievements toward equity and inclusion, there are also many successes in equity and inclusion happening in divisional classrooms and across departments—IT, Advancement, Business Office, Facilities, Enrollment, Communications, and Athletics—as well as in Board work and at home, among our families. All of these successes are worthy of celebration, as they all contribute to Catlin Gabel being a community based on and striving toward holding integrity, inclusion, and kindness at its core.

Thank you,

The Inclusion Leadership Team

Tim Bazemore
HEAD OF SCHOOL

Connie Kim-Gervery, Ph.D.
DIRECTOR OF EQUITY AND INCLUSION

Jasmine Love
DIRECTOR OF COMMUNITY ENGAGEMENT

Kama Bruce
ASSISTANT HEAD OF SCHOOL

Sara Nordhoff
ASSISTANT HEAD FOR ENROLLMENT
AND EXTERNAL RELATIONS

GOAL 1

EDUCATION

Ensure that the curriculum, teaching methods, and school culture reflect our commitment to diversity, equity, and inclusion.

DESIRED OUTCOMES BY END OF 23-24 SCHOOL YEAR

- All faculty are engaged in ongoing professional learning to effectively develop and employ equity-based and antiracist instructional methods and materials.
- Baseline expectations of equity-based teaching competencies are defined and teachers have support to achieve them.
- The curriculum reflects diverse identities and experiences, including developmentally-appropriate lessons about equity and privilege in society.

ACTION STEP 1

Dedicate professional learning time as a priority.

STATUS: COMPLETED & ONGOING

Strategies to Support Action Step 1

STRATEGY 1

Faculty meeting time was reallocated for mandatory monthly professional learning workshops devoted to the school's equity competencies. Faculty participated in seven 2-hour sessions throughout the 21-22 school year led by Instructional Coaches and the Equity Design Team. The sessions focused on developing the skills to apply an equity lens to teaching and learning, and on understanding Catlin Gabel's expectations for equitable teaching practices.

STRATEGY 2

Each staff department met with the Director of Community Engagement to discuss their team's professional learning needs around equity and inclusion. These discussions will inform a staff professional learning plan in design during the 22-23 school year.

STRATEGY 3

An Equity Instructional Coach was added to the existing Instructional Coaching Team and Equity and Inclusion Department. The Equity Instructional Coach leads the Equity Design Team in developing equity-focused faculty professional learning that deepens practice and continued engagement with competencies.

GOAL 1 EDUCATION

ACTION STEP 2

Establish teaching competencies for equity-based instruction and create a professional learning plan for teachers to apply an equity lens to teaching practice.

STATUS: COMPLETED & ONGOING

Strategies to Support Action Step 2

STRATEGY 1

Established three Equity Focused Teaching Competencies (see addendum), which were used and continue to be used, to determine the scope and necessary content for professional learning. These competencies are intended to become part of curriculum development and teacher evaluations beginning in 2023-24.

Building understanding, capacity, and teaching skills that reflect the competencies in practice is an ongoing and essential professional development goal for all teachers. Professional learning is focused on both helping faculty members meet a standard equity-based instruction competency and on supporting them to grow in their integration of equity into their practice.

STRATEGY 2

Established an Equity Design Team—a team of faculty responsible for supporting the design of professional learning sessions with attention to scope and sequence and competencies, in collaboration with Instructional Coaches.

STRATEGY 3

Partnered with the [Equity Literacy Institute](#) for racial equity facilitator training and for key content and skills presentations used in professional learning sessions.

STRATEGY 4

As part of the seven 2-hour faculty sessions (action step 1, strategy 1), faculty worked with small group facilitators on applying an equity lens to teaching and learning, and “re-seeing” their curriculum and classroom practices. This also served as an opportunity to establish an understanding of expectations for equity-focused teaching practices at Catlin Gabel.

GOAL 2

COMMUNITY VOICES

Ensure that the school's decision-making processes reflect our commitment to include community voices and experiences and inspire engagement, understanding, and action.

DESIRED OUTCOMES BY END OF 23-24 SCHOOL YEAR

- An inclusion and belonging assessment tool for students, families, and employees that leverages multi-year data to inform institutional decision-making.
- Expectations and consequences regarding behaviors, comments, and actions that demean individual and group social identities are clarified and communicated.
- Annual Report and community data to indicate progress toward goals and inform action steps for the next Inclusion Plan.

ACTION STEP 1

Conclude design of schoolwide inclusion and belonging assessment tool.

STATUS: COMPLETED & ONGOING

Strategies to Support Action Step 1

STRATEGY 1

Renamed “Catlin Gabel Culture Assessment” to better reflect the intent and purpose of the survey. While positioned as Interim Director, the current Director of Equity & Inclusion conducted an assessment equitable design process that centers research participants as experts rooted in community-based participatory research, participatory action research, and social action research (Israel, et al., 1998; Kim-Gervery, et al., 2020; Meenahan, et al., 2004; Soriano, 2012*).

STRATEGY 2

Focus group and individual interviews were conducted with Catlin Gabel constituents to prioritize lived experiences as individuals describe them in their own words. Focus groups and individual

*Israel, B.A., Schulz, A.J., Parker, E.A., & Becker, A.B. (1998). Review of community-based research: Assessing partnership approaches to improve public health. *Annual Review of Public Health*, 19, 173-202.

Meenahan, T. M., Kiltie, K. M., & McNutt, J. G. (2004). *Social Policy Analysis and Practice*. Lyceum Books.

Soriano, F. I. (2012). *Conducting Needs Assessments: A Multidisciplinary Approach*. Sage Publications, Inc.

Kim-Gervery, C., Castillo, I. L., Gallegos J., Kramer, N., Bartelmann, S., & Angus, L. (2020). [Crisis de Nuestro Bienestar: A Report on Latino Mental Health in Oregon. Oregon Commission on Hispanic Affairs, Oregon Health Authority, Oregon Department of Human Services.](#)

GOAL 2 COMMUNITY VOICES

interviews were held with Middle and Upper School students, parents and guardians (across divisions), and employees (across departments and divisions).

STRATEGY 3

With data resulting from focus groups and the application of knowledge and experience from conducting equitable research, five versions of the Culture Assessment were designed (one version per constituent group: Lower School students, Middle School students, Upper School students, parents/guardians, and employees). The assessment will be sent to the community during the 22-23 school year, and in subsequent years.

STRATEGY 4

The Culture Assessment Review Team (comprised of eight employees, across divisions and departments, identities, and positions) workshoped the Culture Assessment. The goals included:

- Review of overall themes with a focus on inclusion; i.e., are all prominent themes for different constituents included; which themes feel extraneous; consideration of the value of including themes that might prompt discomfort.
- Strategic review of content; i.e., is the assessment asking questions that we can realistically expect to address once we receive feedback?
- Language review; i.e., is the assessment asking questions using language that matches their intent?

ACTION STEP 2

Develop a format for annual reporting on the Inclusion Plan to include community profile data, progress to Plan, resources committed.

STATUS: COMPLETED & ONGOING

Strategies to Support Action Step 2

STRATEGY 1

Developed Annual Report format to be shared with the community and external stakeholders via PDF and web pages. Add further data and resources committed, as they are identified in following years.

STRATEGY 2

Created data visualizations from enrollment and HR statistics. These graphs are in the addendum of this report.

GOAL 2 COMMUNITY VOICES

Enrollment: Data graphically presented to illustrate racial identities of current 2022-23 students by division, including students who identify as multiracial; a population density map illustrating where current families reside; and percentage of financial assistance provided to students by division.

Human Resources: Data graphically presented to illustrate the number of faculty (full and part-time teachers, counselors, librarians, and learning specialists who self-reported their racial identity) from 2007-2021. The information is tracked based on reporting requirements by the Equal Employment Opportunity (EEO) Commission. Future reports will include all employees, not just faculty, and will include employee turnover data.

STRATEGY 3

Allocated funding toward primary elements of Year 1 Action Steps including:

- Investment in the Catlin Gabel Culture Assessment.
- Maintained commitment to support employees attending the People of Color Conference.
- Increased recruiting budget for People of Color and enlisted the assistance of search firms owned by People of Color for leadership positions.
- Inclusion is one of the endowment priorities in the school's comprehensive capital campaign. Other related endowment priorities include funding for the Director of Equity and Inclusion position, cultural responsiveness and affinity work, professional development, and recruiting and retaining Faculty and Staff of Color.

ACTION STEP 3

Ensure the school's tipline and response protocols are designed to address concerns related to DEI issues from students, families, and employees.

STATUS: COMPLETED

Strategies to Support Action Step 3

STRATEGY 1

Worked with Vector Solutions to add a new category within the tipline so race-related incidents could be reported. Report recipients include the HR Director, Head of School, Assistant Head of School, and a trustee member of the Board Audit Committee.

STRATEGY 2

Ensured the community was aware of the update via family, student, and employee handbooks; Veracross portals; assemblies and community meetings.

GOAL 3

COMMUNITY MEMBERSHIP

Increase the school's student and employee diversity and provide increased access and influence for underrepresented groups.

DESIRED OUTCOMES BY END OF 23-24 SCHOOL YEAR

- The enrollment outreach plan results in increased Black, Latino, and Native American student representation.
- The racial/ethnic diversity of faculty, staff, and administrators increases through improved recruitment, hiring, onboarding, and retention practices.
- The Board of Trustees membership and leadership reflect the school's commitment to diverse representation.
- Effective structures are in place for student, parent/guardian, and employee affinity groups to build community and voice concerns and needs to the school.

ACTION STEP 1

Review the current enrollment plan and identify goals.

STATUS: COMPLETED

Strategies to Support Action Step 1

STRATEGY 1

Reviewed enrollment plan and developed strategies to increase representation of Black/African American, Latinx/Hispanic, and Native American/Indigenous students applying, enrolling, and re-enrolling at Catlin Gabel.

- Cultivate a culturally responsive enrollment management team by partnering with the Equity and Inclusion Department to strengthen staff and volunteer training, to help mitigate biases in the application review process, and to conduct an audit of application processes at the end of the 2022-23 admission cycle.
- Highlight non-dominant experiences in school communications, including *The Caller*, website, social, video, and newsletters, and accurately represent the school's diverse community through images in marketing materials via an opt-in process.
- Conduct outreach to schools with significant populations of Black/African American, Latinx/Hispanic, and Native American/Indigenous students who are within ten miles of school and accessible by CG bus routes.

GOAL 3 COMMUNITY MEMBERSHIP

- Develop and promote diversity and inclusion events to prospective families to provide clearer information on how the school recognizes and supports different racial and cultural identities.
- Create a culture of ambassadorship so the wider community better understands the important role each individual has in promoting the benefits of the school to prospective families.
- Establish relationships with community organizations that support Black/African American, Latinx/Hispanic, and Native American/Indigenous populations.
- Partner with divisions and Equity and Inclusion Department to increase retention of Black/African American, Latinx/Hispanic, and Native American/Indigenous students.

STRATEGY 2

Develop enrollment goals for Black/African American, Latinx/Hispanic, and Native American/Indigenous students:

- Aim for diversity in enrollment that is on par or greater than the Portland metro area and develop metrics to calculate percentages based on information from the 2020 Census Data.*
- Aim to enroll a minimum of two students who identify as Black/African American, Latinx/Hispanic, and Native American/Indigenous per grade to create affinity.

ACTION STEP 2

Research the experience of Employees of Color and other historically-marginalized groups.

STATUS: ONGOING

Strategies to Support Action Step 2

STRATEGY 1

Admin. team members conducted exit interviews with employees leaving the school. Themes included: Limited opportunities for career advancement; need to improve support for different points of view, e.g. political and faith-based; added responsibility of supporting students with similar identities; requests for increased amount of ongoing feedback from/to managers; work/life balance. Information collected will inform recruitment and retention plans going forward.

STRATEGY 2

Focus group and individual interviews that helped inform the Catlin Gabel Culture Assessment also provided space for conversation and data collection. Separate from Assessment development,

*An average of Multnomah, Clackamas, Washington counties 2020 Census Data resulted in metro areas statistics of: Caucasian - 70%; Asian - 9%; Black - 3%; Latinx - 13%; Multiracial - 5%; Native American - 1%. We acknowledge the Census is an imperfect benchmark. For details regarding how Census Data is gathered, go to [Census.gov](https://www.census.gov).

GOAL 3 COMMUNITY MEMBERSHIP

these data have been analyzed and common themes have been shared. Top themes included: valuing multiple perspectives and voices; perceived strengths and deltas about institutional support; feelings of isolation; wishes for increased support regarding identity-based difficult conversations.

STRATEGY 3

Related to research endeavors, the school created more institutional avenues for engaging with diverse voices in decision-making. The Board, Board Inclusion and Diversity Committee (BID), and Admin Team met with several Family Affinity Groups to hear their concerns and ideas. Family Affinity Group facilitators are meeting together and providing input to school leadership.

ACTION STEP 3

Re-affirm purpose and structures for affinity groups across constituents.

STATUS: ONGOING

Strategies to Support Action Step 3

STRATEGY 1

All divisions developed clear plans to rebuild or maintain Student Affinity Groups to create better alignment throughout the school. We continue to evaluate the structure and purpose of Affinity Groups with the eventual goal of involving all students in conversations about DEI.

STRATEGY 2

Family Affinity Groups actively engaged in partnering with the school, sharing ideas and recommendations with the Board of Trustees. These affinity groups will continue to be supported by the school and new Family Affinity Groups will be encouraged to form as needed. This partnership will be ongoing, and these groups will continue to bring community members together.

STRATEGY 3

Employees are supported in coming together in Employee Affinity Groups. These groups arise as needed, and are determined by employees annually.



Addendum

12 EQUITY FOCUSED TEACHING COMPETENCIES

13 DATA VISUALIZATIONS

- Racial Identities of Enrolled Students 2022-23
- Students Self-Identify in All Racial Categories for 2022-23
- Population Density of Families Across Metro Area in 2022-23
- Financial Assistance Awarded in 2022-23
- Faculty Racial Identity from 2007-2021 at Catlin Gabel

EQUITY-FOCUSED PROFESSIONAL LEARNING & TEACHING COMPETENCIES (AS OF DECEMBER 2, 2021)

EQUITY-FOCUSED PROFESSIONAL LEARNING GOALS

By the end of the 2022 academic year,

- PS-12 teachers* will understand professional expectations for equity-focused teaching practices at Catlin Gabel.
- PS-12 teachers will be able to independently apply an equity lens in a reflective cycle to “re-see” their curriculum and instruction practices.

EQUITY-FOCUSED TEACHING COMPETENCIES

1. Identify and disrupt biases, inequities, and oppressive ideologies in classroom systems and practices.

- The teacher seeks outside evidence and perspectives to identify ways in which their worldview and multiple identities shape their educational beliefs and instructional practices.
- The teacher actively works to eliminate biases and inequities in classroom materials, policies, and practices and works to cultivate a similar awareness and ability in students.
- The teacher draws on social-emotional competencies, facilitation skills, and content knowledge to intervene effectively when biases or inequities arise in a classroom or school setting, including microaggressions.

2. Support all students’ academic successes.

- The teacher communicates confidence that students are capable of intellectually challenging work and offers the support and guidance to ensure each learner meets expectations.
- The teacher recognizes and affirms all students for their contributions, ideas, effort, and participation.
- The teacher creates multiple ways for students to engage with learning, taking into account the individuality and context of each student.

3. Build strengths-based relationships with and between students.

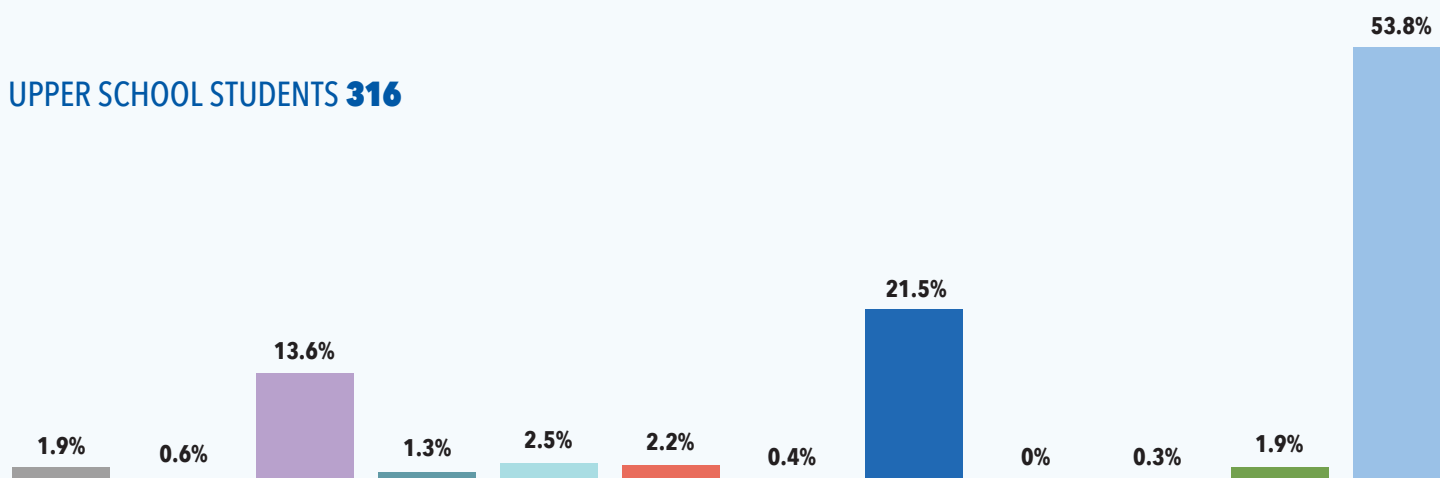
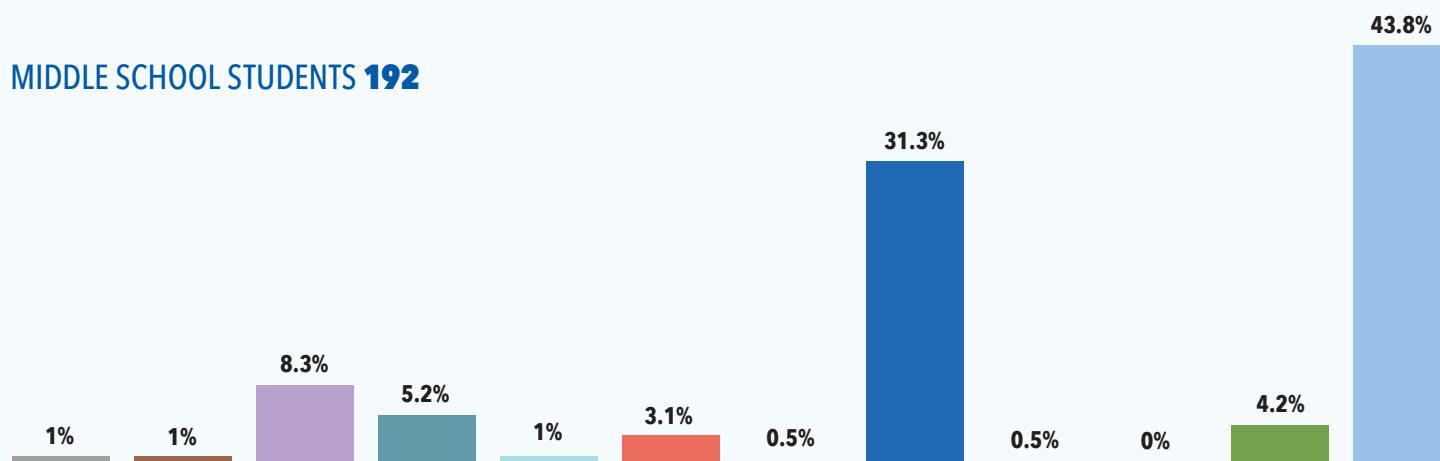
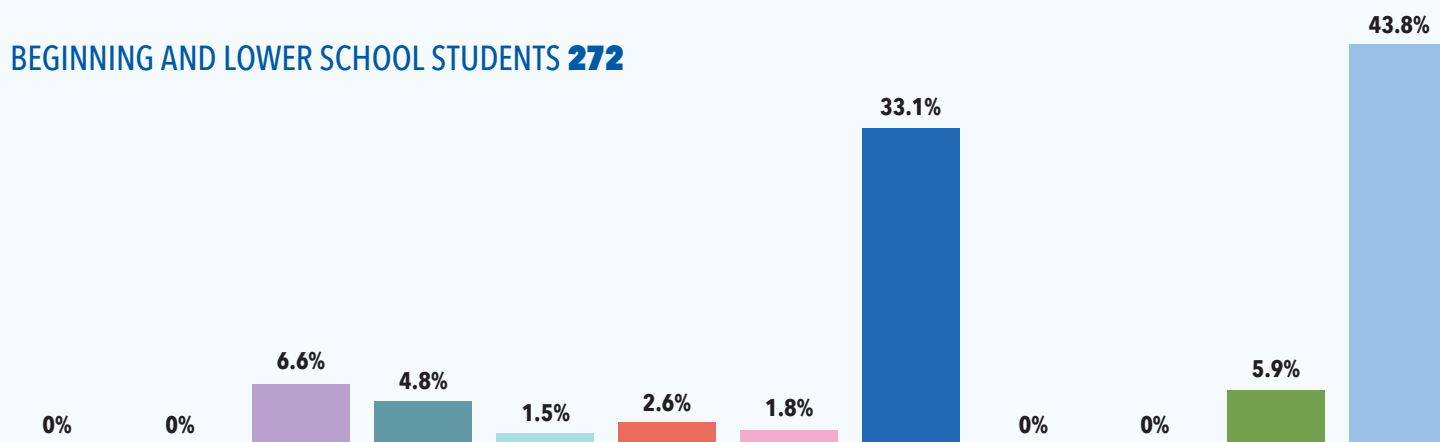
- The teacher uses multiple strategies to get to know all students and learns about and communicates respect for each student's background, strengths, skills, and unique contributions.
- The teacher cultivates a learning environment that uses identity-affirming strategies to create an engaged community of learners.
- The teacher approaches and interprets student behaviors with questions, taking into account each student’s identities and cultural contexts.

*Teacher: anyone working directly with students.

Works Consulted: CASEL: “SEL: What Are the Core Competence Areas and Where are they Promoted?”; Elena Aguilar’s Bright Morning: [The Equity Rubric](#); Equity Literacy Institute: [Equity Literacy Definition](#); Jasmine Love: “[Culturally Responsive Teachers Will...](#)”; Zaretta Hammond: [Culturally Responsive Teaching and the Brain](#)

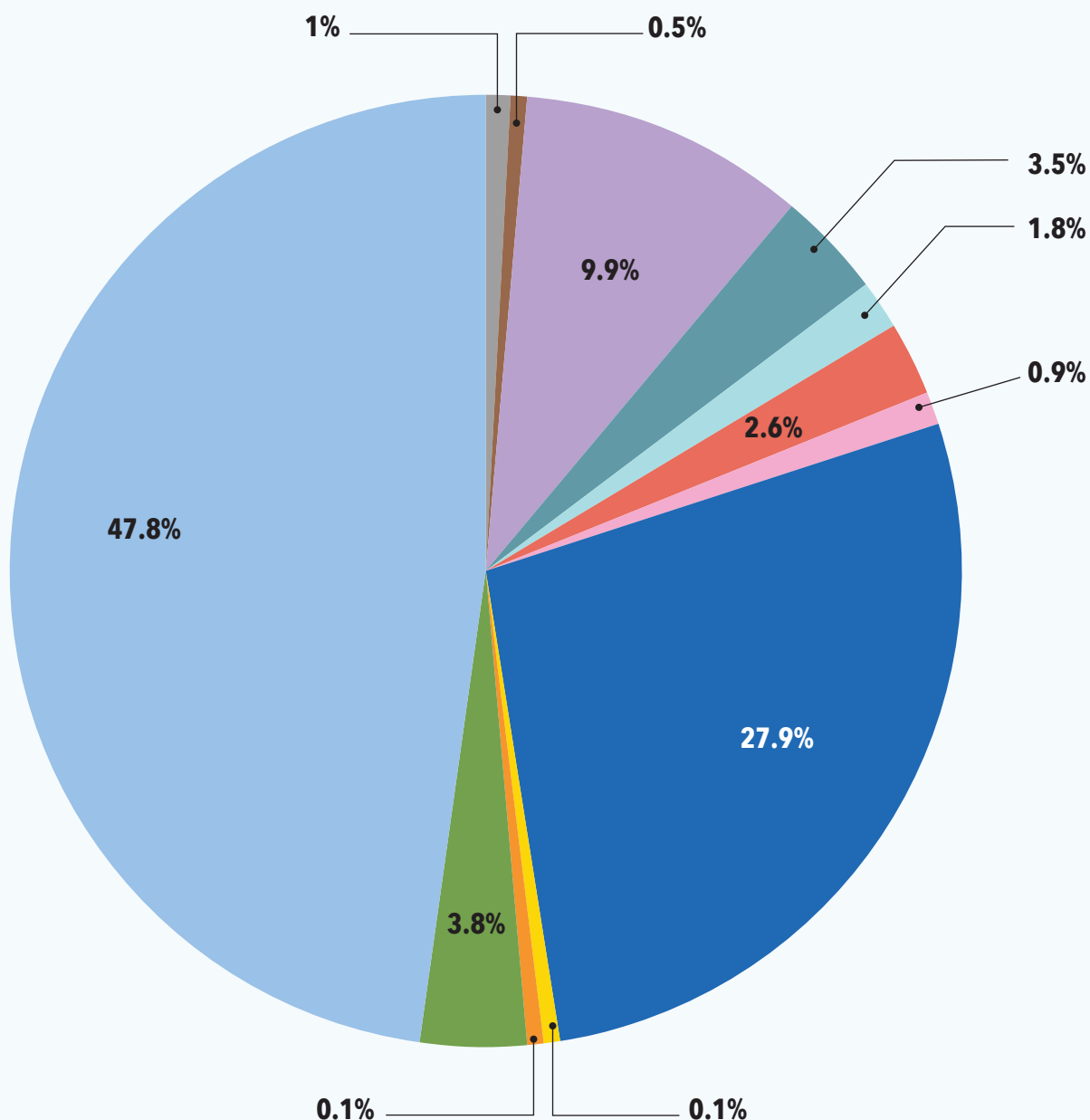
RACIAL IDENTITIES OF ENROLLED STUDENTS FOR 22-23

- Unknown / Prefer to Not Answer
- Race not Listed
- Asian / Asian American
- Black / African / African American
- East Asian / East Asian American
- Latinx / Hispanic
- Middle Eastern
- Multiracial
- Native American / Alaska Native
- Pacific Islander / Native Hawaiian
- Southeast Asian/ Indian
- White



RACIAL IDENTITIES OF ENROLLED STUDENTS FOR 22-23

- Unknown / Prefer to Not Answer
- Race not Listed
- Asian / Asian American
- Black / African / African American
- East Asian / East Asian American
- Latinx / Hispanic
- Middle Eastern
- Multiracial
- Native American / Alaska Native
- Pacific Islander / Native Hawaiian
- Southeast Asian/ Indian
- White



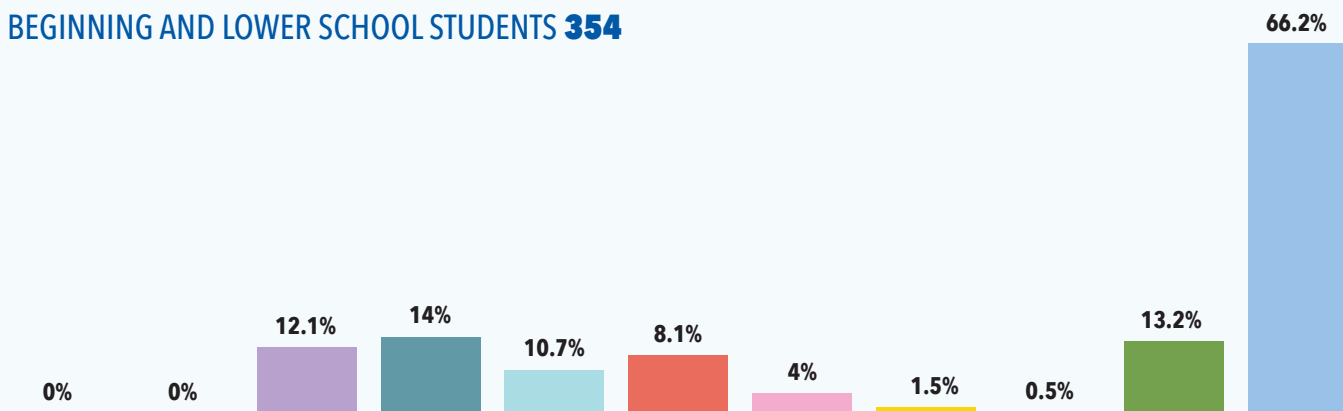
ALL STUDENTS **780**

STUDENTS SELF-IDENTIFY IN ALL RACIAL CATEGORIES FOR 22-23

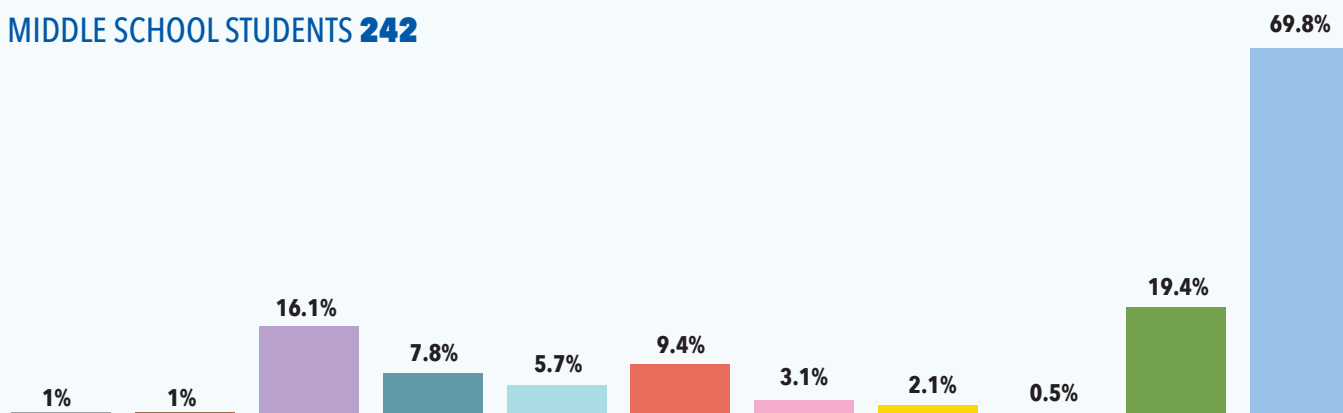
Multiracial students select all ethnicities that reflect their identity instead of a single multiracial category. In other words, one student's multiple identifications may appear to be 2+ identity categories in these data. In contrast, if a student identifies with one ethnicity, they continue to appear in one identity category. Overall percentage of identity categories when totaled will be greater than 100%.

- Unknown / Prefer to Not Answer
- Race not Listed
- Asian / Asian American
- Black / African / African American
- East Asian / East Asian American
- Latinx / Hispanic
- Middle Eastern
- Native American / Alaska Native
- Pacific Islander / Native Hawaiian
- Southeast Asian/ Indian
- White

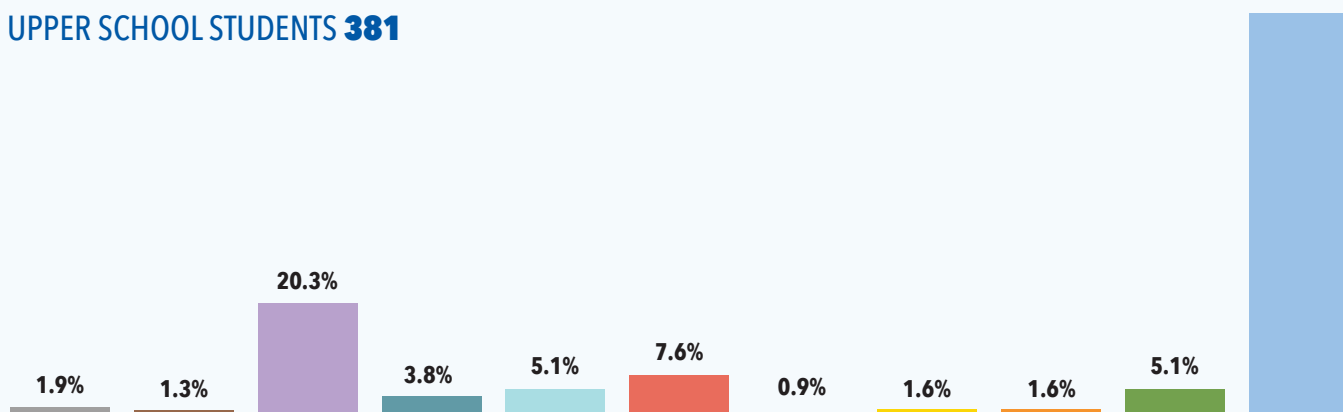
BEGINNING AND LOWER SCHOOL STUDENTS 354



MIDDLE SCHOOL STUDENTS 242

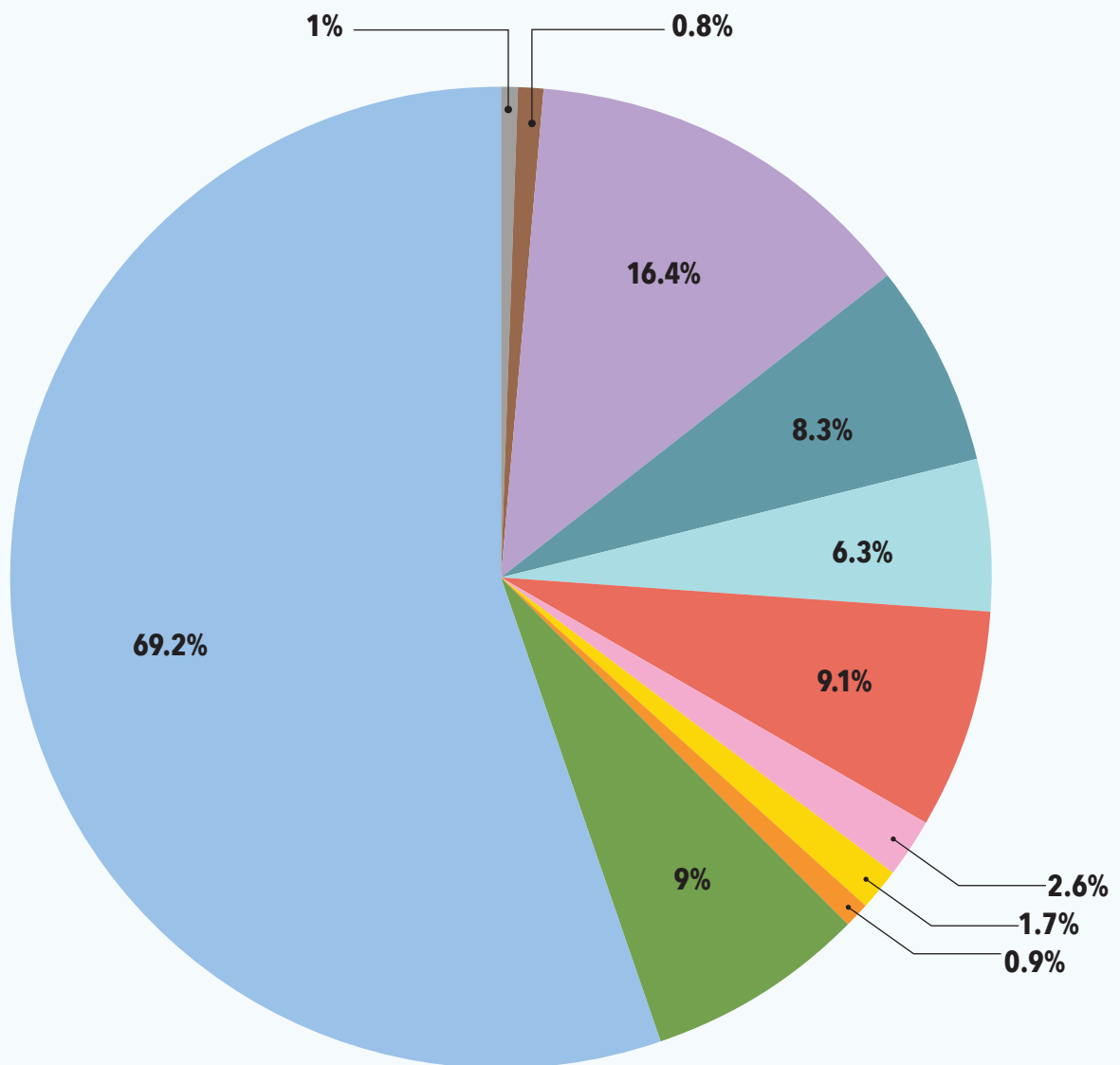


UPPER SCHOOL STUDENTS 381

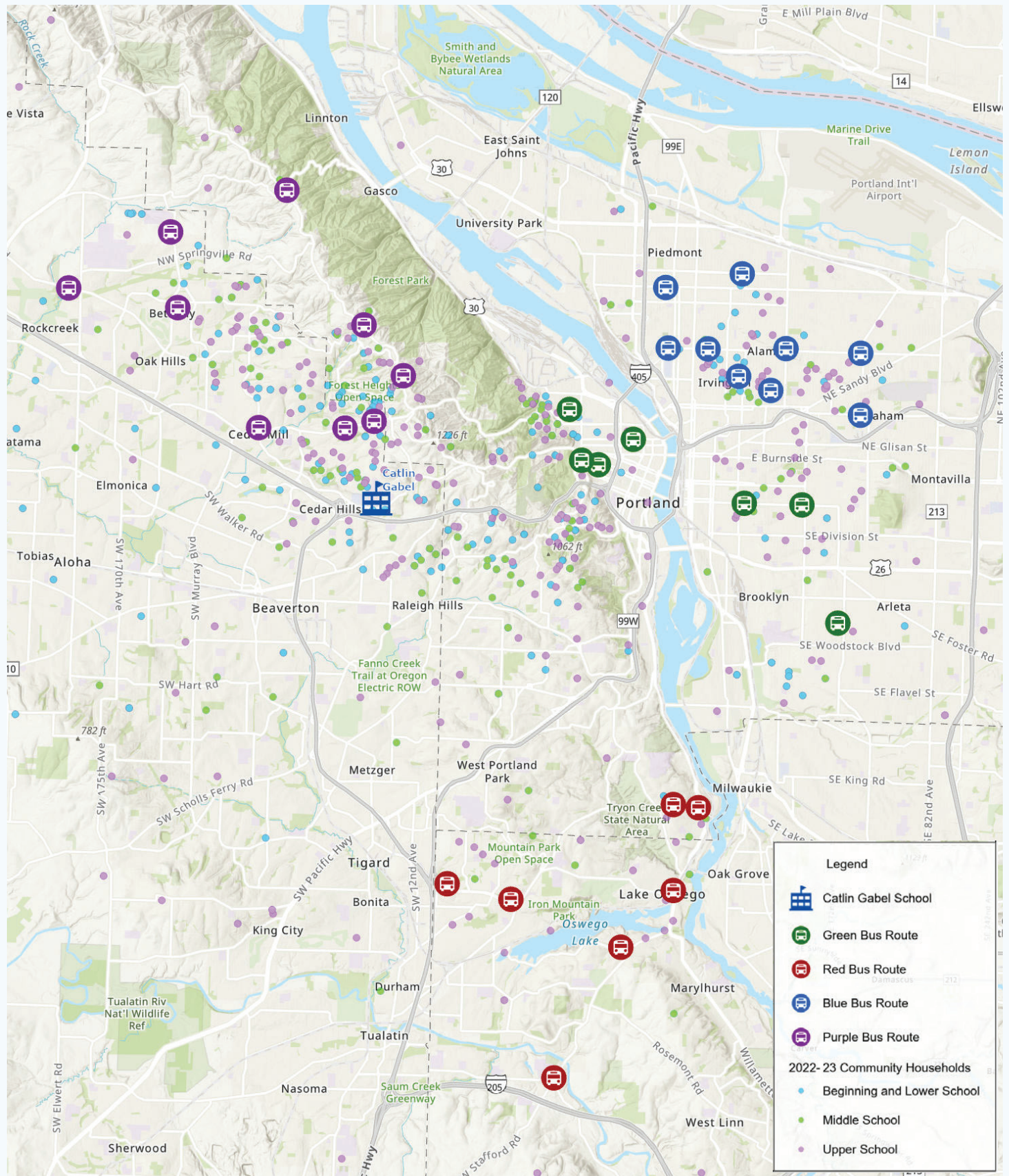


STUDENTS SELF-IDENTIFY IN ALL RACIAL CATEGORIES FOR 22-23

- Unknown / Prefer to Not Answer
- Race not Listed
- Asian / Asian American
- Black / African / African American
- East Asian / East Asian American
- Latinx / Hispanic
- Middle Eastern
- Native American / Alaska Native
- Pacific Islander / Native Hawaiian
- Southeast Asian/ Indian
- White



POPULATION DENSITY OF FAMILIES ACROSS METRO AREA 22-23



FINANCIAL ASSISTANCE AWARDED IN 2022-23

Beginning and Lower School **28%**

BEGINNING AND LOWER SCHOOL STUDENTS TOTAL **272**

Middle School **22%**

MIDDLE SCHOOL STUDENTS TOTAL **192**

Upper School **27%**

UPPER SCHOOL STUDENTS TOTAL **316**

All Division Total **26%**

STUDENTS TOTAL **780**

FACULTY RACIAL IDENTITY FROM 2007-2021

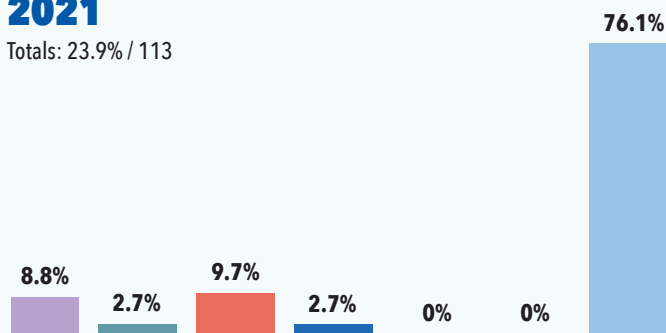
Racial data is collected through the EEO-1 Annual Report. Individuals identifying with two or more races are distinct from those identifying as a single race.

Prior to 2020, total number of faculty may have included substitutes or other positions in some years. Since 2020, the total number of faculty includes full- and part-time faculty, counselors, learning specialists, and librarians. Other positions not listed here are excluded from these data. Each year 2-3% of faculty choose not to self-identify.

- Asian
- Black / African American
- Hispanic / Latino
- Multiracial
- Native American / Indigenous /Alaska Native
- Native Hawaiian /Pacific Islander
- White

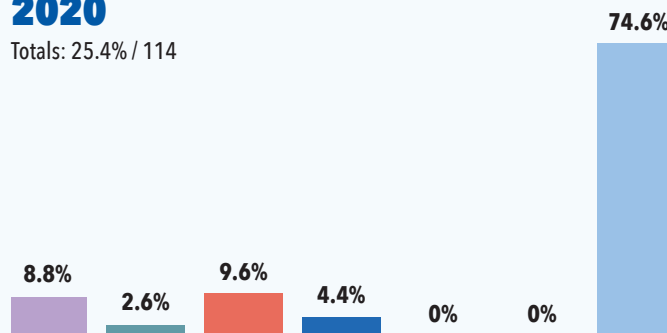
2021

Totals: 23.9% / 113



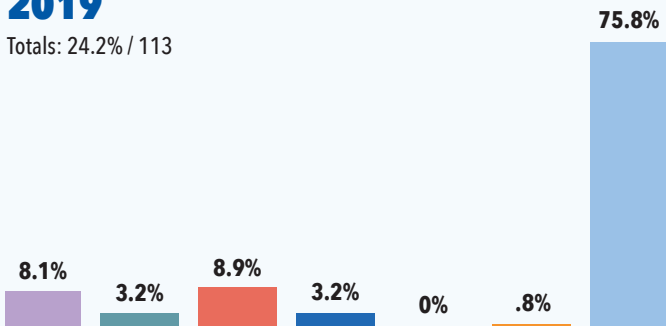
2020

Totals: 25.4% / 114



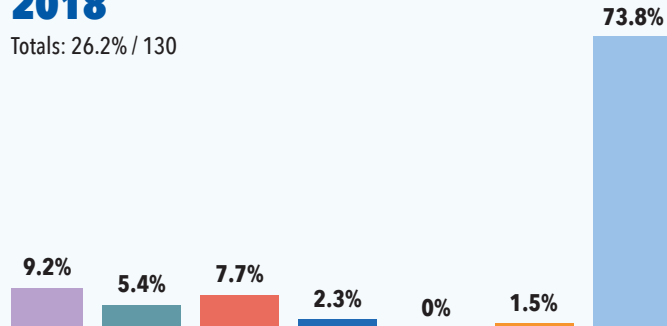
2019

Totals: 24.2% / 113



2018

Totals: 26.2% / 130

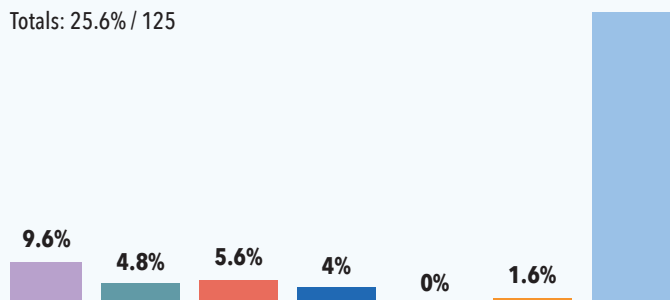


FACULTY RACIAL IDENTITY FROM 2007-2021

- Asian
- Black / African American
- Hispanic / Latino
- Multiracial
- Native American / Indigenous /Alaska Native
- Native Hawaiian /Pacific Islander
- White

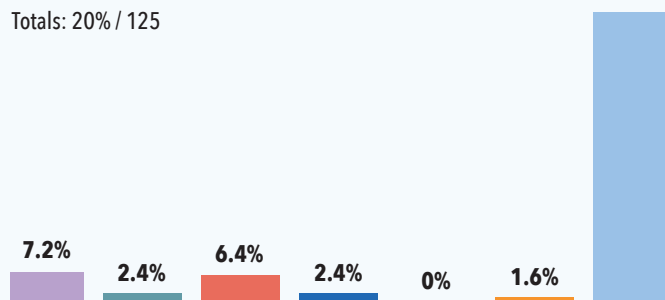
2017

Totals: 25.6% / 125



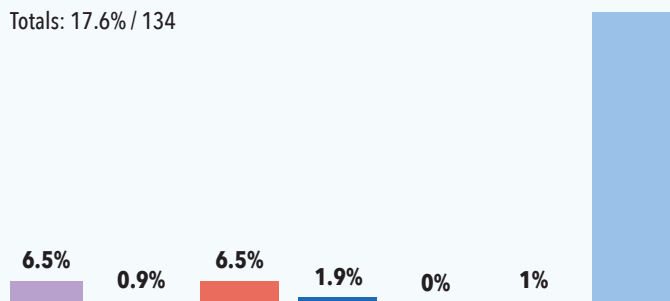
2016

Totals: 20% / 125



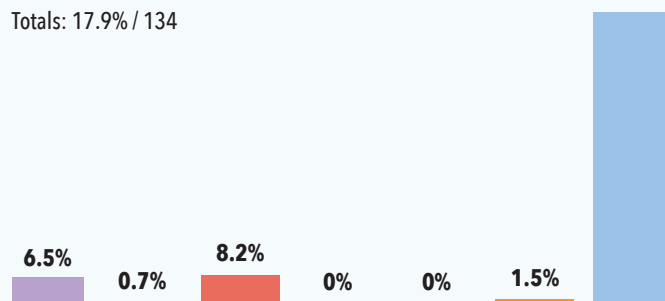
2015

Totals: 17.6% / 134



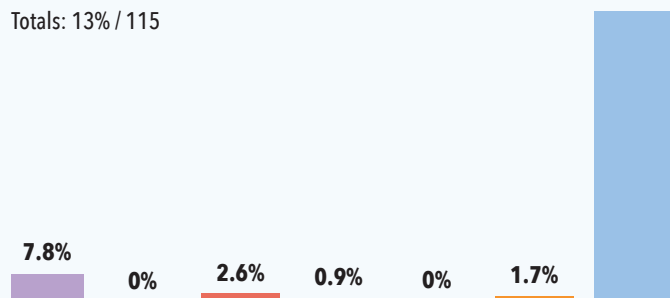
2014

Totals: 17.9% / 134



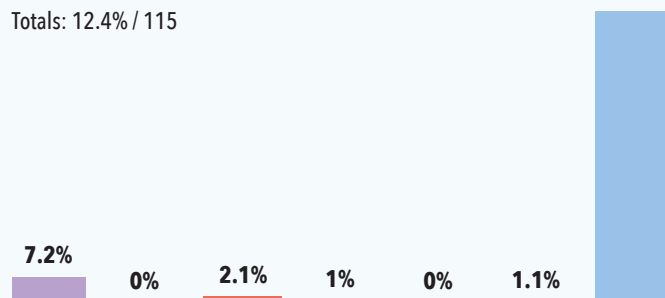
2013

Totals: 13% / 115



2012

Totals: 12.4% / 115

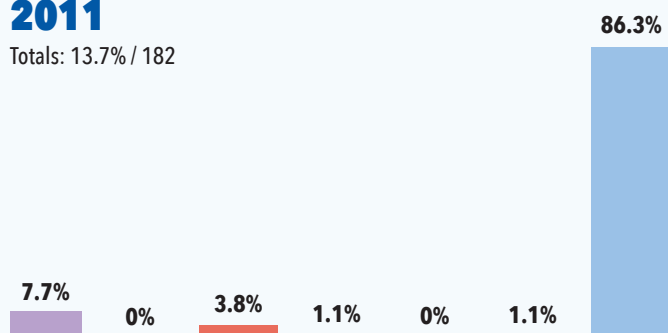


FACULTY RACIAL IDENTITY FROM 2007-2021

- Asian
- Black / African American
- Hispanic / Latino
- Multiracial
- Native American / Indigenous /Alaska Native
- Native Hawaiian /Pacific Islander
- White

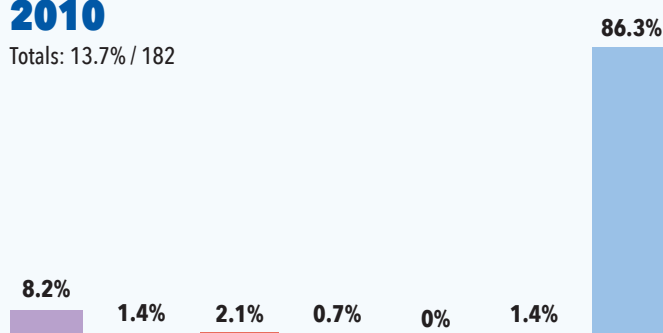
2011

Totals: 13.7% / 182



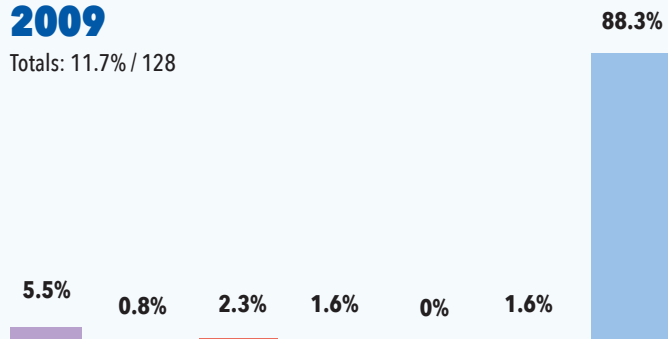
2010

Totals: 13.7% / 182



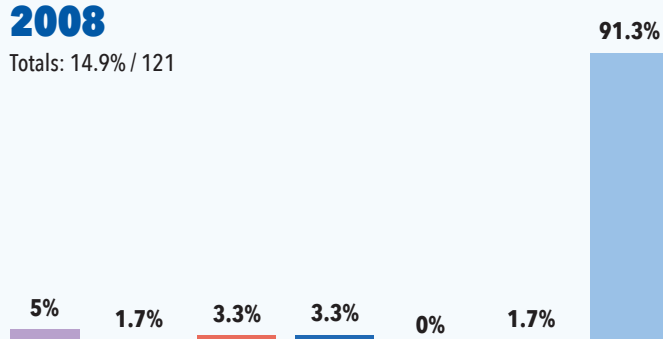
2009

Totals: 11.7% / 128



2008

Totals: 14.9% / 121



2007

Totals: 8.7% / 127

