



# GOAL STATEMENTS and **ACTION STEPS**



## 1 Sense of Belonging GOAL STATEMENT

Implement purposeful programming and increase access to high interest groups and activities in every building.

### ACTION STEPS

Year 1	Year 2	Year 3
Collect and analyze the most recent Panorama Survey data **		
Implement small learning community teams (ex. House System) in designated pilot schools prior to the end of the year designed to create connection and engagement	Implement small learning community teams (House System) district-wide **	Host a District-Wide House Event **
	Design connection opportunities for students and staff in feeder schools **	
Pilot student-to-student mentoring programs at select buildings	Expand student-to-student mentoring program to additional building	Implement student-to-student mentoring program district wide **
Conduct and analyze surveys to determine student/staff interest in clubs and what barriers exist for student involvement in clubs **	Support buildings as they make plans to remove barriers allowing for more student involvement in clubs (i.e scheduling, transportation) **	

## 2 Sense of Belonging GOAL STATEMENT

Increase staff, student, and community understanding of the diversity in our school community.

### ACTION STEPS

Year 1	Year 2	Year 3
Provide staff professional development about marginalized groups (including various cultures, LGBTQIA+, students living in poverty, etc.) and ways to support students and staff who are members of those communities **		
Create and share a quarterly "Celebrate our School Community" publication highlighting diversity within our district **	Host an annual "Celebrate Our School Community" festival to recognize and honor our diverse community **	
	Develop purposeful community partnerships to support students in marginalized groups **	





## Diverse Staffing

### 1 Diverse Staffing GOAL STATEMENT

Align the hiring and retention of certificated candidates from underrepresented groups to reflect our student community through strategic marketing, recruiting, and developing a robust pipeline.

## ACTION STEPS

Year 1	Year 2	Year 3
Develop and implement exit surveys for staff and analyze the information from employees of underrepresented groups **	Analyze results from exit surveys and make timely changes based on results **	
Develop strategic partnerships with Historically Black Colleges and Universities (HBCUs) and local/national organizations with the goal of recruiting teachers from underrepresented groups **	Develop a multi-faceted outreach process including social media, radio, personalized letters/cards, and other creative ways to advertise job openings in GJPS **	Analyze hiring data to determine outcomes of increased marketing and recruiting **
Develop a support system for staff from underrepresented groups **	Support and encourage educational aides from underrepresented groups to obtain their teaching license with tuition reimbursement and alternate licensure pathways **	Survey underrepresented staff members to gather feedback about support system implementation **
Train administrators on a robust and inclusive screening process		
	Develop a future candidate pool with the purpose of attracting current GJPS students from underrepresented groups to the field of education **	





## Inclusive Curriculum and Resources

### 1 Inclusive Curriculum & Resources GOAL STATEMENT

Diversify instructional resources.

#### ACTION STEPS

Year 1	Year 2	Year 3
Develop GJPS equity reflection tool to help educators reflect on and refine their curricular tools through a culturally sensitive and bias-free lens		
Train staff on purpose and use of equity reflection tool **		
Complete <i>Instructional Materials</i> section of equity reflection tool		
	Create a hub for inclusive resources (i.e. instructional materials, activities, guiding questions, etc)	Monitor the use and relevance of inclusive resources and update annually **



## Inclusive Curriculum and Resources

### 2 Inclusive Curriculum & Resources GOAL STATEMENT

Reframe and redesign instruction through social justice and culturally responsive lenses.

#### ACTION STEPS

Year 1	Year 2	Year 3
Analyze absence data and the cultural holiday calendar to intentionally plan for instructional units, assessments, and school events **		
	Train staff on culturally responsive teaching practices that maintain high expectations, rigorous academics, and critical thinking **	
	Complete additional section(s) of equity reflection tool aligned to district/building/individual goals **	
	Redesign current lessons/units through culturally-responsive lenses with an increased focus on experiential learning and pathways in addition to college	Develop a forum for students and families to share their feedback in order to understand where they see the gaps in culturally responsive resources and instruction (surveys, student panels, exit tickets, etc) **





## 1 Equitable Representation & Access GOAL STATEMENT

Ensure equitable access to enriched academic programming for all students.

### ACTION STEPS

Year 1	Year 2	Year 3
Collect and analyze the most recent data examining the representation of students in enriched academic programming **	Examine and refine the process of identifying students for enriched programming in order to remove barriers to access and participation **	Develop and implement additional talent development opportunities targeting underrepresented groups **
		Implement and maintain an internal monitoring system to ensure equitable access to enriched programming for all students
Develop resources that address the social-emotional needs of gifted students	Implement resources that address the social-emotional needs of gifted students **	
Create and implement professional development in identifying the characteristics of gifted and high achieving students and how best to support them **		
	Provide communication annually to ensure families are aware of the enriched academic programming available and how to access those programs **	



## 2 Equitable Representation & Access GOAL STATEMENT

Implement a multi-disciplinary MTSS team in each building to strategically decrease discipline and special education referrals, especially within marginalized groups of students.

### ACTION STEPS

Year 1	Year 2	Year 3
Analyze current policies, staff referrals and discipline data, including a breakdown by race, gender, SES, and building of attendance, academic trends and ability levels ***		
Conduct an analysis of district-wide and school-wide PBIS plans based on PBIS fidelity to understand what programs are already in place	Create and implement professional development for multi-disciplinary PBIS and MTSS **	Implement and maintain an internal monitoring system of MTSS and discipline referrals to look for patterns of bias **
Ensure a Tier 1 PBIS team is in place in each GJPS school **	Train and implement Tier 2 and 3 interventions, and adjust current Tier 2 and 3 interventions to meet targeted students' needs **	
Conduct district level meetings to analyze universal screener data from each building to look for trends **		
	Provide professional development for district administration regarding discipline and the use of restorative practices to support students **	

## 1 Community Engagement & Partnerships GOAL STATEMENT

Develop a process for inclusive communication.

### ACTION STEPS

Year 1	Year 2	Year 3
Develop, conduct, and analyze results of a communication survey focused on each family's communication preferences, needs, and delivery style	For families new to the district, conduct and analyze results of a communication survey focused on each family's communication preferences, needs, and delivery style **	
Research resources to facilitate communication and translation services	Train staff and community on communication process and new translation resources **	
Generate a clear process for inclusive communication that outlines protocols based on purpose and audience (include both school-based community and broader community)	Implement the clear process for inclusive communication that outlines protocols based on purpose and audience (include both school-based community and broader community) **	
Update communication resources for families to be more inclusive and user friendly (i.e. website, enrollment documents, calendar, etc.)		
		Conduct community survey to gather feedback every three years regarding progress on the district equity plan (with checkpoints for all 5 focus areas)

## 2 Community Engagement & Partnerships GOAL STATEMENT

Develop and share community resources and partnership opportunities among the school community.

### ACTION STEPS

Year 1	Year 2	Year 3
Inventory existing resources and business partnerships within the district	Expand business partnerships and include more local and minority businesses to support staff, students and families **	
Generate a resource guide outlining internal and external supports for students and families based on communication survey results and use to make intentional connections between families and businesses **		
Define and communicate Equity & Access terms to the GJPS school community		
Provide opportunities for the school community to engage in dialogue and learning around school-based topics **	Host a Community University event for community members to learn about our district programs and systems to support students **	
	Monitor attendance and feedback of community events **	
	Analyze GJPS community engagement events already offered and develop a plan for consistent communication about those events	Develop a structure for sharing connection and celebration ideas that promote collaboration across the district **
		Provide GJPS presence at 2 community events per year (i.e. community festivals, parades, etc.) **