CATLIN GABEL

STRATEGIC INCLUSION PLAN

Report on Year 2: 2022-2023

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 for Year 2: 2022-2023.

December 8, 2023

Dear Catlin Gabel Community,

The Strategic Inclusion Plan, adopted in 2022, is intended to be both a roadmap for our equity and inclusion work and an accountability mechanism for our anti-racist aspirations. In addition to these purposes, the Plan has helped us deepen our understanding of what it means for our school to become more equitable and inclusive. Our evolving vision of equity and inclusion is described below, followed by an update on the action steps set forth in 2022.

Most importantly, we aspire to integrate equity and inclusion so every student feels they can easily access effective support in our practices, with our employees. Our hope is that Catlin Gabel will one day look and feel as follows:

- Every student can enter every class and find teaching, guidance, and materials that they can engage with and relate to for learning.
- Every student can explore who they are becoming with acceptance and respect from peers and adults.
- Every student can be supported as they practice and refine their ability to think critically and discuss topics that are complex, multidimensional, and personally relevant to them.

While these aspirations are for every Catlin Gabel student, they require an equity and inclusion focus to help all our students have this experience. The norms of our school, shaped by dominant culture, remain problematic for some of our students and families, and we are committed to pushing and challenging our perspectives, understandings, and actions. Anti-racism remains a critical, though not singular, part of this work as our students represent diverse races, ethnicities, socio-economic status, cultures, physical abilities, faiths, gender identities, learning profiles, sexual identities, countries of origin, first languages, and immigration status.

As we reckon with the gap between who we are now and our aspirations, we must also acknowledge that our aspirations are ambitious and long-term. In the short-term, as next steps, we are striving to have our school look and feel as follows:

- Every student has at least one trusted adult who effectively communicates with, supports, and mentors them. These adults strive to help students build skills and confidence to make choices that feel authentic to and affirming of who they are.
- Every student can find a group of peers with whom they will experience acceptance and respect for who they are and who they are becoming.

- Every student can find people who, while being supportive, also push them to grow in their self-awareness, critical thinking, and ability to engage with multiple perspectives and the people who hold them.

Right now and moving forward, reaching our aspirations will require work in the categories currently listed in this Plan, including education, community voices, and community membership. As you'll see in the report, much of this work is steady and ongoing, and progress in some areas is slower than anticipated or requires more steps than originally imagined. In the 2024-2025 school year, we look forward to updating our strategic equity and inclusion goals.

Thank you for being part of the Catlin Gabel community and for engaging with our efforts to become more equitable and inclusive.

Sincerely,

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

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 to continue implementation of teaching competencies for equity-based instruction.

STATUS: ONGOING

In 2022-23, employees engaged in professional learning sessions focused on equity and inclusion. These sessions included time for all employees to learn together, as well as smaller breakout groups that were more specific to the work of different staff departments and faculty.

ACHIEVED GOALS INCLUDED

- Built community in small groups/staff departments to help create learning spaces that foster collaboration and open discussion.
- Created a shared understanding of equity in our work.
- Provided opportunities for employees to reflect on their work, how equity was already incorporated, and how it could be improved.
- Structured exploration of new domains and areas for equity and inclusion integration into teaching and learning (e.g., class discussion structures, social-emotional learning, grading and assessment practices).
- Faculty set equity goals for 2023-24 school year to guide their professional learning.

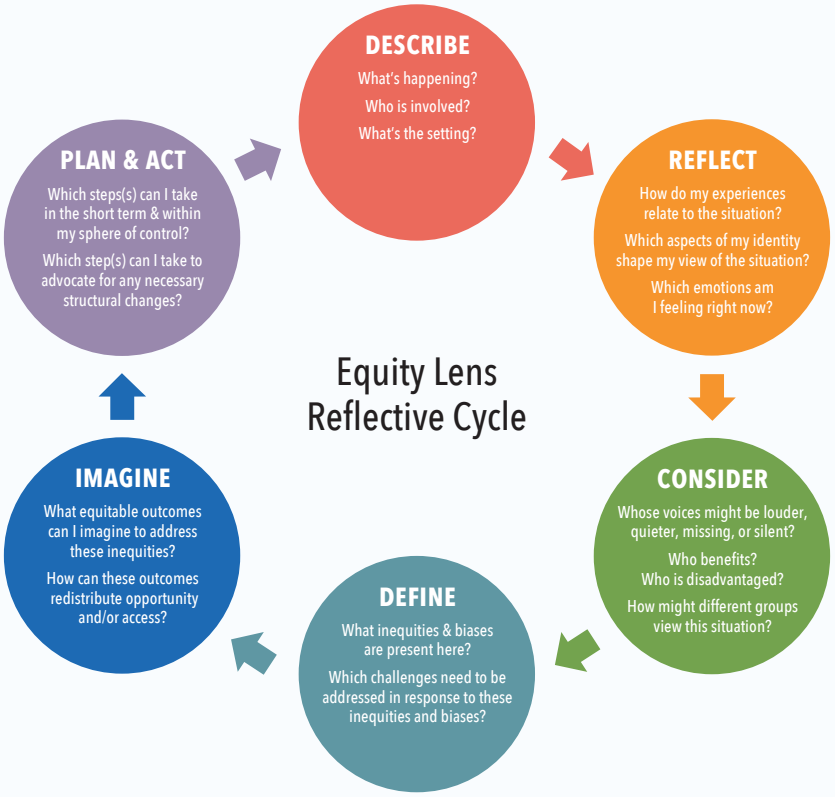
TOPICS COVERED

- Storytelling as a means for illustrating and building knowledge of windows (which provide perspective into someone else's experiences) and mirrors (reflections with which listeners can relate).

GOAL 1 EDUCATION

ACTION STEP 1 TOPICS COVERED (CONTINUED)

- Leading with questions in response to student behaviors.
- Possible interpretation biases of behavior, reflective practices for addressing biases, and building feedback skills.
- Identifying and interrupting microaggressions.
- Racial anxiety hot buttons and biased labels.
- Equity Lens Reflective Cycle.



ACTION STEP 2

Develop plan to incorporate equity-based teaching competencies into faculty evaluation process for 2023-24.

STATUS: ONGOING

Equity-based teaching competencies developed in the Year 1 report guided professional learning and basic teaching practices. The integration of elective breakout groups for faculty has led to learning, dialogue, and reflection.

GOAL 1 EDUCATION

ACTION STEP 2 (CONTINUED)

Our work in 2022-2023 revealed that equity-based teaching competencies will be most effective when they are more explicit and directly relate to different faculty and staff members' work. More specific competencies, and processes for implementing them, were brainstormed in 2022-2023. These will be discussed with stakeholders and finalized in the 2023-2024 school year. Faculty have been asked to develop equity goals in parity with annual goals, and in some cases teachers have combined goals to help inform and improve practices in support of the competencies.

ACTION STEP 3

Create onboarding process for new teachers to understand and learn expectations for equity instruction.

STATUS: COMPLETED

A robust onboarding program launched in August 2023. This program included:

- Communicating the school's goal to integrate equity and inclusion throughout our instructional and operational work and how that reflects progress and evolution.
- For new faculty, development of curriculum and craft that is equitable, progressive, and in keeping with Catlin Gabel's mission and core values.
- Also for new faculty, distribution of and practice with the equity lens reflection cycle, interrupting microaggressions, oppressive language policy, and development of tools and strategies for discussions that are equitably structured and facilitated.

ACTION STEP 4

Outline curricular review process for 2023-24 implementation.

STATUS: ONGOING

The Assistant Head of School and Division Heads began the process of curricular review, from which they determined the need for a "whole school" process, engaging key stakeholders. This next step will be launched in the 2023-2024 school year.

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 STEPS 1 AND 2

Pilot inclusion and belonging assessment tool, and share findings and insights about possible revisions to the tool with the school community.

STATUS: DELAYED

An assessment tool for students, employees and families is ready for review and revision; with the recruitment of an Institutional Researcher in 2022-23, the school now has the capacity for collecting and analyzing data.

Catlin Gabel's Institutional Researcher began a review of the school's multiple ongoing survey and assessment efforts. This review will inform revisions to the draft assessment so it builds from data already collected, rather than collect redundant information.

With this delay in fielding the assessment tool, action step 2 is also delayed. Our aim is to launch this assessment tool in fall 2024.

ACTION STEP 3

Share annual inclusion report.

STATUS: ONGOING

Marketing and Communications works with the Department of Equity and Inclusion, Human Resources, and the Office of the Head of School to understand data and help publish the information for this report.

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

Report on enrollment and recruiting plan progress for 2021-2022.

STATUS: ONGOING

ENROLLMENT GOALS

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.

- 86% of grades enroll at least two students with Black/African/African American identity.*
- 93% of grades enroll at least two students with Latinx/Hispanic identity.*
- 21% of grades enroll at least two students with Native American/Indigenous identity.*

Aim for diversity in enrollment that is on par or greater than the demographic representation in the Portland metro area and develop metrics to calculate percentages based on information from the 2020 Census Data. Compared to Portland metro population (as illustrated below on page 8):

- Black/African American student enrollment is a fraction under par.
- Multiracial and Asian student enrollments are overrepresented.
- White, Latinx/Hispanic and Native American/Indigenous student enrollments are underrepresented.

*These enrollment targets include multiracial students.

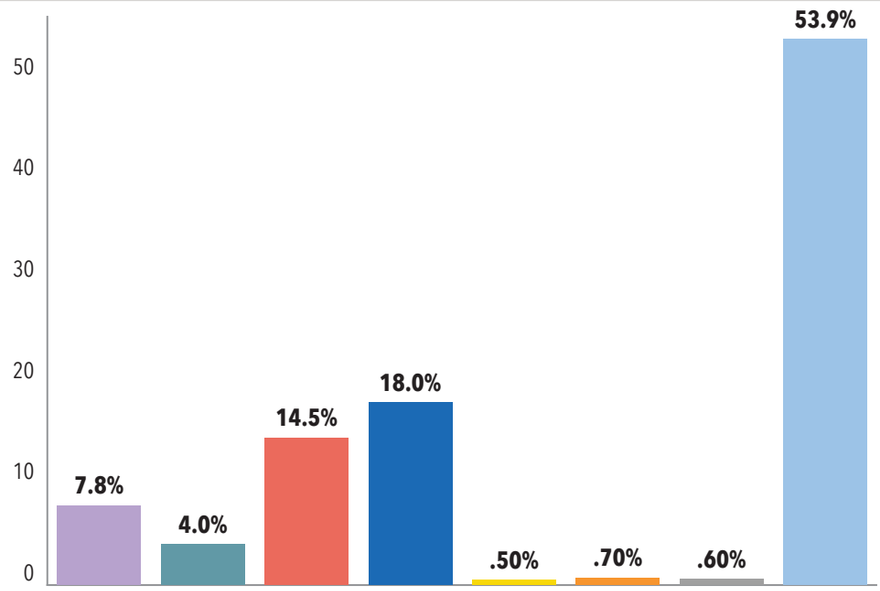
GOAL 3 COMMUNITY MEMBERSHIP

ACTION STEP 1 ENROLLMENT GOALS (CONTINUED)

The 2020 Census Data graph's ethnic and racial categories are taken directly from the Census. The Census defines white as European, Middle Eastern, or North African identities; Asian is defined as individuals who have origins from the Far East, Southeast Asia, or the Indian Subcontinent. Both the Census and Catlin Gabel data are collected as single racial identities. When two racial identifies are selected, that person is considered "multiracial." Catlin Gabel's data are more detailed than the Census data to help us better understand our students' self-identifications. For the purpose of these charts, "prefer not to answer" and "race not listed" have been combined.

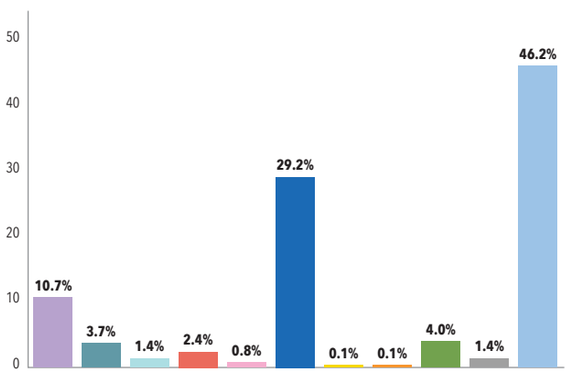
2020 CENSUS DATA

Combined total of 341,752 individuals who are between the ages of 3-18 years of age within Clackamas, Multnomah, and Washington counties.

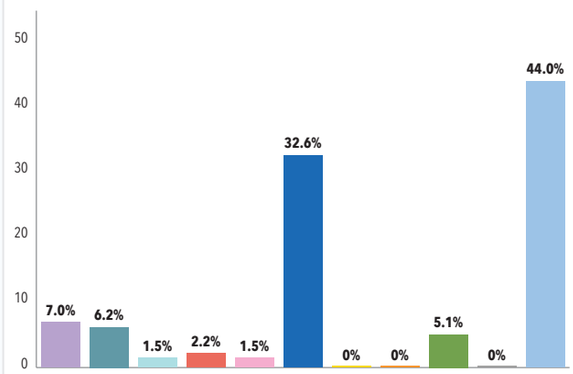


- Asian / Asian American
- Black / African / African American
- East Asian / East Asian American
- Latinx / Hispanic
- Middle Eastern
- Multiracial
- Native American / Alaska Native
- Pacific Islander / Native Hawaiian
- Southeast Asian/ Indian
- Race not listed / Prefer to Not Answer
- White

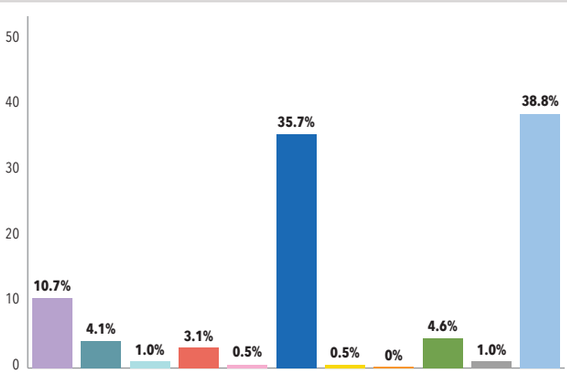
CURRENT STUDENT DATA (ALL DIVISIONS)



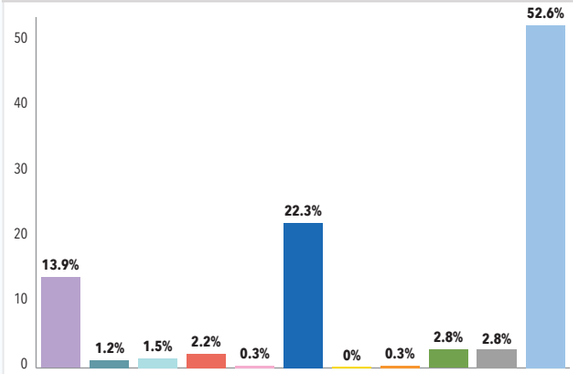
CURRENT STUDENT DATA (BEGINNING AND LOWER SCHOOL)



CURRENT STUDENT DATA (MIDDLE SCHOOL)



CURRENT STUDENT DATA (UPPER SCHOOL)

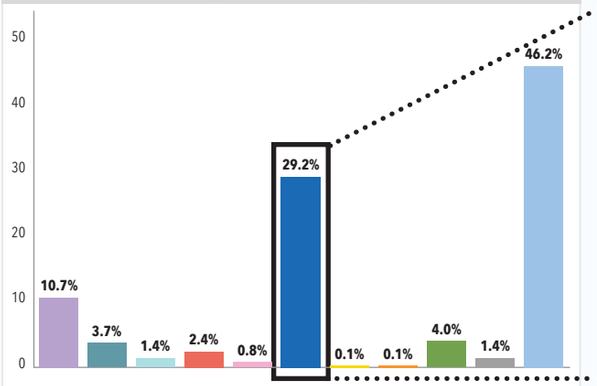


GOAL 3 COMMUNITY MEMBERSHIP

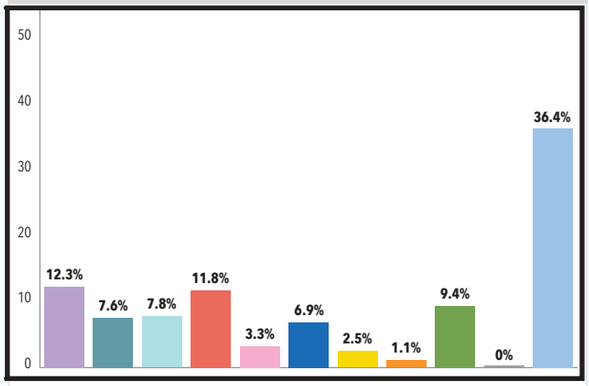
ACTION STEP 1 ENROLLMENT GOALS (CONTINUED)

Students and/or their families who identified as Multiracial were given the option to select the racial identities that are part of being Multiracial for them. Only those who did not select any racial identities other than Multiracial are reflected as Multiracial in the "Current Student Data Multiracial Breakout" charts. We include this information about our Multiracial students/families because consideration of the specific identities that make up being Multiracial inform our understanding about the racial diversity of our community.

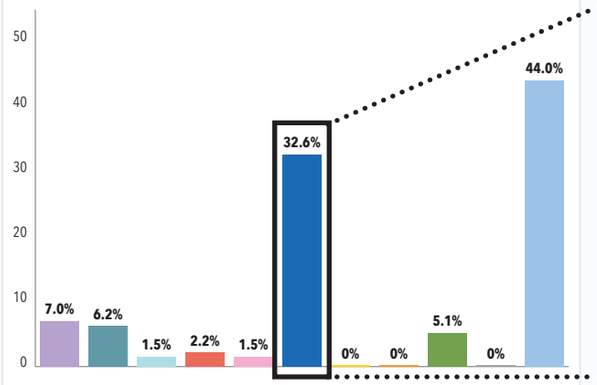
CURRENT STUDENT DATA (ALL DIVISIONS)



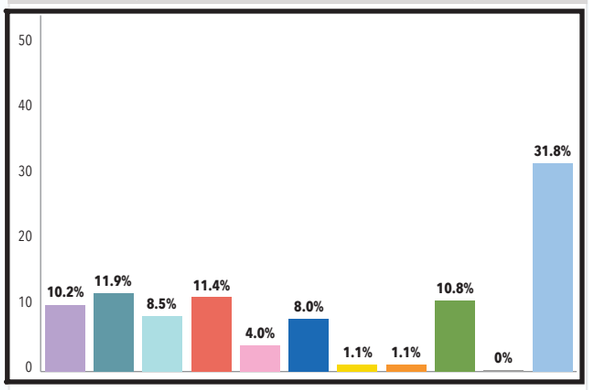
CURRENT STUDENT DATA MULTIRACIAL BREAKOUT (ALL DIVISIONS)



CURRENT STUDENT DATA (BEGINNING AND LOWER SCHOOL)



CURRENT STUDENT DATA MULTIRACIAL BREAKOUT (BEGINNING AND LOWER SCHOOL)



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- Race not listed / Prefer to Not Answer
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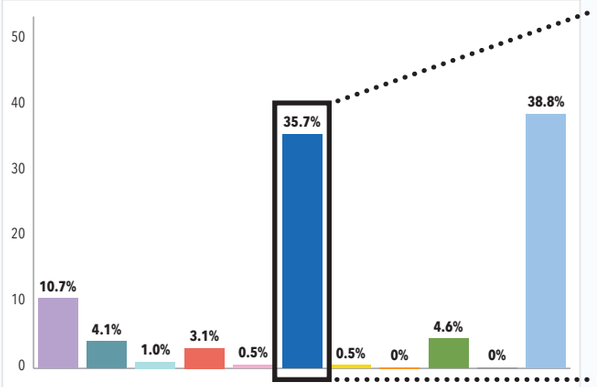
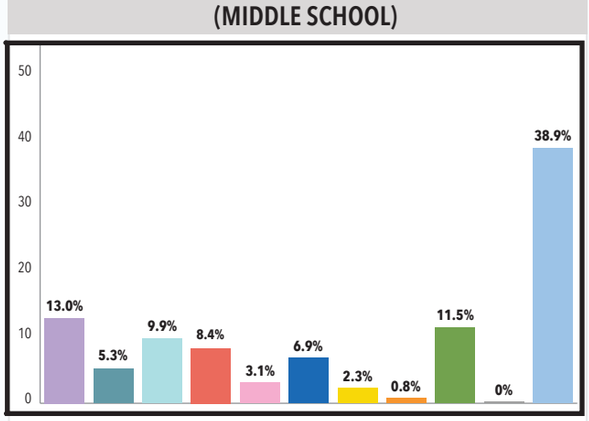
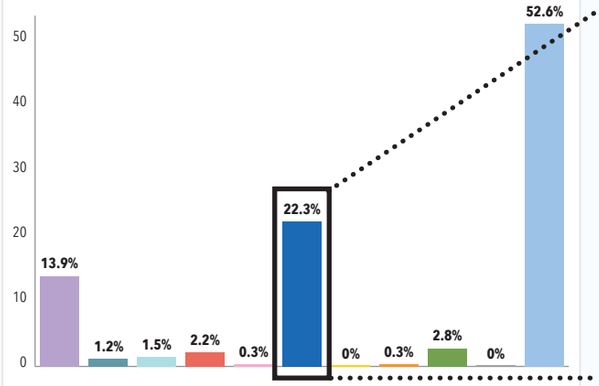
CURRENT STUDENT DATA (MIDDLE SCHOOL)



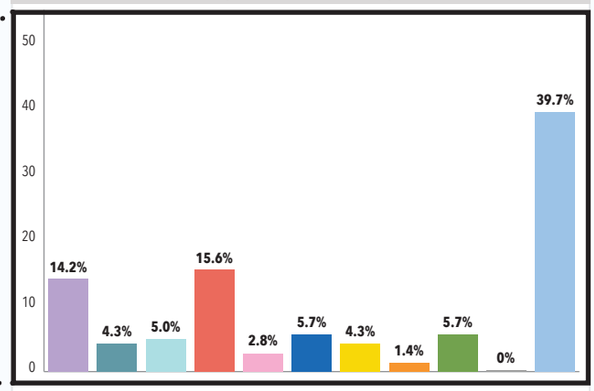
CURRENT STUDENT DATA MULTIRACIAL BREAKOUT (MIDDLE SCHOOL)



CURRENT STUDENT DATA (UPPER SCHOOL)



CURRENT STUDENT DATA MULTIRACIAL BREAKOUT (UPPER SCHOOL)

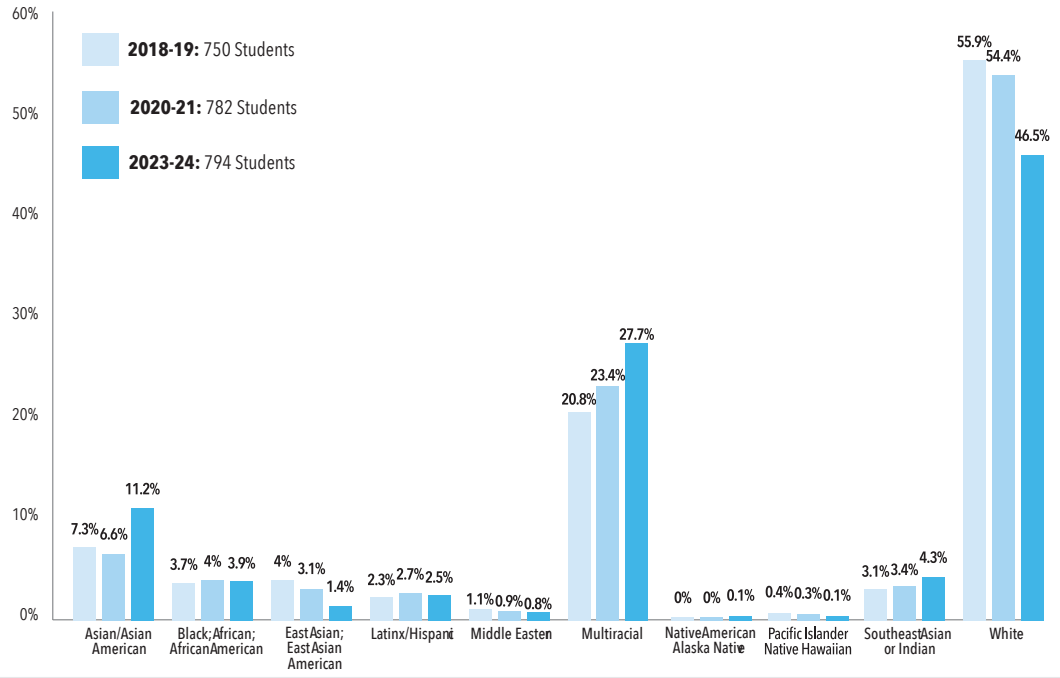


GOAL 3 COMMUNITY MEMBERSHIP

ACTION STEP 1 ENROLLMENT GOALS (CONTINUED)

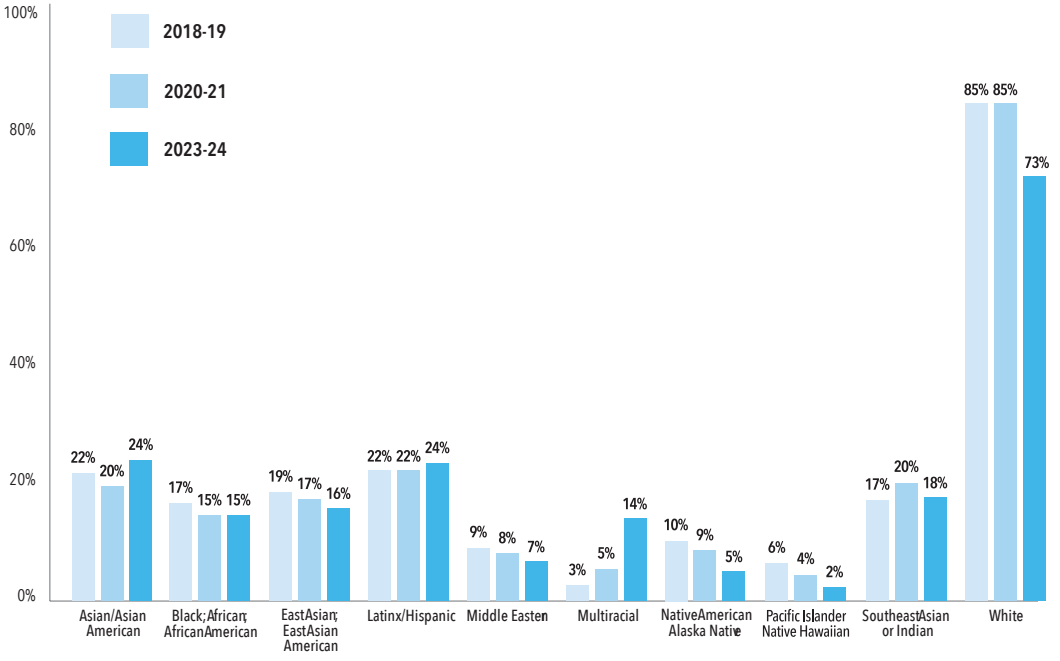
These charts help show how the overall student population of the school has changed over three nonconsecutive years, as well as the different identities that are part of being Multiracial for our students/families.

SCHOOLWIDE ENROLLMENT TRENDS (2018-2023)



SCHOOLWIDE ENROLLMENT TRENDS MULTIRACIAL BREAKOUT (2018-2023)

This chart represents ethnicities selected by students who identify as multiracial. Some students only selected multiracial.



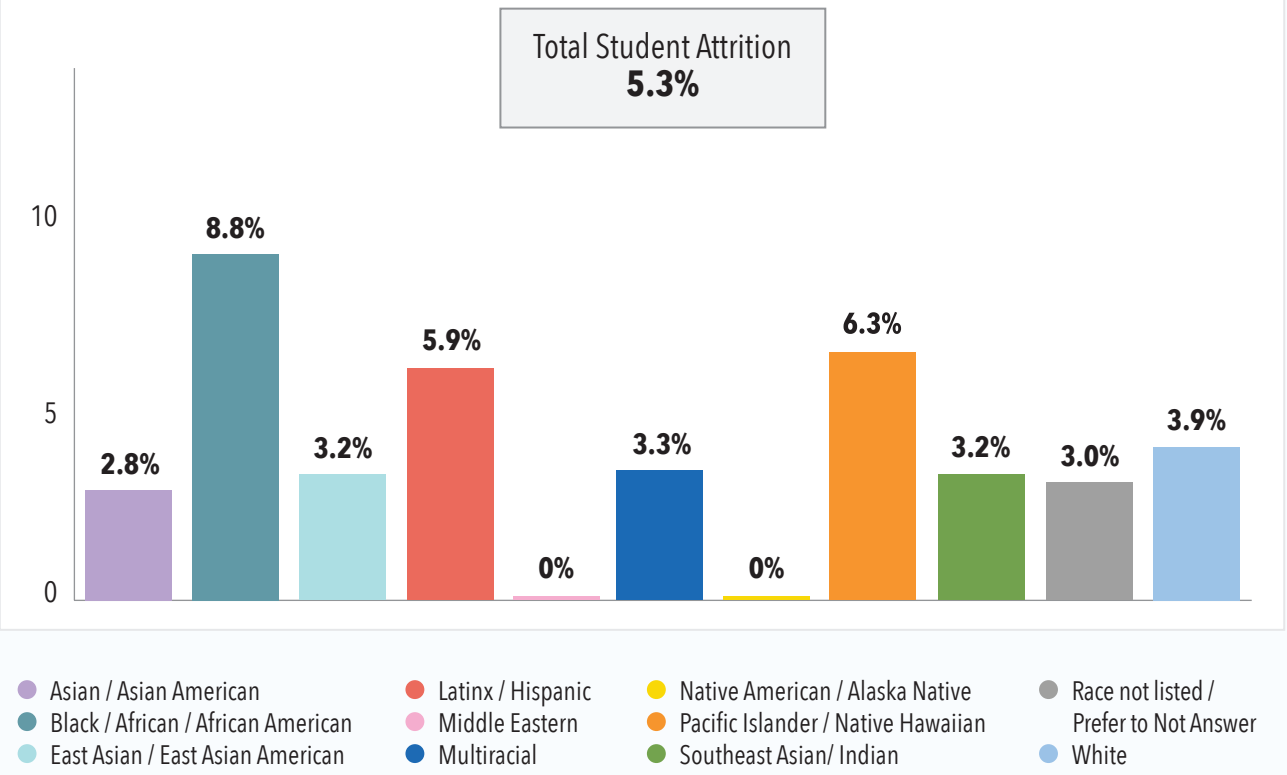
GOAL 3 COMMUNITY MEMBERSHIP

ACTION STEP 1 ENROLLMENT GOALS (CONTINUED)

Within the different racial identities listed, the attrition percentage reflects the total within that specific identity. For example, out of the total percentage of students who identify as Asian, 2.8% of that total left the school over the last five years.

STUDENT ATTRITION OVER 5-YEAR TIME SPAN

Represents data collected from 2018-2019 to 2022-23.



ACHIEVED GOALS INCLUDED

- **Redefined a role on the IT team to create a .5 FTE institutional research position.** This role assists with equity and inclusion work, including enrollment, to help us better understand attrition data, patterns in the admission cycle of inquiry to enrollment, the impact of financial assistance, and analysis of applicant and current student and family survey data related to experiences and expectations. Findings so far include: a clear need to focus on retention of Black students; the financial assistance budget does not meet the demand of admissible Black, Latinx, and Native American applicants; and we need to increase satisfaction among our families before we can ask for ambassadorship.

- **Redefined a role on the enrollment team.** This role supports current families from historically-marginalized groups and works to form a stronger partnership between enrollment and equity and inclusion teams. The Assistant Director of Enrollment and Family Inclusion Coordinator is responsible for Family Affinity Groups, schoolwide Parent Faculty Association events, and assists with Beginning and Lower School enrollment.

GOAL 3 COMMUNITY MEMBERSHIP

ACTION STEP 1 ACHIEVED GOALS INCLUDED (CONTINUED)

- **Expanded events and outreach.** New activities included: a dedicated inclusion event within Open House to showcase our commitment and answer questions; deepened partnerships with schools with large populations of Black, Latinx, and Native American students via transparent discussions regarding the necessary services for their students; attendance at the Skanner's annual MLK Breakfast; invitations to new families to spring events including the Juneteenth celebration.
- **Expanded storytelling capabilities.** A new part-time videographer helps create additional content. Marketing and Communications team members also meet regularly with divisional leadership, department heads, and the Equity and Inclusion Coordinator of Student Programs to be aware of upcoming events that showcase community events, which we can then highlight across platforms, and gain insights on employees and students who may be interested in sharing their knowledge and experiences through Q&A videos, interviews, and blogs.

ACTION STEP 2

Establish a baseline plan for recruiting and retaining employees of color.

STATUS: COMPLETED

A baseline plan for diversity-specific recruiting efforts was updated in 2023. Development of a plan specific for employee retention is underway.

ACHIEVED GOALS INCLUDED

Outreach: Working from an existing recruitment plan, we continue to partner with diverse recruiting firms, job boards, professional organizations, and publications. Development of partnerships with diverse associations and college career centers is planned. The number of job boards and recruiting agencies utilized has been increased. A list of job-specific sites has been developed. All positions are posted internally; most are posted externally. A new Applicant Tracking System (ATS) was implemented to direct job posting to the most productive job board and reports, including Indeed. The employment section of the school's website was refreshed and now includes videos. The HR team attended three career fairs, two of which focused on diverse candidates, and the team plans to attend at least three job fairs in 2023-24.

Data: Systems have been established to track employee turnover data year-over-year, and reports have been developed to determine cost/benefit ratios of the most productive sites for candidates (note that most candidates decline to complete the voluntary self-identification form). We aim to implement an exit survey in addition to providing metrics to augment individual exit interviews in 2023-24.

Retention: In addition to a 3-day new hire orientation centered on student-facing faculty and staff, all BIPOC employees are invited to attend periodic gatherings specifically for them. We plan to partner with a local university to offer two-year paid fellowships for BIPOC teachers entering the teaching

GOAL 3 COMMUNITY MEMBERSHIP

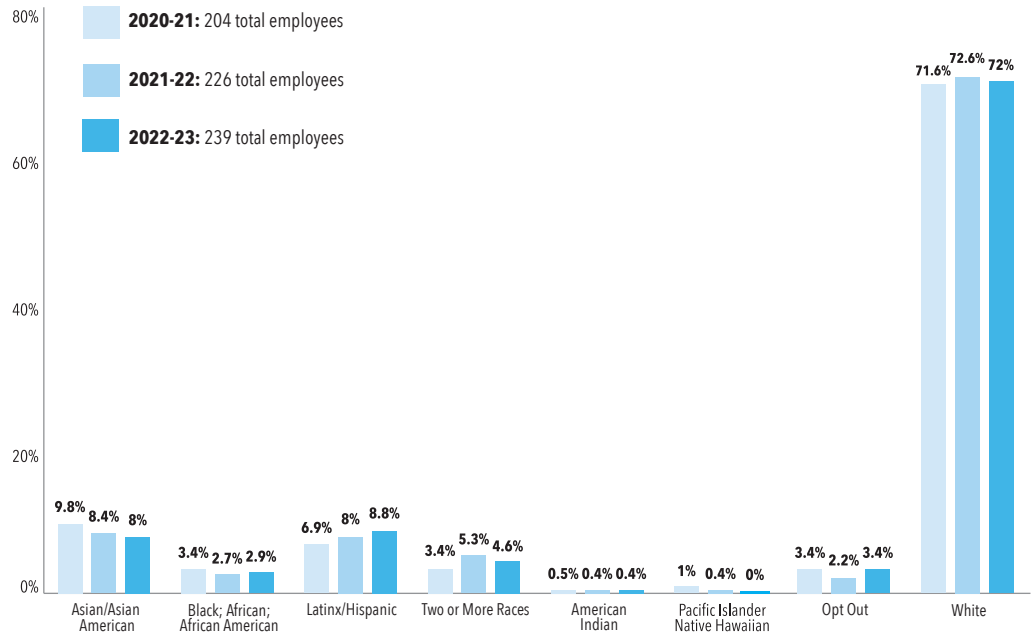
ACTION STEP 2 ACHIEVED GOALS INCLUDED (CONTINUED)

field, enabling them to work alongside experienced faculty and instructional coaches to develop teaching skills and experience. We hope to train managers on how to have "stay interviews" to support professional development and goal setting for BIPOC employees.

For reporting purposes, employee data is tracked with racial groups that match the Census.

EMPLOYEE DATA

Reflects employees who work 0.5 FTE to full-time.



ACTION STEP 3

Begin affinity group communication process to share themes and recommendations.

STATUS: ONGOING

Catlin Gabel provides different types of support for student, family, and employee Affinity Groups. For student Affinity Groups, we take responsibility for structure, support, and programming. For family and employee Affinity Groups, we support logistics and build institutional-group partnerships and communication.

ACHIEVED GOALS FOR STUDENT AFFINITY GROUPS

- Student Affinity Groups met consistently in all three divisions and have been structured to meet developmental differences between Upper, Middle, and Lower School students.

GOAL 3 COMMUNITY MEMBERSHIP

ACTION STEP 3 ACHIEVED GOALS FOR STUDENT AFFINITY GROUPS (CONTINUED)

- Upper School Affinity Groups were largely student-led, with designated teachers ready to support.
- Middle School Affinity Groups were primarily teacher-led, with the goal of creating space for students to spend time together and discuss topics of interest.
- Lower School Affinity Groups (Grades 1-5) were led by teachers, with the goal of building community and teaching about inclusivity.

NEXT STEPS FOR IMPROVING STUDENT AFFINITY GROUPS

- Ensuring that all students, of any identity, have groups or clubs they can choose to attend.
- Articulating specific and aligned goals for Affinity Groups, across divisions.
- Supporting faculty to grow their skills in leading Affinity Group spaces.
- Building student leadership skills, including facilitation, to create more possibilities for cross-divisional Affinity Group time.

ACHIEVED GOALS FOR FAMILY AFFINITY GROUPS

- Development of Family Inclusion Coordinator position. This position was created to have a formal structure for building stronger partnerships between Family Affinity Groups and Catlin Gabel and the Parent Faculty Association (Position was filled in August 2023).

ACHIEVED GOALS FOR EMPLOYEE AFFINITY GROUPS

- The Equity and Inclusion Department shared information regarding logistics and budget support available for Employee Affinity and Discussion Groups.
- One Employee Discussion Group met quarterly.

ACTION STEP 4

The Board Governance committee develops a more intentional plan for diverse trustee recruitment.

STATUS: ONGOING

- The Board Governance Committee, which is responsible for the recruitment, nomination, and evaluation of trustees and the board, has prepared a diversity recruitment plan to reflect current practices and ensure future success.
- In the last five years, the Board Governance Committee has included 40-45% of Trustees identifying as nonwhite. Moving forward, the Head's Office will track various demographic data, which will be reviewed annually by the Governance Committee and will be used to assess board diversity in key

GOAL 3 COMMUNITY MEMBERSHIP

ACTION STEP 4 (CONTINUED)

areas of identity (gender; race/ethnicity; divisional/alumni/past parent/grandparent affiliation; professional skills; and potential giving capacity). The Committee seeks to ensure that trustee membership is on par or greater than demographic representation in the Portland metro area and supports the strategic priorities of the school.

- The Governance Committee sets recruitment priorities on an annual basis and invites names and suggestions from a variety of sources, including the Board of Trustees; Board Inclusion and Diversity Committee; Parent Faculty Association Executive Council; Parent Affinity Group Leaders; Alumni Council; and Portland community.
- The Board Inclusion and Diversity Committee tracks Inclusion and Recruiting Plan progress and identifies training and education to ensure all trustees understand the value and purpose of a diverse board.