



DIVERSITY, EQUITY, INCLUSION, AND RESTORATIVE PRACTICES

This five-year overview provides a broad picture of the implementation process for the following four focus areas: **Diversity, Equity, Inclusion and Restorative Practices**. The impact of these focus areas will be assessed using climate, attendance, discipline, academic, and enrichment data. There are four groups noted in this overview:

- The **Design Team**, comprised of district, school, governing board, and community representatives;
- The **Trainers/Mentors**, designated by the district and may be teacher leaders or coaches;
- The **Leaders**, all principals and some district leaders; and
- The **School Implementation Team**, certified and classified staff representatives who monitor implementation and impact.



YEAR ONE

Phase 1 :

- Design Team develops foundational knowledge about main components in each of the focus areas and an understanding of the connections between the focus areas.
- Design Team analyzes the current status and develops a plan of action for implementation.
- Design Team initiates their plan with stakeholders.

Phase 2:

- Leaders (school) develop and apply research-based practices to guide the implementation of the focus areas.
- Trainers/Mentors develop knowledge and skills about focus areas and also review guidelines for mentoring and adult learning.

Phase 3:

- School Implementation Teams are formed and develop knowledge and skills in focus areas.
- Teachers receive overview of focus areas and plan implementation.

YEAR TWO

Phase 1:

- Design Team reviews and schedules data collection process to determine impact of professional learning on educators and students.
- Trainers/Mentors plan focus area supports, receive additional professional learning, and share knowledge and skills with staff.
- New staff are trained.

Phase 2:

- Classroom teachers receive comprehensive professional learning from Trainers/Mentors to develop knowledge and skills of focus areas and begin implementation.
- School Implementation Teams receive rich professional learning on monitoring the impact of focus area practices and implements and outreach to encourage community involvement.

Phase 3:

- Design Team reconvenes quarterly to analyze impact data; customized professional learning experiences are determined.
- Schools and District recognize and celebrate areas of success.

YEAR THREE

Phase 1:

- Training/mentors plan focus areas to support and receive additional professional learning to address emerging needs.
- New staff are trained.

Phase 2:

- Design Team reconvenes quarterly to analyze data on the implementation and impact of focus area practices Districtwide.
- School Implementation Teams reconvene and evaluate progress and determine additional professional learning needs. They also continue an outreach to encourage community involvement.
- Classroom teachers implement strategies and evaluate progress to determine additional needs.
- Classroom teachers engage in lesson studies with Trainers/ Mentors.

Phase 3:

- Design Team analyzes current status to determine next level strategies and metrics to support focus areas and impact outcomes.
- Schools and District recognize and celebrate areas of success.



YEARS FOUR AND FIVE

- Design Team reconvenes quarterly to analyze data on the implementation and impact of focus area practices Districtwide.
- Design Team identifies successes among Trainers/Mentors, Implementation Teams, principals and classroom teachers to create leadership opportunities and capacity building and to share best practices.
- Trainers/Mentors continue to develop expertise in focus areas in support of adult learners.
- Implementation Teams and classroom teachers engage in strategies that bring professional learning to the classroom to impact outcomes.
- Schools and District recognize and celebrate areas of success.