



# FROM PRIORITIES TO DIP TO CIP

- **February** - Admin teams draft the District Improvement Plan
- **March** - Draft of the District Improvement Plan is reviewed with the District Leadership Team and the Board of Trustees
- **April** - District Improvement Team is finalized and approved by the District Leadership Team and the Board of Trustees
- **May** - Schools finalize their respective Campus Improvement Plans for the 2021-22 school year



The background of the slide features a dark surface with various school supplies. In the top left, there is a portion of a white keyboard. Next to it are two pencils, one yellow and one light blue. To the right of the pencils are several paper clips in blue, red, and white. In the top right corner, there is a logo for EANES ISD, which is a blue shield with a white star and red and white stripes, with the text "EANES ISD" in red above it.

# The Purpose...

The purpose of “Building a Community of Trust Through Developing Racial Awareness” is to enhance community, staff, and student racial awareness and to cultivate an environment of understanding our unique similarities and differences. Developing racial awareness is an initial step to deepening understanding of equity and how it can be used to improve access and increase belongingness of all students. While we will focus on enhancing racial awareness initially, our goal is to improve access and increasing belongingness of all students, including those with religious, gender identity, cultural, ability and economic differences. Ultimately, our purpose is to develop a sense of belonging for all members of diverse groups.





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# Diversity, Equity and Inclusion

- Create a shared understanding of DEI through racial equity leadership training to build capacity and support sustainability
- Assess, monitor and work to modify the climate to ensure inclusivity for all staff and students
- Develop a system of equity-focused restorative justice in support of all learners
- Engage the broader community in a shared responsibility for DEI
- Embed, over time, the ongoing importance of DEI in curricula, instructional materials and resources
- Increase personal growth and learning of trustees, administrators, staff and students to support DEI
- Align DEI goals and their integration with Board policies, administrative procedures and the Eanes ISD Graduate/Staff Profile (WHEEL)





# DIVERSITY, EQUITY & INCLUSION

Diversity, Equity, Inclusion

INSTRUCTIONAL PRIORITY: Diversity, Equity and Inclusion					
1	Create a shared understanding of DEI through racial equity leadership training to build capacity and support sustainability				
2	Assess, monitor and work to modify the climate to ensure inclusivity for all staff and students				
3	Develop a system of equity-focused restorative justice in support of all learners				
4	Engage the broader community in a shared responsibility for DEI				
5	Embed, over time, the ongoing importance of DEI in curricula, instructional materials and resources				
6	Increase personal growth and learning of trustees, administrators, staff and students to support DEI				
7	Align DEI goals and their integration with Board policies, administrative procedures and the Eanes ISD Graduate/Staff Profile (WHEEL)				
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1a.	Provide training and support for the Equity Teams on all campuses in improving school climate.	2021-23	DEI Consultant and District Facilitator, Principals	ASCD, Five Practices of Equity-Focused School Leadership	<b>Formative:</b> Observation that Equity Teams are moving forward district/campus DEI goal around improving school climate <b>Summative:</b> Students and staff report a greater sense of belonging and acceptance
1b.	Provide ongoing staff development to district leaders, including district leadership, campus leadership (principals and assistant principals), and Educational Partners to ensure capacity and sustainability.	2021-23	DEI Consultant and District Facilitator	Consultant Resources and Time for training with leaders	<b>Formative:</b> Excellent participation in and engagement in staff development <b>Summative:</b> District and campus leadership are prepared to support and sustain DEI efforts at both the district and campus level, depending on their role
2a.	Measure and monitor school climate around DEI goals through campus-based surveys.	2021-23	DEI Consultant and District Facilitator,, Campus Principals, Equity Teams	ASCD, Five Practices of Equity-Focused School Leadership	<b>Formative:</b> Yearly climate assessment administered <b>Summative:</b> Climate assessments indicate that the campus is moving forward in creating a climate the ensures inclusivity for all staff and students
2b.	Conduct Student and Staff Focus Groups.	2021-23	DEI Consultant and District Facilitator	Guiding questions, time for meetings, mechanism for capturing and reporting feedback	<b>Formative:</b> Staff/student selected participants <b>Summative:</b> Data from Focus Groups indicates that the district and campus climates are inclusive and welcoming

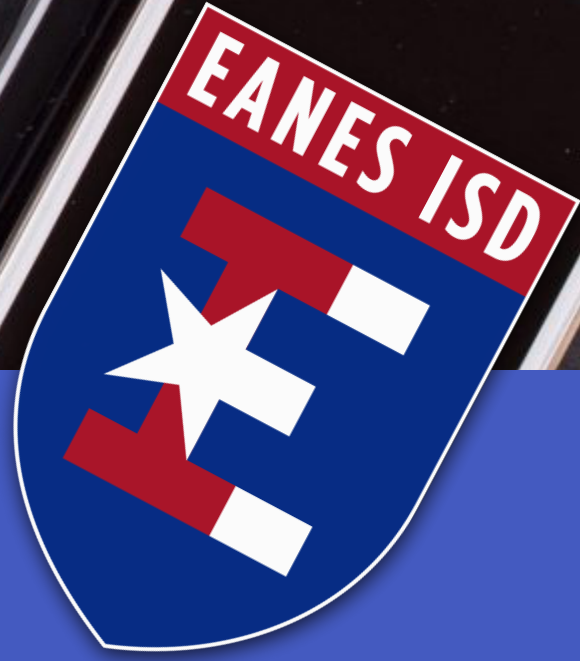
Diversity, Equity, Inclusion

3	Development of clear expectations around the way we interact with one another and how we handle situations where those expectations are not met.	2021-23	Campus Principals, DEI Consultant and District Facilitator, General Counsel, Student Representatives	Time	<b>Formative / Summative:</b> Expectations and systems in place that support students and have a restorative practice approach
4	Continue to engage the community in the DEI work.	2021-23	DEI Consultant and District Facilitator, Campus Principals	Time	<b>Formative / Summative:</b> Multiple opportunities for the community to participate in DEI-related topics and discussions through book studies, speakers, etc.
5a.	Develop a plan for and begin the process of reviewing current curriculum through a DEI lens.	2021-23	CIA Curriculum Staff with the support of DEI Consultant and District Facilitator	District Curriculum Resources	<b>Formative:</b> Leadership is engaging in curriculum conversations <b>Summative:</b> Existing curriculum and resources that a) support broader DEI goal of improving classroom and school climate and b) provide multiple perspectives
5b.	Develop a plan for the use of curriculum resources around DEI	2021-23	CIA Curriculum Staff with the support of DEI Consultant and DEI Facilitator	Time for Teams to Meet	<b>Formative / Summative:</b> Development of a plan that provides guidelines for staff and teams in the selection of resources supporting DEI work
6a.	Ongoing opportunities for learning for EISD Board of Trustees, district/campus leaders, staff, and students.	2021-23	DEI Consultant and District Facilitator, Campus Principals, Board of Trustees, Students	Time	<b>Formative / Summative:</b> Evidence of book studies, speakers, etc., that deepen the learning of all constituents around DEI
6b.	Create an onboarding system for all new staff and Board members around DEI learning.	2021-23	DEI Consultant and District Facilitator, CIA Chief Learning Officer, Human Resources	Time	<b>Formative / Summative:</b> New staff understand the district goals around DEI and are beginning to develop an understanding of DEI concepts

Diversity, Equity, Inclusion

7a.	Examine campus and district policies and procedures to ensure they align with DEI goals.	2021-23	Campus Principals, DEI Consultant and District Facilitator, General Counsel	Time	<b>Formative / Summative:</b> EISD Policies and Procedures are aligned with DEI goals
7b.	Examine the WHEEL to ensure alignment with DEI goals.	2021-23	Campus Principals, DEI Consultant, General Counsel, District DEI Facilitator	Time	<b>Formative / Summative:</b> The WHEEL is aligned with DEI goals. ( <a href="https://www.eanesisd.net/district/graduateprofile">https://www.eanesisd.net/district/graduateprofile</a> )





# FAQ

# www.eanesisd.net/dei/faq

eanesisd.net/dei/faq

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DEI Home > FAQ

FAQ

Most recent FAQ is at the top

What prompted the work around DEI?

In the spring and summer of 2020, alumni, current students and parents shared numerous concerns around school climate and their feeling unaccepted, unwelcome and sometimes even experiencing racial or ethnic slurs and jokes about who they are. These were extremely hurtful to them and diminished their experience in school. The district then made the decision to hire an expert in this area to advise the Board of Trustees on necessary steps.

What were the results of the survey given to staff last August?

The survey was extensive - up to 50 questions - for some groups and was given to both instructional and non-instructional staff. Presentation slides from the May 11 Board Meeting are available on the district website. The most important takeaway or conclusion is staff feel they need more training around DEI and feel the district has not talked about this as a district in any depth. As we have subsequently learned through meetings with staff, teachers want to be educated around DEI because students are talking about this. Students are interested, either because they have experienced or observed uncomfortable interactions with their peers or because they are aware of and curious about what is happening in the world around them.

What is the focus of the DEI work for our district?

The Board-adopted primary goal for DEI is to improve school climate by increasing the access and belongingness of all students, including those with religious, gender identity, cultural, ability and economic differences.

Eanes ISD is a strong community with excellent students and outstanding programs. School climates must be welcoming to ALL of our students. This is about treating each other with respect and empathy.

Keyword Search

Search

Submit a Question

and by focusing on a climate that emphasizes respect for all, we are making others feel bad

ives.

of an education in Eanes ISD is learning to think critically and to have a broad understanding of the global society. The Eanes ISD Graduate Profile articulates the desire for students to have an and respect for other cultures.

about and study various groups in history as a part of their Social Studies and Language Arts curricula, while studying history or reading a book about people who were or are mistreated may be is through learning about the struggles of others one can develop empathy and deepen an other people and cultures.

ample, have always studied social studies in elementary and middle school and World Geography, World ory, and Economics. They learn about major events and talk about how those events have impacted ple, when studying World War II, they learn about the German persecution of the Jewish people. History, they learn about slavery and its impact on history. In neither situation are students made to feel selves. They were not alive during either of those events and they are not responsible for what time. They are also not responsible for actions they have no control over that happen around the It is not unusual, however, for students to feel empathy for others, especially when there is an injustice eling empathy is very different from feeling blame.

Critical Race Theory (CRT) the same thing?

Critical Race Theory (CRT) is not diversity, equity and inclusion (DEI) "training" but a theoretical approach typically to interpret happenings in society through scholarly engagement. That process, which originated in y, involves interrogating race and racism in society and it has spread to other fields of scholarship, n law schools, graduate schools and some undergraduate colleges, but not high school.

ining addresses race and racism, it is not the same as CRT that is commonly used in the academy. We Critical Race Theory. We are teaching that we need to treat ALL people with dignity and respect. To be of our DEI training is to develop racial awareness as an initial step to deepening understanding of equity e used to improve access and increase belongingness of all students.

DEI curriculum? How will there be time for the strong academics Eanes has always h

s to immediately introduce a separate DEI curriculum to our schools. If that should be something pursue in the future, the Board of Trustees must first review and adopt any new curricula according y.

ngthen the relationships of teachers and their peers, teachers and their students, and students' other students - all of which contributes to a stronger academic culture. (Why Teacher-Student tter)

slature is considering a bill focused on the teaching of CRT. How will that impact Eanes

shared in the Community Webinar on May 13 that DEI and CRT are not the same thing. Eanes ISD cal Race Theory. See FAQ above regarding CRT.

legislative session, any bills passed that impact education will then go to the Texas Education Ag n. It will be necessary to see what TEA's interpretation is of any bills pertaining to DEI before mak hether Eanes ISD must adjust accordingly.

heard that the DEI Advisory Committee is not diverse and does not represent the major

nted DEI Advisory Committee has 27 members, with students, parents, staff and community mem were selected by the Board from an applicant pool of more than 260 individuals. Each of Eanes both a parent and staff representative, with community and district representation as well. Second ents who applied for and were selected to serve on the committee. Diverse backgrounds and ise the committee.

pplication stipulated the following:



A top-down view of a dark desk with various school supplies. In the top left is a small red bowl of yellow pom-poms. Next to it is a silver keyboard. To the right is a smartphone displaying the Eanes ISD logo, which features a blue shield with a white star and red and white horizontal stripes. Above the phone is a notepad with a blue grid pattern. Two pencils, one yellow and one light blue, lie diagonally across the center. Several paper clips in red, blue, and silver are scattered around the keyboard and notepad.

**DIVERSITY, EQUITY & INCLUSION**

**[ NEXT STEPS ]**