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**Comprehensive Equity Plan Rubric**

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| **School Community** |
| **Topic** | **1 – Does not meet** | **2 - Meets** | **3 - Exceeds** |
| **About our School** | Missing any of the following: * Student demographics
* Community, family and student engagement
* Home Languages
* Mission, vision & values
* Information about the broader community where the school is located
 | About our school includes:* Student demographics
* Community, family and student engagement
* Home Languages
* Mission, vision & values
* Information about the broader community where the school is located
 | Exceeds level 2 by including citations to the data points (e.g. parent family survey, translated enrollment forms, etc) |
| **Description of Evidence:**  |
| **Commitment to equity**  | Missing any of the following:* Community, family and student input through a formal process
* Consideration for the unique needs of their school community within the broader community and globally.
* Identifies opportunity gaps that effect the school community
* Commitment to reducing and eventually eliminating the gaps.
* Commitment to annually revisiting the plan and the measurable initiatives set forth within.
* Accountability structure included
 | The commitment to equity includes:* Community, family and student input through a formal process
* Consideration for the unique needs of their school community within the broader community and globally.
* Identifies opportunity gaps that effect the school community
* Commitment to reducing and eventually eliminating the gaps.
* Commitment to annually revisiting the plan and the measurable initiatives set forth within.
* Accountability structure included
 | Exceeds level 2 by including clear rationale and data citations that ground the plan. |
| **Description of Evidence:** |
| **Definitions**  | The Definitions section will be at a level 1 if it is missing a definition for any specific term that could be misunderstood without a clear definition within the school’s context. Examples listed in level 2.  | Includes school specific definitions for the following (if applicable):* Accessible materials
* Antiracist/Antiracism
* Cultural humility
* Decolonized curriculum
* Diversity
* Equity
* Inclusion/Inclusive practices
* Other school or model specific terms that could be misunderstood without a clear definition within the school’s context.
* Citations
 |  |
| **Description of evidence:**  |

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| **Antiracist Leadership** |
| **1 – Does not meet** | **2 – Meets** | **3 - Exceeds** |
| Missing any of the following:* Measurable initiative aligned to antiracist leadership
* Clear timeline established
* Resources included
* Roles assigned
* Less than 2 initiatives
 | Includes all of the following:* Measurable initiative aligned to antiracist leadership
* Clear timeline established
* Resources included
* Roles assigned
* A minimum of 2 initiatives
 | Exceeds level 2 by citing a clear connection to the specific school/community need.  |
| **Culturally Humble and Inclusive Practices**  |
| **1 – Does not meet** | **2 – Meets** | **3 - Exceeds** |
| Includes all of the following:* Measurable initiative aligned to culturally humble and inclusive practices
* Clear timeline established
* Resources included
* Roles assigned
* Less than 2 initiatives
 | Includes all of the following:* Measurable initiative aligned to culturally humble and inclusive practices
* Clear timeline established
* Resources included
* Roles assigned
* A minimum of 2 initiatives
 | Exceeds level 2 by citing a clear connection to the specific school/community need |
| **Human Resources** |
| **1 – Does not meet** | **2 – Meets** | **3 - Exceeds** |
| Includes all of the following:* Measurable initiative aligned to Human Resources
* Clear timeline established
* Resources included
* Roles assigned
* Less than 2 initiatives
 | Includes all of the following:* Measurable initiative aligned to Human Resources
* Clear timeline established
* Resources included
* Roles assigned
* A minimum of 2 initiatives
 | Exceeds level 2 by citing a clear connection to the specific school/community need |
| **Parent and Family Engagement** |
| **1 – Does not meet** | **2 – Meets** | **3 - Exceeds** |
| Includes all of the following:* Measurable initiative aligned to parent and family engagement
* Clear timeline established
* Resources included
* Roles assigned
* Less than 2 initiatives
 | Includes all of the following:* Measurable initiative aligned to parent and family engagement
* Clear timeline established
* Resources included
* Roles assigned
* A minimum of 2 initiatives
 | Exceeds level 2 by citing a clear connection to the specific school/community need |
| **Communication** |
| **1 – Does not meet** | **2 – Meets** | **3 - Exceeds** |
| Includes all of the following:* Measurable initiative aligned to communication
* Clear timeline established
* Resources included
* Roles assigned
* Less than 2 initiatives
 | Includes all of the following:* Measurable initiative aligned to communication
* Clear timeline established
* Resources included
* Roles assigned
* A minimum of 2 initiatives
 | Exceeds level 2 by citing a clear connection to the specific school/community need |
| **Funding**  |
| **1 – Does not meet** | **2 – Meets** | **3 - Exceeds** |
| Includes all of the following:* Measurable initiative aligned to funding
* Clear timeline established
* Resources included
* Roles assigned
* Less than 2 initiatives
 | Includes all of the following:* Measurable initiative aligned to funding
* Clear timeline established
* Resources included
* Roles assigned
* A minimum of 2 initiatives
 | Exceeds level 2 by citing a clear connection to the specific school/community need |
| **Board Approval and Signatures**  |
| **1 – Does not meet** | **2 – Meets** | **3 - Exceeds** |
| Missing any component of level 2 | Dated and signed by school board chair and school leader. |  |