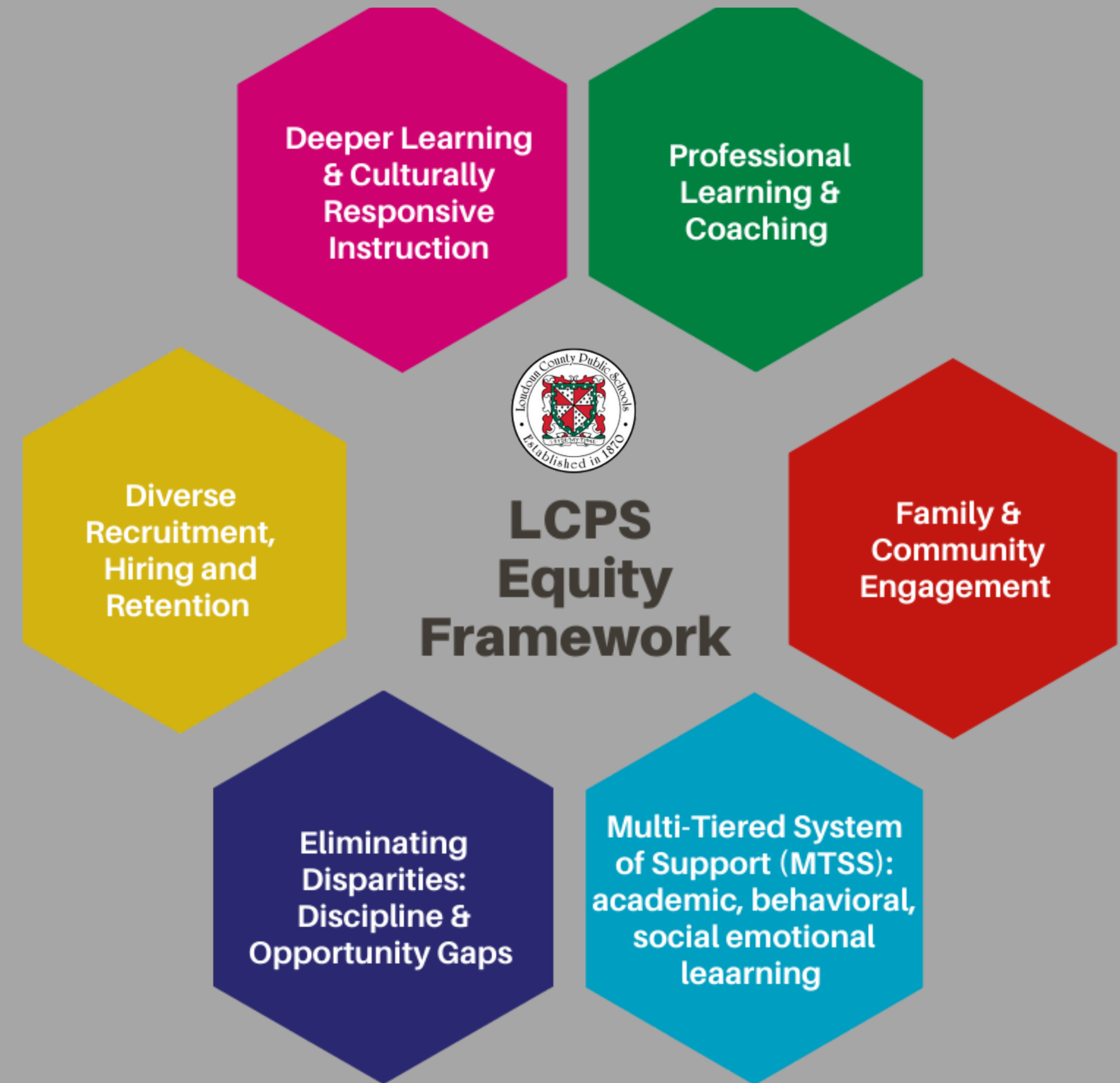
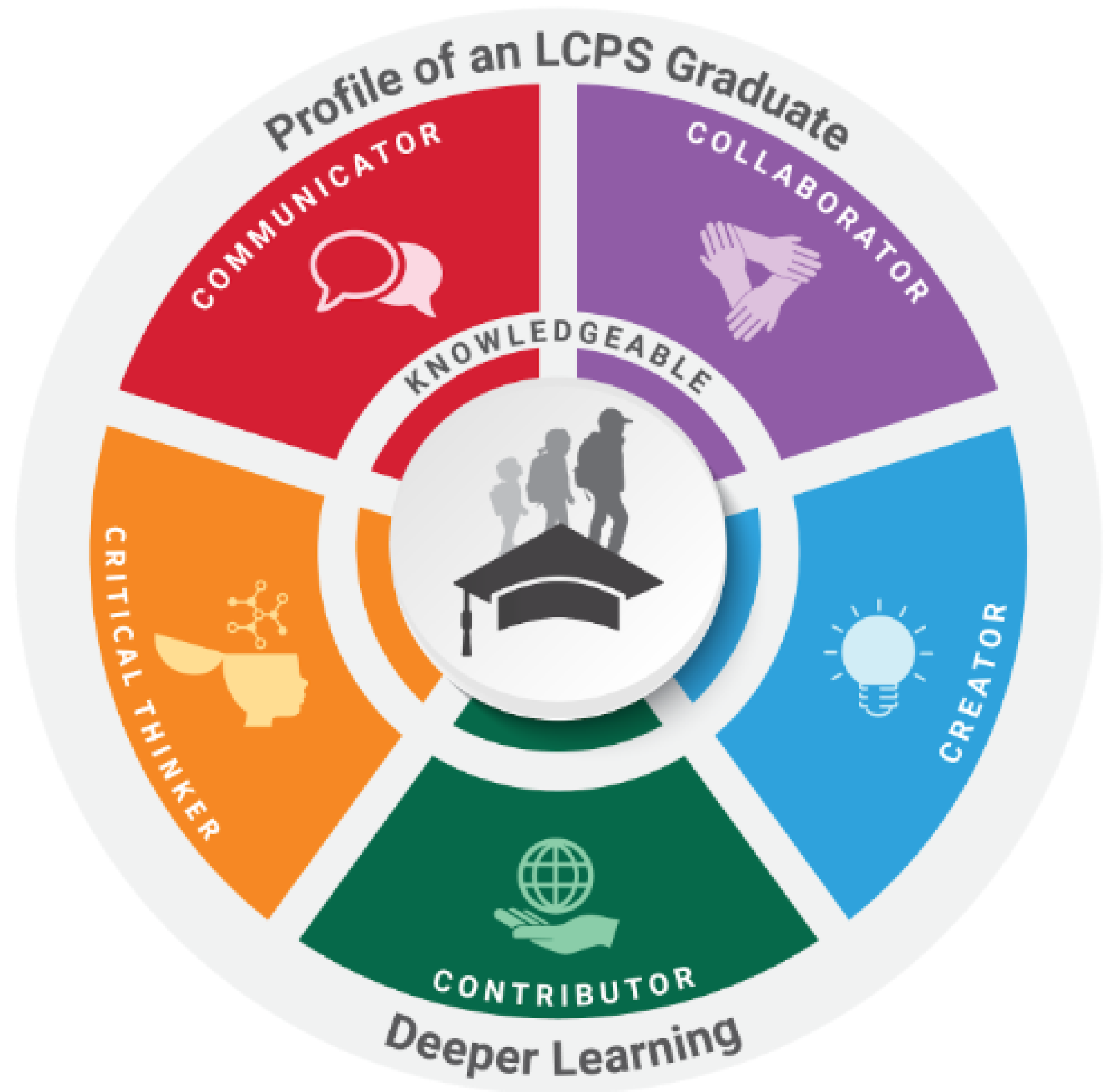


LCPS Comprehensive Equity Plan

Revised September 2020



LCPS Profile of a Graduate



LCPS Core Beliefs

- A culture of continuous improvement drives the fulfillment of our mission
- Strong partnerships with families and our community enhance our excellence
- An inclusive, safe, caring, and challenging learning environment serves as the foundation for student growth
- Transparency and good stewardship of resources strengthen public trust and support

Why a Comprehensive Equity Plan?

In addition to the LCPS Core Beliefs, developing and implementing an equity plan will communicate the following commitments about LCPS as a division serious about ensuring the following:

- we collaborate and engage families and community stakeholders to ensure student growth and success for every child
- a culturally-responsive, supportive environment for welcoming, identity-affirming, inclusive, and safe teaching and learning space for every student and adult
- we are utilizing strategies to eliminate opportunity gaps
- there is improvement in programming to leverage greater access, opportunity, and outcome data for students
- our teachers and staff engage in continuous professional learning and coaching on Diversity, Equity, Inclusion and Justice work

LCPS Equity Impact Statement:

In addition to ensuring a racially-conscious, identity-affirming, and culturally responsive learning space for every student and employee, Loudoun County Public Schools is committed to decreasing disparities, increasing opportunities and participation outcomes for rigorous learning, dismantling barriers and interrupting the status quo for the development of stronger equitable practices. A diverse, inclusive, equitable, and socially-just teaching and learning community is a priority in LCPS.

LCPS Systemic Equity Assessment by the Equity Collaborative

Systemic Equity Assessment Recommendations : A division-wide equity assessment was commissioned by the Superintendent in the spring of 2019. The purpose of the assessment was to identify key areas of strength and areas for improvement and further development regarding equitable practices in LCPS.

During the spring of 2019, from mid-April through the end of May, The Equity Collaborative staff conducted a **series of focus group sessions** and interviews at 24 schools across the division to review division culture related to **diversity, equity, inclusion, and race**. Elementary, middle and high school students, staff, parents and administrators at least an hour each. Questions asked were used as prompts for deeper discussion. The Equity Collaborative staff gathered all of the qualitative data, removed all names and other identifiers, sorted the comments by themes, and share the resulting analysis in the report entitled the LCPS Systemic Equity Assessment. Below is a list of the five emergent themes and four primary recommendations of the systemic equity assessment.

Five Emergent Themes of the Systemic Equity Assessment

- Despite efforts from the division, school site staff, specifically principals and teachers, indicate a low level of racial consciousness and racial literacy. People are unclear and fearful on how to participate in conversations about race, let alone respond to racially charged incidents.
- Educator focus groups indicated a desire to recruit and hire diverse school staff that reflect student racial and language backgrounds.
- Economic diversity across the county/division complicates the discussions about race, leading many people to steer the conversation away from race to focus on poverty.
- Discipline policies and practices disproportionately negatively impact students of color, particularly Black/African-American students.
- Many English Learners, Black/African-American, Latinx, and Muslim students have experienced the sting of racial insults/slurs or racially motivated violent actions.

Four Primary Recommendations

- Produce and publish on the **“Superintendent’s Message”** page a new division-authored statement defining and condemning White supremacy, hate speech, hate crimes, and other racially motivated acts of violence. Require individual schools sites include this message on their webpage and in communications to parents twice a year (not only in response to an incident).
- Review the current/establish a clear policy **with built-in accountability for addressing racially motivated acts** and create proactive leadership measures to address the student use of racial insults. Name that the N-word is not tolerated by anyone in LCPS.
- Design additional opportunities for LCPS educators to engage in **professional learning about color consciousness and implicit bias**. Further establish a culturally-responsive framework to inform curricular and instructional efforts across the division.
- Revise the current/establish a short- and long-range action plan to address challenges related to **hiring for diversity, equity, and inclusion**.

Division-wide Equity Statement

LCPS is committed to providing a safe, empathetic, respectful and supportive learning environment in order to empower every student to make meaningful contributions to the world. When students and staff experience racial insults, slurs, and/or other hate speech, we lack the positive culture and climate that supports students' growth.

LCPS calls for all students, staff, families, and other members of our community to engage in the disruption and dismantling of white supremacy, systemic racism, and hateful language and actions based on race, religion, country of origin, gender identity, sexual orientation, and/or ability. LCPS rejects racist and other hateful behavior and language, recognizing that it encourages discrimination, hatred, oppression, and violence.

Every individual is valued in Loudoun County Public Schools. Let's celebrate the diversity that helps define us as a school division.

COMMON LANGUAGE

What is it?

What does it look like ?



Comprehensive Equity Plan Development

- **Initial development of the Comprehensive Equity Plan** came from a combination of qualitative data from the Systemic Equity Assessment and corresponding recommendations, recommendations from the Equity Committee submitted to the LCSB in December 2019, quantitative data, climate survey, and a root cause analysis revealing opportunity gaps, disproportionality and disparities among racially marginalized, underserved, and underrepresented group.
- **The Equity Committee**, initially named the Ad Hoc Committee on Equity, was formed in April 2019, with an original task of submitting recommendations for equity-focused solutions to the School Board by December 2019. The committee was extended in December 2019 and is still actively working to address inequities in LCPS. The committee's charge is creating a Culturally Responsive School System. Some of themes and areas identified by the committee for growth, improvement or further development were also used as data for goal development for the Comprehensive Equity Plan.
- **Input and feedback have been provided throughout this iterative process** including the following opportunities: February 20, 2020 - Pathway to Equity Community Conversation; internal leadership stakeholder cross-departmental group meetings; and during two summer meetings of the Equity Committee held in June and July 2020

Desired Outcomes

Build upon existing LCPS Strategic Goals and infuse stronger equitable practices into our work across the school system to:

- Create a culturally-responsive school division, meeting the needs of every learner
- Design an emotionally-safe, identity-affirming learning space for every child and adult
- Build a diverse employee workforce that is focused on ensuring every student meets with success
- Develop and utilize an Equity Lead Network for the professional learning and support of Equity Leads in leveraging equitable outcomes across the school division

EQUITY-CENTERED LEADERSHIP ACROSS DEPARTMENTS THROUGHOUT LCPS

- **A cross-departmental leadership approach** is used to ensure equity is at the core of decision-making and strategic planning for successful student outcomes
- **Intentionality in equity** requires a high level of collaborative leadership, which means responsibility for the work spans beyond those with equity found exclusively in their job title.
- **The list below shows examples of leaders who collaborate across departments to ensure opportunities and access are afforded to every student.**

Equity Specialist

EDGE Coordinator

Level & Departmental Directors

Professional Learning Supervisors

Content Supervisors & Specialists

Recruitment Supervisor

Supervisor of Equity, Compliance and Respectful Workplace

Family and Community Engagement Coordinator

Supervisor of Research

Supervisor of Multi-tiered Systems of Support

Supervisor of Counseling

Student Support Services Supervisor

OFFICE OF SUPERINTENDENT
DIRECTOR
OF
EQUITY

SUPERVISOR
OF
EQUITY

**COLLABORATING WITH
STAKEHOLDERS**
**GUIDANCE FOR PRINCIPALS &
EQUITY LEADS**

**COLLABORATES WITH
SUPERVISOR OF EQUITY AND
CULTURALLY RESPONSIVE
INSTRUCTION**

DEPARTMENT OF INSTRUCTION
DIRECTOR
OF
TEACHING & LEARNING

**SUPERVISOR
OF EQUITY AND
CULTURALLY RESPONSIVE
INSTRUCTION**

COLLABORATES WITH
PROFESSIONAL LEARNING AND
CONTENT SUPERVISORS
EQUITY SPECIALIST

COLLABORATES WITH
SUPERVISOR OF EQUITY

Frequently Referenced Educational Terms

CRF: Culturally Responsive Framework: creates and guides support of student-centered learning environments with a critical focus on culturally and linguistically diverse students that have been marginalized. Three areas of the framework: 1. Welcoming, Inclusive and Affirming Environment, 2. Inclusive Curriculum and Assessment, and 3. Engagement and Challenges through Deeper Learning.

Deeper Learning: the process through which the learner becomes capable of applying what is learned in one situation to new situations (National Research Council 2012). The heart of this process is engaging students in solving authentic challenging problems.

MTSS: Multi-Tiered System of Supports: academic, behavioral, and social-emotional learning.

Equity Team: ensures school is a welcoming, identity-affirming learning space; designed to continuously review instructional practices to reduce disparities among marginalized students; provide input and feedback on the implementation of school-wide culturally responsive practices.

Equity Lead: A teacher leader or mental health leader who works collaboratively with the Principal to build a solid equity-focused culture throughout the school. The Equity Lead will ensure stronger equitable practices are implemented school-wide.

Equity Literacy: The skills and dispositions that allow us to create and sustain equitable and just learning environments for all families and students. [tolerance.org](https://www.tolerance.org/)

Racial Consciousness: The awareness of race and how it can influence our actions, thinking, and beliefs.

Frequently Referenced Educational Terms

Standards of Learning (SOL): SOL tests in reading, writing, mathematics, science and history/social science measure the success of students in meeting the Board of Education's expectations for learning and achievement

PLC: Professional Learning Community: a network which provides a focus on the following to drive schoolwide teaching and learning: 1. a focus on collaboration, 2. focus on learning and strategies and 3. a focus on results.

CLT: Collaborative Learning Team is a separate departmental, grade level, subject matter teams which are the smaller groups which make up the school-wide PLC. The team is comprised of licensed staff and school administrators who meet regularly to review data, design assessment and/or learning outcomes, and review data to inform instructional and social-emotional practices.

MTSS: Multi-Tiered Systems of Supports: academic, behavioral, and social-emotional learning.

LCPS is committed to closing opportunity gaps by increasing access to high-quality after-school STEM enrichment programs. Funding for the PROPEL and LEVEL UP programs has been increased so that more students are prepared for academically rigorous coursework in middle and high school.

PROPEL (Providing Rich Opportunities Plus Enrichment Learning) focuses on 4th and 5th grade students in Title I or Title I eligible elementary schools.

Level Up for middle school students was added in 2018 with programming for 6th graders. The curriculum includes engaging tasks that are designed to build computational and analytical thinking skills within the context of intensive, long-term STEM investigations.


EDGE: Empowering Diversity in Gifted Education The EDGE program is designed to nurture and challenge students with gifted potential from historically underrepresented populations.



LCPS Strategic Goal 1:
Develop knowledgeable, critical thinkers, communicators,
collaborators, creators, and contributors

EQUITY EMPHASIS:

Create access pathways of rigorous learning
opportunities for students of color and underserved populations.

 =EQUITY GOAL
(PER YEAR)

2020-2021

- Implement a Culturally Responsive Framework (CRF) to inform all instructional practices in every LCPS school.
- By Winter 2020, design CRF professional learning opportunities for teachers focused on 3 areas of implementation: 1. Welcoming, Affirming Environment, Inclusive Curriculum and Assessment, and 3. Engaging in Deeper Learning.
- By Spring 2021 increase the enrollment in EDGE, Propel and Level-Up programs by 10% and expand access to schools with the highest enrollment of groups that are underrepresented in the LCPS Gifted Program.

ACTION STEPS

- As part of their professional learning series, equip and empower school-based Equity Leads to provide support related to the implementation of CRF and culturally responsive instruction.
- Establish look-fors that reflect the CRF
- Utilize CLT, data dialogue, and teacher professional learning sessions to create access to opportunities for underrepresented student populations, in gifted programming.

2021-2022

- By 2022 school CLT structures will demonstrate shift in Deeper Learning and CRF through increase use of feedback loop structures and student learning partnerships.
- LCPS will close the gap in SOL pass rates between Black and Latino/a/x students and White students by 10% (ex: passing rates of 90% and 70% is a 20% difference which will close the gap by 2%).
- Increase the enrollment in EDGE, Propel and Level-Up programs by 10% and expand access to schools with the highest enrollment of groups that are underrepresented in the LCPS Gifted Program.

ACTION STEPS

- Division-wide use of Hammond's book , **Culturally Responsive Teaching and the Brain**, to create feedback and learning partnership structures.
- Utilize CLT, data dialogue, and teacher professional learning sessions to create access to opportunities for underrepresented student populations.

2022-2023

- By 2022, schools will have adopted the use of student learning portfolios and increased use of performance-based assessment as culturally-responsive indicators of student strengths.
- Increase the enrollment in EDGE, Propel and Level-Up programs by 10% and expand access to schools with the highest enrollment of groups that are underrepresented in the LCPS Gifted Program.

ACTION STEPS

- Use Collaborative Learning Team (CLT) and data to create performance assessment and learning portfolio assessment options for students.
- Develop look-fors and implement structures for the underserved , non-traditional gifted students.



LCPS Strategic Goal 2:

Recruitment and retention of a high performing, diverse workforce.

EQUITY EMPHASIS

Identify, attract, and retain diverse faculty and staff

=EQUITY GOAL (PER YEAR)

2020-2021

- Develop and refine systems to recruit staff representing a broad range of diverse identities.
- By October 2020, 100% of new teachers will engage in on-boarding training sessions on equity, history of racism; mitigating bias, and the need for creating a safe, inclusive, and affirming learning space for every student.
- By Spring 2021, increase participation for Students of Color in the LCPS Teacher Cadet program to build a more racially diverse "Grow your Own" teacher program.

ACTION STEPS

- Utilize a needs assessment for school specific needs and embed a focus on diverse hiring in school improvement goals and plan.
- Develop onboarding action steps (including mid-year surveys) to support the development of racial literacy and awareness.
- Engage Students of Color in interest meetings about Teacher Cadet programming.

2021-2022

- Develop networks with teacher preparation programs at colleges and universities. By Spring 2022, build a network of junior college students Teachers of Color as prospective teachers for the following year.
- Increase intentionality in the recruitment of a diverse workforce, including robust outreach to, and partnerships with, Historically Black Colleges and Universities (HBCUs) and other Minority Serving Institutions (MSIs), and messaging that will appeal to a diverse audience.

ACTION STEPS

- Establish partnerships with HBCUs and MSIs to create a college to career pipeline for aspiring Teachers of Color.
- Utilize teachers in the DCRN for recruitment efforts.
- Maximize social media outlets for marketing and recruitment efforts.

2022-2023

- Embed student voice in recruitment efforts for teachers and Staff of Color.
- Leverage the Diversity Champions Recruitment Network (DCRN) and other groups to amplify the need for increased diversity to be reflected in all licensed staff positions. The Human Resources and Talent Development (HRTD) Department created a Diversity Champions Recruitment Network to expand recruitment and onboarding efforts to be more inclusive.

ACTION STEPS

- Utilize student voice in marketing and messaging (virtually and in-person) the need for more Teachers of Color.
- Evaluate effectiveness (three year period) of recruitment and retention through surveys and focus groups. Use that data to change practices and recruitment actions for Staff of Color.



LCPS Strategic Goal 2:

Recruitment and retention of a high performing, diverse workforce.

EQUITY EMPHASIS

Retention of Diverse Workforce: Cultivate Equity Literacy Through Professional Learning and Coaching

**=EQUITY GOAL
(PER YEAR)**

2020-2021

- Fall 2020, licensed staff will continue to build equity literacy and racial consciousness through Equity in the Center virtual professional learning modules.
- By May 2021, train classified staff on training sessions on equity, history of racism; mitigating bias, and the need for creating a safe, inclusive, and affirming learning space for every student.
- Winter 2020, begin to identify and differentiate professional learning opportunities to further equity literacy development for staff across the division. (ie. Equity Lead and Equity Team development, coaching for culturally responsive teacher development, student driven culturally responsive teaching strategies, etc.)

ACTION STEPS

- Continue Equity in the Center and other DEI modules to develop equity literacy.
- Review and research differentiated opportunities for professional learning for all employees.
- Create and use a standardized LCPS survey to assess equity literacy development as a result of professional learning.

2021-2022

- Fall 2021, Equity Lead and the Equity Team in schools across the division have created a productive, cohesive Equity Leads Team with designated leader(s), explicit norms of behavior and communication to the greater school community. Level of progress determined by a rubric on equity development.
- Winter 2021, Equity Leads and Principals are able to articulate plans and purposes for culturally responsive classroom observations, including the process and frequency for providing teachers with feedback on instructional practice.
- Spring 2022, 100% of principals across the division will have experienced 2 coaching sessions to develop an equity-lens in order to inform their leadership.

ACTION STEPS

- Develop and utilize an Equity Lead "Team" curriculum and program map to support equity literacy development through Equity Leads on sites.
- Identify and utilize an equity centered coaching model and network (internal to LCPS or external to LCPS) to provide ongoing support for Equity Leads and principal development.
- Develop a Positive Racial Identity survey measure racialized experience of students in schools.

2022-2023

- By use of climate survey, measure students' perceptions of cumulative impact on of DEI actions on culture change in their schools.
- Fall 2022, principals across the division utilizing Equity Centered Coaching are able to review data with individual teachers to monitor student learning and effectiveness of instruction, build capacity of teachers to access and use student data, as measured by teachers; begin sharing student achievement data with students.

ACTION STEPS

- Utilize regular student focus groups to gather qualitative data about the experience of students across the system and their perceptions of the development of equity literacy.
- Identify and utilize an equity centered coaching model and network (internal to LCPS or external to LCPS) to provide ongoing support for equity leads and principal development.
- Utilize the CRF to inform Equity Leads and Principals action steps for building classroom observation and instructional feedback process.



LCPS Strategic Goal 3:
Deliver effective and efficient support for student success.

EQUITY EMPHASIS

Develop and maintain welcoming, inclusive, and identity-affirming teaching and learning spaces

=EQUITY GOAL (PER YEAR)

2020-2021

- Infuse the CRF with social emotional learning supports for equitable practices related to discipline. By June 2021, decrease suspension and office referral rates for Black and Latino/a/x students by X% by implementing anti-discriminatory practices.
- .By Spring 2021, increase student affinity group opportunities in schools. Measure students' perceptions of positive change in their learning environment based on student self-reporting through climate survey data.
- Incorporate trauma-informed practices into existing MTSS Framework. By February 2021, provide parent engagement and learning session on MTSS and trauma supports.

ACTION STEPS

- LCPS to educate community on issues regarding racism, xenophobia, homophobia, transphobia, and other forms of discrimination; as well as trauma and MTSS. Utilize "Justice Anchor Standards" - Tolerance.org
- Adopt a model to engage students and create student agency in conversations about race, as well as provide "instruction" to their teachers on CRF via student lens.
- Create a climate survey to specifically measure the racialized experience of students in schools.

2021-2022

- By June 2022, increase use of restorative and equitable practices to decrease discipline (i.e., suspension and expulsion) and office referral rates for Black and Latino/a/x students by X%.
- Increase student affinity group opportunities in schools. Measure students' perceptions of positive change in their learning environment based on student self-reporting through climate survey data.
- By Spring 2021, develop student mentoring programs and create spaces for community conversations about race and establishing a positive racial identity
- Increase students' positive perceptions in Diversity, Equity, and Inclusion (DEI) level of intentionality toward creating an inclusive and identity-affirming space in school.

ACTION STEPS

- Conduct suspension referral rates reviews twice a quarter during PLC and PBIS collaborative meetings. Use practices in CRF to mitigate bias.
- Develop network of mentors via Minority Student Achievement Advisory Committee (MSAAC)
- Utilize specific student climate surveys for feedback on the affinity groups and mentoring group structures.

2022-2023

- Utilize student structures to partner with local community businesses and agencies for mentoring programs.
- Increase students' positive perceptions in Diversity, Equity, and Inclusion (DEI) level of intentionality toward creating an inclusive and identity-affirming space in school.

ACTION STEPS

- Partner with Loudoun Chamber, Loudoun Government, and Loudoun Racial Ethnic Disparity Group for mentors.
- Utilize specific student climate surveys to measure student perceptions.