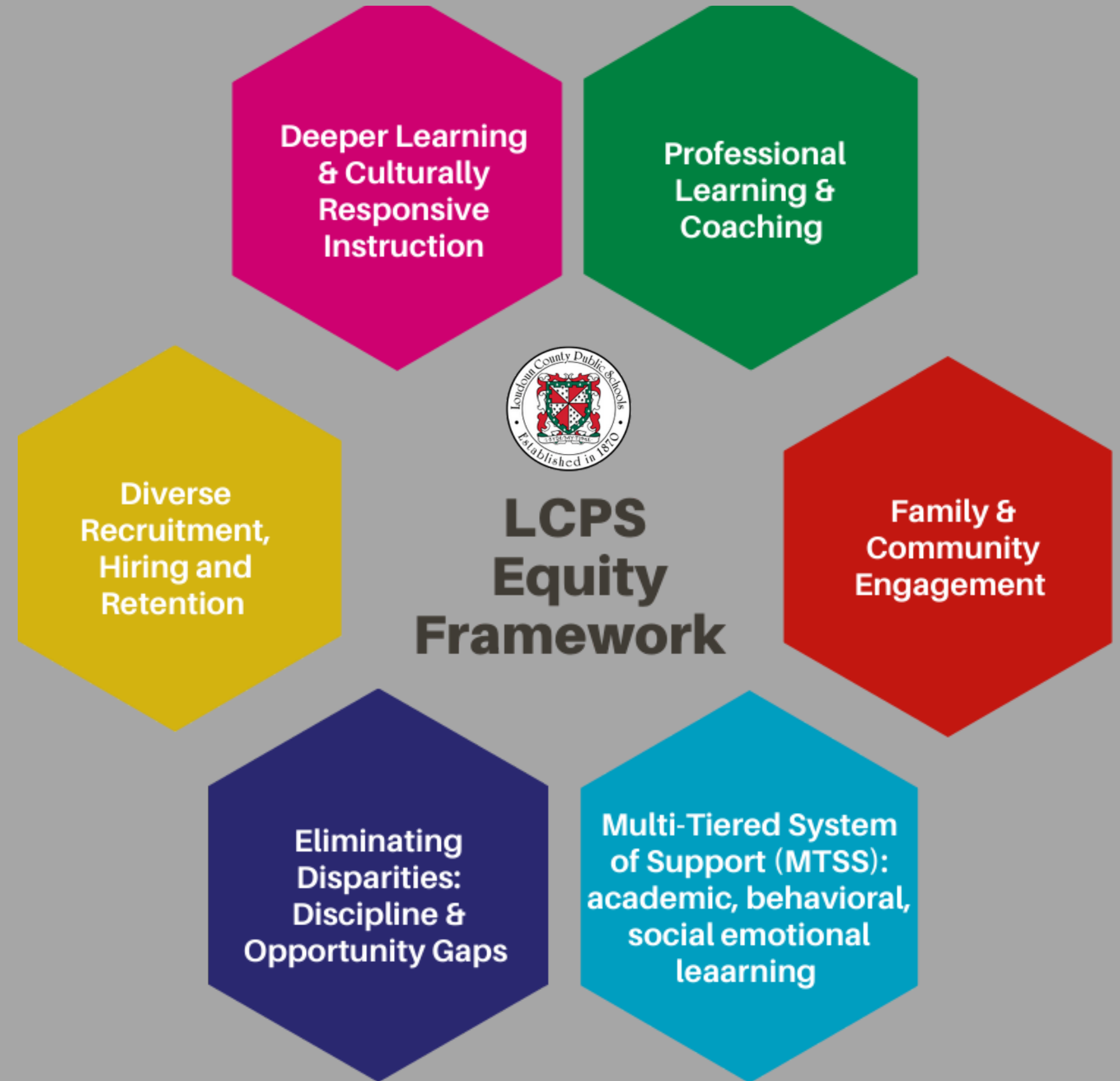


LCPS Comprehensive Equity Plan

Revised Draft - May 2020





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

2021-2022

2022-2023

- Develop a Culturally Responsive Education Framework (CREF) to inform all instructional practices in every LCPS school.
- Develop and implement CREF professional learning opportunities to improve teachers' instructional practices and outcomes for all students
- By Spring 2021 increase the enrollment in 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

- By 2022 schools CLT structures will demonstrate shift in deeper learning and CREF through increase use of feedback loop structures and student learning partnerships
- LCPS will close the gap in SOL pass rates between Black and LatinX 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 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

- By 2022, 30% of 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 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

- Equip and empower school-based Equity Leads to provide support related to the implementation of CREF and culturally responsive instruction
- Utilize CLT, data dialogue, and teacher professional learning sessions to create access to opportunities for underrepresented student populations.

ACTION STEPS

- Division-wide use of Hammond's 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.

ACTION STEPS

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



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

2021-2022

2022-2023

- Develop and refine systems to recruit staff representing a broad range of diverse identities
- Develop and refine systems to train staff in CREF to facilitate a deeper understanding of Diversity, Equity, and Inclusion. By September 2020, 100% of new teachers will engage in on-boarding training sessions on Equity and Culturally Responsive Instruction
- By Winter 2020, increase participation for students of color in the LCPS Teacher Cadet program

- 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.

- 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.**

ACTION STEPS

ACTION STEPS

ACTION STEPS

- Utilize a needs assessment for school specific needs and embed a focus on diverse hiring in school improvement goals
- Develop onboarding action steps (including mid-year surveys to support the development of racial literacy and awareness

- 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

- Utilize student voice in marketing and messaging the need for more teachers of color
- Evaluate effectiveness (three year period) of recruitment and retention through surveys and focus groups.



LCPS Strategic Goal 2:

Recruitment and retention of a high performing, diverse workforce.

EQUITY EMPHASIS

Cultivate Equity Literacy Through Professional Learning and Coaching

=EQUITY GOAL (PER YEAR)

2020-2021

2021-2022

2022-2023

- Fall 2020, continue to build equity literacy and racial consciousness through Equity in the Center professional learning modules. By May 2021, train classified staff on Equity in the Center Module 1
- Winter 2020, begin to identify and differentiate professional learning opportunities to further equity literacy development for staff across the division. (ie. Equity Lead's "Teams" development, Equity in Center Modules 2-3, coaching for culturally responsive teacher development, student driven culturally responsive teaching strategies, etc.)
- Spring 2021 establish student affinity groups (with associated staff training) across 30% of secondary schools in LCPS.

- Fall 2021, Equity Lead's "Teams" in 30% of 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. Team represents staff and student demographics.
- Winter 2021, establish and sustain student affinity groups across 50% of secondary schools in LCPS.
- Spring 2022, 30% of principals across the division utilize Equity Centered Coaching in order to inform their leadership development.

- Fall 2022, establish and sustain student affinity groups across 75% of secondary schools in LCPS.
- Fall 2022, 30% of 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.
- Winter 2023, 60% of 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.

ACTION STEPS

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

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
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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
- Utilize the Culturally Responsive Teaching Framework 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 CREF with social emotional learning supports. By June 2021, decrease exclusionary discipline practices (i.e., suspension and expulsion) and office referral rates for Black and LatinX students by X%
- By Spring 2021, develop structures for affinity groups and/or student mentoring programs as a vehicle for conversations about race and establishing a positive racial identity
- Incorporate trauma-informed practices into existing MTSS Framework. By February 2021, provide parent engagement and learning session on MTSS and trauma supports.

ACTION STEPS

- Utilize Justice Anchor Standards-Teaching Tolerance.org
- Adopt a Student Six model to engage students and create student agency in conversations about race, as well as provide "instruction" to their teachers on what is important to CR instruction

2021-2022

- By June 2022, decrease exclusionary discipline practices (i.e., suspension and expulsion) and office referral rates for Black and LatinX students by X%
- Increase students' positive perceptions in Diversity, Equity, and Inclusion (DEI) level of intentionality toward creating an inclusive and identity-affirming space in school
- Maintain existing mentoring and affinity structures and increase the offerings at each 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 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 RED Group for mentors
- Utilize specific student climate surveys to measure student perceptions