



Litchfield Elementary School District Transformational Equity Work

TRANSFORMATIONAL CHANGE

- A new mindset
- Seeing the world through a new lens
- Getting out the mirror



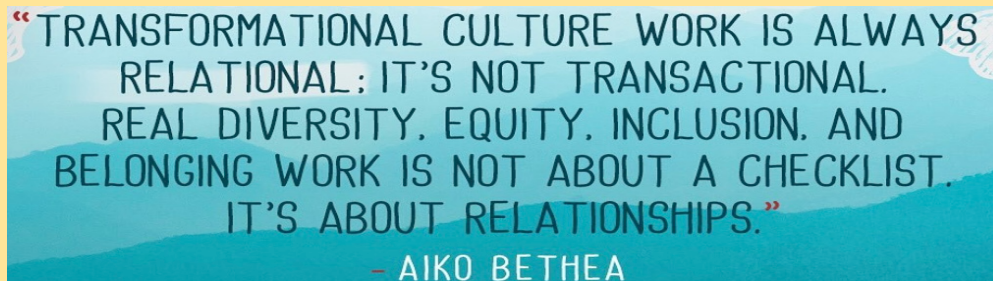
Knowing what we know about transformational change, we will be executing this roll out a little differently than other school districts. We will not be presenting to our district family a 75-page Equity Plan completely prepared in a step-by-step manner with checklists, etc. That type of plan would fall under traditional or transitional change. We know better! We will be modeling this after our Conscious Discipline roll out:

Year 1 (2020-21) – Personal Growth: Learning and Beginning to Look in the Mirror

- During this year, each person will start his or her own journey of learning, listening and beginning to acknowledge some things about themselves in regards to this work. This work will start on campuses through Equity Teams that drive the learning, discussion, etc. Everyone may have different paths this year and that is acceptable.
- Just like our CD roll out, our leaders will receive training throughout the year. Although this is a transformational process for them too, they must be a step ahead to ensure they are breathing life into the diversity, equity and inclusion work.
- The Diversity Empowerment Committee (DEC) will dive into learning and analyzing district data to set some goals for LESD.
- Leaders will flesh out the goals with teams.

Subsequent Years

1. Train all LESD staff members annually. The foundation of all future equity work will be built on this Professional Development. We will not accomplish our goals without continuously learning and growing.
2. Continue the learning and growing throughout the year. We will develop Site Equity Teams, just like our CDATs, on every campus. They will be led by a District Equity Lead. This will be set up just like we do with our Behavior Coaches and Advisors. They meet with Megan Duplain monthly to bring back lessons and refine their skills to lead the work on their campus. Each month, the leads will meet and sharpen their saws to return to campus to support the equity work at their site.
3. Continue training our leaders to be one step ahead. Directors who need additional training specific to their area in order to be empowered with the tools necessary to support the district goals will be provided this training.
4. Continue the work of the DEC.
5. Just like CD we will have “tights” and those will be defined in the strategic action section of the goals.
6. Studer is doing equity work right now and will be recommending survey questions to add to our Parent, Student and Staff surveys. These surveys will help us assess our equity work and drive future efforts.
7. We are developing a plan to communicate our work to our parents and community. We learned through our CD roll out that communicating this work too early, prior to empowering our teachers and staff with the tools necessary to answer questions from parents, etc., will not render positive results.
8. The work of the DEC, the data from our goals, and our survey data will drive the next year's work. At the end of each year, we will assess where we are on our goals and determine next steps. This will most likely be to go deeper with each goal with new strategic actions until we reach the level that we are satisfied.



LESD Equity Goal Planning Process

Step 1: The Diversity Empowerment Committee (DEC) created data driven goals for LESD.

1. Discipline Goal: Reduce disproportionality in discipline for our Black students.
2. Achievement Goal: Reduce disproportionality in achievement for our Black and Hispanic students.
3. Continued Learning Goal: Increase professional development for LESD staff on diversity, equity, inclusion and anti-racism.
4. Diverse Curriculum Goal: Develop a diverse and inclusive curriculum.
 - 4.1 – Review/audit existing curriculum materials for bias to ensure multicultural perspectives.
 - 4.2 – Research and purchase needed multicultural inclusive curriculum materials.
 - 4.3 – Ensure teachers have clarity, knowledge and agency to adapt, modify or enhance curriculum to bring cultural awareness and diverse voices and perspectives into curriculum.
5. Diverse Staff Goal: To recruit and retain culturally competent and diverse administrators, faculty and staff. Diversity refers to race, ethnicity, gender identity, faith, ability, sexual orientation, appearance, socioeconomic class, age and life experience.
 - 5.1 – Recruit
 - 5.2 – Hire
 - 5.3 – Retain

Step 2: Select facilitators to dive into each goal and flesh out the following things:

- Persons Responsible
- Timeline
- Measure of Success
- Strategies

The following facilitators were selected for each goal:

Goal 1 – Amanda Acosta and Kacie McQuarrie

Goal 2 – Karen Williams and Luke Jankee

Goal 3 – Eva Aguila and John Scudder

Goal 4.1 and 4.2 – Dr. Sarah Pearson

Goal 4.3 – Meredith Noce

Goal 5 – Monica Sanders

Step 3: Facilitators will create diverse teams to do the work. Below are the teams:

Goal 1 – Discipline Team Members: Amanda Acosta (BRE), Kacie McQuarrie (WCMS), Tanya Rotteger (CSE), Lauren Bergemann (RSF), Dr. Gabi Ketcham (VES), Judith Lozoya (BSE), Sarah Morales (BRE), Andrew Davenport (WSMS), Ted Hansen (WSMS), Julie Ezeigbo (WCMS), Myeisha Jobe (LES), Jerry Wiley (Transportation) and Kamille Shepard (BSES).

Goal 2 – Academics Team Members: Karen Williams (VMS), Luke Jankee (VES), Grizellie Hedges (VHES), Jen Larson (District), Stacie Minnick (VMS), Brian Owin (District), Anthony Paduano (LTHMS), Jenny Tassin (WCMS), Torrie Boyland (DLA West).

Goal 3 – Continued Learning Team Members: Eva Aguila (District), John Scudder (District), Megan Hilleman (BRE), David Frausto (Warehouse), Holly Thorne (WCMS), Miriam Wilson (PVE), Stacey Shannon (WSMS), Shalawna Howard (BRE), Anthony Paduano (LTHMS).

Goal 4.1 & 4.2 – Review, Research and Purchase Curriculum Team Members: Dr. Sarah Pearson (District), Phyllis Lussier (District), Jennifer Larson (District), Marlene Capristo (DLA), Shirley Gibbs (SLE), Grizellie Hedges (VHES), Myeisha Jobe (LES), Sarah Bushong (WSMS).

Goal 4.3 – Ensure teachers have clarity, knowledge and agency to adapt, modify or enhance curriculum Team Members: Meredith Noce (VHES), ([Equity Team Leads](#)).

Goal 5 – Diverse Staff Goal: To recruit and retain culturally competent and diverse administrators, faculty and staff. Diversity refers to race, ethnicity, gender identity, faith, ability, sexual orientation, appearance, socioeconomic class, age and life experience. Team Members: Jennifer Benjamin (PVE), Kristin Casillas (LTHMS), Courtney Frazier (BSE), Armani Davis (RSF), Shelly Hornback (District), Sarah Lewis (DSE), Monica Sanders (HR), Jenny Tassin (WCMS), Kim Thomas (BSE), Jerry Wiley (Transportation), Sandra Wright (HR Classified), Vanessa Zuniga (RSF).

Step 4: Set up a meeting to review the task of each team with the facilitators.

- Dr. Sarah Pearson and Monica Sanders – December 17
- Amanda, Kacie, Karen, Luke, Eva, John, Meredith – January 5

Step 5: Facilitators plan to complete work by January 20. Facilitators meet with Megan on January 21 to present their team's goal.

Step 6: Facilitators will present their goals to the Equity Facilitator Team on February 2.

Step 7: At the February 9 Admin Council, facilitators will share their goals with the Admin team and answer any questions.

Step 8: Finalized goals will be shared with the Governing Board in a Friday Update on February 12.

Step 9: The Superintendent Cabinet, with Brian Owin's support, will develop a district-wide plan to progress monitor the goals quarterly and report out to the Governing Board and Administrative Team.

Step 10: LESD Equity Goals and Progress Monitoring Plan will be shared with the Governing Board at the March Board meeting.

LESD Diversity, Equity and Inclusion Goals (DRAFT)

#1: Discipline

Goal: Reduce disproportionality in discipline for our Black students.

SMART Goal: By the end of the 2021-22 school year, schools will reduce the number of suspensions for black students to 15%, which will be reported monthly, while implementing a site-specific staff development plan that aligns to the LESD Strategic Plan.

Person(s) responsible: Behavior Coaches and Advisors, Principals, Site Equity Teams and Superintendent Cabinet, Transportation Director

Timeline: Monthly, update data to a chart on a yearlong rollout plan.

Measure of Success: Reduce the district school suspensions (OSS and ISS) for Black students from 18.9% (2019-20) to no more than 15% (2021-22) of the total number of incidents.

Strategies:

- Develop a plan to analyze discipline data monthly with regard to the disproportionate discipline of minority students.
- A district-wide spreadsheet will be used for regular analysis to include data from all schools in one document.
- LESD will partner with an outside contractor to provide Culturally Responsive Practices training to mitigate disproportionate discipline; training to include identifying bias in discipline and positive interventions.
- School teams will develop yearlong plans that incorporate tailored (school-specific) ongoing training and development for staff, with the support of outside contractors, as needed.

Possible Spreadsheet Format to Track Data:

Ethnicity by Group	Students	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	EOY
Asian	%	%	%	%	%	%	%	%	%	%	%
Top Infraction											
Black	%	%	%	%	%	%	%	%	%	%	%
Top Infraction											
Hispanic	%	%	%	%	%	%	%	%	%	%	%
Top Infraction											
White	%	%	%	%	%	%	%	%	%	%	%
Top Infraction											
2 or More/American Indian/Native Hawaiian	%	%	%	%	%	%	%	%	%	%	%
Top Infraction											
Total	100%										100%

#2: Achievement

Goal: Reduce disproportionality in achievement for our Black and Hispanic students.

SMART Goal: By the end of 2021-22, schools will:

- increase the ELA and Math proficiency by 5% for 3rd-8th grade Black and Hispanic students as measured on the statewide assessment.
- Increase the number of K-3rd grade Black and Hispanic students that are at or above the benchmark according to the composite score on Acadience.

Person(s) responsible: Instructional Coaches, Principals, Director of Assessment, Superintendent Cabinet

Timeline: Review a minimum of quarterly by above people and teachers/coaches within the PLC cycle.

Measure of Success: Increase the ELA and Math proficiency by 5% for Black and Hispanic students on the AzM2 by 2021-22. Increase the number of Black and Hispanic students that are at or above benchmark according to composite score on Acadience.

Strategies:

- Starting 4th Quarter of this year:
 - Instructional Coaches will embed data analysis in regards to achievement by race into the PLC process after CFAs and district benchmarks.
 - Utilize [Data Dialogue Template](#) to guide discussions of Black and Hispanic Students focusing on steps 1-3 during Quarter 4 (2020-21 SY).
- Starting 2021-22 School Year:
 - Superintendent Cabinet and the Director of Assessment will develop a plan to analyze achievement data quarterly with regard to the disproportionate achievement of Black and Hispanic students.
 - Utilize [Data Dialogue Template](#) to guide discussions throughout the year focusing on Black and Hispanic Students.
 - LESD will partner with an outside contractor to provide Culturally Responsive Practices training to mitigate disproportionate achievement.
 - School teams will develop tailored (school-specific) ongoing training and development for staff, with the support of outside contractors as needed.

#3: Continued Learning

Goal: Increase professional development for LESD staff on diversity, equity, inclusion and anti-racism.

SMART Goal: By the end of the 2021-22 school year, all certified and classified employees of LESD schools will receive a 3-hour training in order to develop a shared language and understanding around race, antiracism, diversity & inclusion.

Person(s) responsible: District Superintendent and School-based Administrators (calendar and funding approval), Principals and Department Heads (scheduling and tracking attendance by campus/department)

Timeline: We will set up virtual DEI training (3 hours) for all schools and departments in the fall (Aug-Nov) of 2021-22.

Measure of Success: 100% participation rate in mandatory annual PD related to equity.

Strategies:

- LESD will partner with an outside contractor to provide training to all staff (certified and non-certified) to (1) increase understanding and empathy amongst staff and students, (2) develop shared language and understanding around race, antiracism and diversity, (3) determine clear and consistent expectations for building and sustaining inclusion on campus.
- We are currently in the process of scheduling the Anti-Racism and Diversity Training (also focused on practical teaching strategies) for July-Nov 2021 through the Arizona Education Foundation: <https://www.azedfoundation.org/ourworldschools>
- We are also exploring the option of using Title grant funding to add a second (more advanced) layer of training for later in the 2021-22 year: <https://inclusioncounts.com/training/>

#4: Diverse Curriculum

Goal: Develop a diverse and inclusive curriculum

SMART Goals:

1. By July 1, 2021, a district committee will complete the Culturally Responsive Scorecard (CRS) on Wonders and StudySync for grades K-8 to evaluate current curriculum, develop a common language/framework for cultural curricular expectations, and identify gaps and/or needs for supplemental cultural resources as measured by accessible electronic scorecards in 2021-22 Curriculum Folder.
2. By October 2021, a Diverse Curriculum Sustainability Committee will be formed in order to determine the cycle of curriculum review for initial and ongoing cultural responsiveness.
3. By October 2021, K-5 classroom teachers and 6-8 ELA teachers will be trained on the CRC Scorecard and review district summer ELA team completed CRS scorecard for their grade level as evidenced by professional development logs.
4. By the end of the 2021-22 school year, K-8 ELA teachers will collaboratively complete the CRS on one grade level unit of Wonders or StudySync ELA curriculum in order to further develop a common language/framework for cultural curricular expectations, and identify gaps and/or needs for supplemental cultural resources as measured by submission to Instructional Coach.

➤ 4.1 Review/audit existing curriculum materials for bias to ensure multicultural perspectives

Person(s) responsible: Director of Curriculum (district-level) and Instructional Coaches (campus-level)

Timeline: January 2021 - June 2022

- January/February 2021
 - Rubric selected: **Culturally Responsive Curriculum Scorecard** (Bryan-Gooden, Hester, & Peoples, 2019)
- March 2021 - May 2021
 - Subcommittee work to develop training for library paraprofessionals on diverse and inclusive literature in schools, including tools to start reviewing library books
 - Identify teachers, staff, and parents for district teams to complete CRC in May/June 2021 (one team established per grade or grade bands)
- May 2021
 - Finalize summer ELA review teams
 - Summer ELA review teams receive training from outside facilitators on foundational diversity and equity understanding and use of CRC Scorecard
- June 2021
 - District team reviews one unit per grade level of K-8 Wonders and StudySync ELA curriculum using the CRC Scorecard

- October 2021
 - Form District Diverse Curriculum Sustainability Committee
 - Use teacher, community, student input to determine order of curriculum content review
 - Establish curriculum review cycle
 - K-5 classroom teachers and 6-8 ELA teachers will be trained on the CRC Scorecard and review district summer ELA team completed CRS scorecard for their grade level
- October 2021 – May 2022
 - K-5 teachers 6-8 ELA teachers will collaboratively complete the CRS on one grade level unit of Wonders or StudySync ELA curriculum

Measure of Success: Completed curriculum audit rubric

- Completed Culturally Responsive Report Card for ELA, grades K-8
 - One unit per grade level – district level
 - One unit per grade level – school level
- District Diverse Curriculum Sustainability Committee
 - Establish ongoing curriculum review
 - Utilize current research and curriculum rubrics
 - Determine how to incorporate and utilize parent and student Survey
 - Feelings on diversity of curriculum (strengths/weaknesses)
 - Needs and Wants

Strategies:

- Ensure curriculum teams and committees are made up of diverse stakeholders, including parents
- Continue to use current and relevant curriculum rubric
- *Train teachers on the CRC Scorecard
- *Train teachers on the classroom library review tool

***Phased approach**

- Initial review completed at a district level is important for consistency while we're learning. However, ownership requires an emotional connection and personal experience. Over time, the Diverse Curriculum Committee advocated for ongoing diverse curriculum reviews to be done at the school level by grade level teams to increase ownership. Until then, district committee review members, Instructional Coaches, and School Equity Team members will establish emotional and instructional connection through training and conversation.
- CRC Scorecard can be implemented with minimal training.
- CRC Scorecard is current, effective, and allows us to take action as we receive training to develop our lens.
- CRC Scorecard is reasonable for school sites to use to review supplementary materials
- As teachers and staff gain skills through training, the District Sustainability Committee may transition to **Assessing Bias in Standards and Curricular Materials** (Coomer, Skelton, Kyser, Warren, & Thorius, 2017).

➤ ***4.2 Research and purchase needed multicultural inclusive curriculum materials***

Person(s) responsible: Director of Curriculum, District Committee and Site Instructional Coaches

Timeline:

- October 2021
 - Review Cycle established by District Diverse Curriculum Sustainability Committee

- As needed when new curriculum is adopted and purchased
- As gaps are identified by committee review team
- **2021-2022**
 - Train Principal, Instructional Coach, and teachers on Culturally Responsive Curriculum Scorecard for use when evaluating supplemental materials

Measure of Success:

- Develop a Curriculum Review Cycle
- Indicators from CRC Report card and/or Assessing Bias in Standards and Curricular Materials is incorporated into curriculum adoption selection criteria process
- Schools use CRC Scorecard criteria when purchasing resources (e.g., supplemental curriculum, school and classroom library books)

Strategies:

- Ensure curriculum adoption committees are made up of diverse stakeholders
 - Criteria/definition of a diverse make-up should be included on any curriculum review – Additional roles may be added or substituted based on need. (e.g. ethnic and gender diversity, years of experience, general teacher, special education, ELL, parent, etc.)
 - Ensure necessary training is provided for curriculum review/adoption teams
- Diverse Curriculum Committee and Curriculum Adoption Committees consider
 - Curriculum provides opportunities for students to pursue and develop their strengths and interests (e.g., fine arts, audio/visual, language, math, science, writing, technology, etc.)
 - Diverse SEL curriculum

➤ 4.3 Goal: *Ensure teachers have clarity, knowledge and agency to adapt, modify or enhance curriculum to bring cultural awareness and diverse voices and perspectives into curriculum*

SMART Goal: By the end of the 2020-21 school year:

- All campuses will have a district equity lead. This lead will participate in exploring the topic of diversity, equity and inclusion to bring back information and resources to share with their staff.
- Teachers will be provided support and time to explore ways to enhance curriculum and their teacher practices to bring cultural awareness and diverse voices and perspectives to their students.

Person(s) responsible: District Superintendent and School-based Administrators (calendar and funding approval); Equity Facilitators (TBD), Equity Leads from each campus, eventually all staff (certified and classified).

Timeline: Beginning Spring 2021 and continuing through each school year after.

Measure of Success: 100% participation rate in mandatory annual PD related to equity (exact topic required annually TBD), 100% Equity Leads participation in exploring with guidance from District Equity Facilitators.

Strategies:

- Start learning about Culturally Responsive Teaching.
- LESD will partner with an outside contractor to provide training to all staff (certified and non-certified) to (1) increase understanding and empathy amongst staff and students, (2) develop shared language and understanding around race, antiracism & diversity, (3)

determine clear and consistent expectations for building and sustaining inclusion on campus.

- Training topics may include –
 - Unconscious bias
 - Culturally responsive teaching
 - Disrupting microaggressions
 - Respect for diverse world views
 - Culturally inclusive classroom environment
 - Equality v. Equity
- Equity Leads will initially meet once a month to explore through podcasts, webinars, possible book study, dialogue.
- Equity leads will be pivotal in the creation of the District wide roll out plan for Diversity, Equity and Inclusion. Equity Leads will bring the roll out to each of their campuses. There will be non-negotiables and then the ability to tailor some of the roll out as needed for their campus needs.

#5 Diverse Staff

LESD seeks to provide a welcoming, safe, and equitable school community that is affirming and inclusive to all and to reflect, respect and embrace voices, perspectives, and differences within our diverse community.

Goal: To recruit and retain culturally competent and diverse administrators, faculty and staff. Diversity refers to race, ethnicity, gender identity, faith, ability, sexual orientation, appearance, socioeconomic class, age and life experience.

SMART Goal: By the end of the 2021-22 school year, LESD will increase the diversity of the applicants we recruit, employees we hire, and staff that we retain. We will examine diversity percentages in other districts, along with our current reality in each area (baseline data) to help us create target diversity percentages for ethnicity, race, and gender in all three areas of this goal (recruit, hire, retain).

➤ 5.1 Recruit

Person(s) responsible: Monica Sanders and Shelly Hornback, committee members

Timeline: Immediate and ongoing

Measure of Success: Recruitment data will be collected at the time of onboarding to determine the success of each recruitment strategy. Once target percentages are set, data will be evaluated twice a year in July and December for the purpose of progress monitoring and will be reported back to the Administrative Council.

Strategies:

- Job Fairs
 - Recruit to colleges and other minority serving institutions where people of color and diverse backgrounds attend.
 - Send staff members reflecting diversity to help recruit.
- Marketing
 - Develop a diversity statement accessible to the external community on LESD website.
 - Display images on the District website, other social media outlets and marketing materials representing diversity.
 - Develop a database of employee volunteers to represent diversity in marketing and social media.

➤ 5.2 Hire

Person(s) responsible: Superintendent, Administrators, Directors and Supervisors

Timeline: Immediate and ongoing

Measure of Success: Employee diversity data will be collected twice a year in July and December for the purpose of progress monitoring our diversity goals and will be reported back to the Administrative Council.

Strategies:

- Create interview and selection processes to guard against bias and promote the employment of a diverse, culturally responsive workforce.
- Open all positions to external candidates.
- Keep positions open until a diverse pool of candidates have applied.

➤ 5.3 Retain

Person(s) responsible: Administrators, Directors and Supervisors

Timeline: End of the year check 2021

Measure of Success: Staff retention data will be collected twice a year in July and December for the purpose of progress monitoring our diversity goals and will be reported back to the Administrative Council.

Strategies:

- Principals and Directors will use rounding strategies to solicit and analyze staff feedback.
- Add diversity/equity survey to obtain staff feedback (belonging, voice being heard, inclusive) or add questions to current staff survey (to include questions in Studer Employee Engagement survey by end of 2021-22).
- Movement within LESD
 - Develop mentorship programs to help staff who are interested in growing within the district (to develop by end of 2021-22).