

LSR-7 Equity Plan

GOAL 1: Governance and Leadership

Goal 1:	Ensure district-wide practices reflect the needs of our diverse school community. Support the integrated focus and analysis of equity into organizational policies, procedures and leadership.			District alignment: Academic Systems Review , R-7 Destination 2021 Strategic Plan , Plan for Performance
Valued Outcome	Provide access and opportunity to eliminate disproportionate student data and increase systemic equitable practices			
Strategies to Achieve Valued Outcomes	Timeline	Person(s) Responsible	Resources and materials	Evidence(s) of Implementation
Establish administrative processes clarifying, interpreting and expanding Board policies. Develop an alignment of Board policies to prepare the Board for adoption of revisions and/or additions to current policies addressing equity district-wide. Share any new administrative procedures with the Board and ensure that district and building leaders are appropriately informed and trained.	Fall 2021	Superintendent, Board of Education, Superintendent's Leadership Team	Board of Education Policy, disaggregation of student data (district, building)	Leadership team meetings and collaboration, recommendations to the Board of Education, aligned practices and policies
Develop an equity policy that aligns with school and district practices to reflect expectations for diversity, inclusion, and equity.	Fall 2021	Superintendent, Board of Education, Superintendent's Leadership Team, Principals	Board of Education Policy, disaggregation of student data (district, building)	Leadership team meetings and collaboration, recommendations to the Board of Education, aligned practices and policies

GOAL 2: Professional Learning and Development

Goal 2:	Develop and implement a comprehensive professional development support model that enhances governance, district, and building administrators instructional leadership in the area of equitable and cultural practices. Increase the number of equity based professional learning opportunities. Increase staff participation in equity based professional learning.			District alignment: Academic Systems Review , R-7 Destination 2021 Strategic Plan , Plan for Performance
Valued Outcome:	Provide access and opportunity to eliminate disproportionate student data and increase systemic equitable practices			
Strategies to Achieve Valued Outcomes	Timeline	Person(s) Responsible	Resources and material	Evidence(s) of Implementation
Select a consultant to work with the Board of Education, Superintendent's Leadership Team, building/district leaders and staff to provide on-going professional learning and support the implementation of systemic equity work and decision-making protocols	March 2019 – April 2019	Superintendent's Leadership Team, Diversity Team, Executive Director of Professional Learning, and Selection Team	Time for team to meet and review qualifications	Selected consultant via the Request for Proposal (RFP) process and presentation of qualifications, schedule of training for equity professional learning for Board of Education, district and building leaders, and staff
Conduct baseline review to understand current and needed practices	Spring 2020	Asst. Supt. of Equity and Student Services, Executive Directors of Special Services and Student Support, Principals	Inventory of practices by school, time for leaders to complete the work	Completed inventory that shows implementation of current practices at the school and district level to inform future work, MTSS data review

GOAL 3: Curriculum and Instruction

Goal 3:	Increase curricular materials that reflect diversity. Increase student exposure to culturally relevant teaching and learning.			District alignment: Academic Systems Review , R-7 Destination 2021 Strategic Plan , Plan for Performance
Valued Outcome	Provide access and opportunity to eliminate disproportionate student data and increase systemic equitable practices			
Strategies to Achieve Valued Outcomes	Timeline	Person(s) Responsible	Resources and materials	Evidence(s) of Implementation
Implement an instructional framework/model that is centered on individual student needs to reflect approaches and activities for culturally diverse students	Fall 2019	Associate Superintendent of Academic Services, Instructional Operations Team, Executive Director of Curriculum, Principals, Asst. Principals	Collaborative meeting time, disaggregation of student data	Percentage of curricular materials that are reflective of culture or ethnicity of students; Percentage of student responding to rigorous and culturally responsive teaching and learning
Expand the Comprehensive School Improvement plan (CSIP) to include a focus on equity	Fall 2019	Associate Supt. of Academic Services, Asst. Supt. of Equity and Student Services	Access to district wide data, plans, time, collaboration with CSIP committee	School improvement plans aligned to the goals of the District's equity plan
Analyze and disaggregate district-wide data that show trends and patterns in student achievement	Ongoing	Executive Director of Assessment and Data Analysis, Asst. Supt. of Equity and Student Services, Diversity Planning Team, Executive Leadership Team	Access to district and building level data disaggregated by student demographics	School level disaggregated data by subgroup and other relevant data, district and building level leaders are able to discuss
Continue to monitor student achievement data by subgroups at all levels: through state assessments, district curriculum based assessments, and formalized formative assessments	Ongoing	Superintendent, Superintendent's Leadership Team, Instructional Operations Team, Principals, Asst. Principals, Teachers	Access to data	Disaggregation of district/school data that show patterns and trends of achievement annually, CSIP and school improvement plans that outline strategies/action and timelines to address achievement disparities, MTSS implementation and data review

GOAL 4: Student-Centered Support and Programming

Goal 4:	Implement district-wide equity decision making protocols to narrow achievement gaps, monitor academic progress of targeted student groups. Improve systems of support that increase student success. Increase student engagement.			District alignment: Academic Systems Review , R-7 Destination 2021 Strategic Plan , Plan for Performance
Valued Outcomes	Provide access and opportunity to eliminate disproportionate student data and increase systemic equitable practices			
Strategies to Achieve Valued Outcomes	Timeline	Person(s) Responsible	Resources and materials	Evidence(s) of Implementation
Enhance the Multi-Tiered Systems of Support (MTSS) to incorporate culturally relevant teaching and social and emotional learning	January 2019, Ongoing	Asst. Supt of Equity and Student Services, Executive Directors of Special Services and Student Support	Intervention materials/supplies for schools; MTSS professional learning and training protocols, Co-Teaching professional learning, Trauma Informed Care professional learning	Core components of tiered supports within the school, individual and small group intervention data, professional learning agendas, problem-solving team agendas, building master schedules, etc.
Analyze special programming to support more experiences and opportunities for students (i.e. Early Childhood English Learners, Gifted, Special Education)	January 2019 - Ongoing	Asst. Supt. of Equity and Student Services, Executive Directors of Special Services and Student Support, Executive Director of Assessment and Data	Results of the Process Actions Teams work/ meetings from Phase II of CFMP	Team meeting agendas and notes, communication samples, research studies, expansion of programming that work to include all students based on talent, data of increased college, career and workforce ready opportunities

		Analysis, Director for EL, Director of Before and After-School, Director, Principal of Early Childhood, CFMP Team		
Continue to implement research based strategies proven to close achievement gaps, providing access to advanced programs of study and opportunities [i.e. Equal Opportunity Schools (EOS), Advancement Via Individual Determination (AVID), Jobs for America's Graduates, (JAG)]	Ongoing	Superintendent's Leadership team, Academic Leadership Team, Instructional Operations Team, Teachers, Counselors	Review of best practices with applied learning of equity, proven results, collaboration and research time	Percentage of diverse students participating in college, career, and workforce readiness programs, increased number of diverse/underrepresented students participating in rigorous course work and change in disparities over time
Ensure that budgets are aligned to school improvement efforts	Fall 2019	Asst. Supt. of Operational Services, Chief Financial Officer	Fiscal budgets, resource inventory, district data indicating varied needs	Department and building budgets aligned to needs, school level improvement plans, resource inventory

GOAL 5: Parent and Community Engagement

Goal 5:	Increase parent/community engagement to support district-wide initiatives and school improvement efforts. Increase opportunities for community and family learning. Increase community partnerships.			District alignment: Academic Systems Review , R-7 Destination 2021 Strategic Plan , Plan for Performance
Valued Outcome	Provide access and opportunity to eliminate disproportionate student data and increase systemic equitable practices			
Strategies to Achieve Valued Outcomes	Timeline	Person(s) Responsible	Resources and materials	Evidence(s) of Implementation
Conduct district equity community forums that engage stakeholders in learning conversations	Fall 2019	Superintendent, Asst. Supt. of Equity and Student Services, Executive Director of Public Relations	Space, meeting time	Percentage of community/family participants in learning conversations, Meeting agendas, sign-in sheets, community communication
Ensure two-way communication for internal and external audiences	Spring 2019, ongoing	Executive Director of Public Relations	District communication platforms, media sources	Internal communication channels: Messenger, BOE packet and meetings, in-person meetings (district and school), in person discussion. External communication channels: eNews, social media content, press releases, interviews with select media outlets, Our Schools, additional platforms as needed.
Develop a parent advisory group that represents and reflects the diversity of students in the LSR7 district	Fall 2019	Superintendent, Asst. Supt. of Equity and Student Services, Principals	Space, meeting time	Parent group is reflective of stakeholder populations and representative of student subgroups/diversity, building level parent community/equity circles that reflect student populations
Analyze current community support of student learning needs through Partners In Education and recommend revisions	Spring 2019	Director of Partners in Education and Library Media	Partners In Education inventory	Results of community support throughout the district based on three categories: relational, curricular and physical
Explore addition of Partners In Education to focus on student needs related to equity	Fall 2019	Director of Partners in Education and Library Media	Partners In Education inventory	Increased percentage of partnerships that support student physical needs
Refine process for aligning community partners/resources with school to address their needs	Fall 2019	Director of Partners in Education and Library Media		Communication of the modified process that outlines how community partners can support students (relational, curricular and physical)

GOAL 6: Recruitment, Hiring, Development and Retention

Goal 6:	Develop and monitor a system to recruit, retain and promote a diverse workforce within the District. Increase staff diversity representative of the student population.			District alignment: Academic Systems Review , R-7 Destination 2021 Strategic Plan , Plan for Performance
Valued Outcome	Provide access and opportunity to eliminate disproportionate student data and increase systemic equitable practices			
Strategies to Achieve Valued Outcomes	Timeline	Person(s) Responsible	Resources and materials	Evidence(s) of Implementation
Recruit, hire and retain highly qualified staff while increasing gender and ethnic diversity	Spring 2019	Asst. Supt. of Human Resources, Executive Director of Classified Personnel, Dr. Emmanuel Ngomsi, LSR7 consulting partner	Disaggregated staff data, Human Resources of best practices and Board of Education Policy	Percent of diverse staff, comparative composition of staff by ethnicity and gender compared to students and change in disparity over time
Increase partnerships with diverse organizations to strengthen potential candidate groups	Spring 2019	Asst. Supt. of Human Resources, Executive Director of Classified Personnel, Dr. Emmanuel Ngomsi, LSR7 consulting partner	Advertisements, "Apply Today" Business cards, Facebook/Twitter postings	Percent of diverse staff, comparative composition of staff by ethnicity compared to students and change in disparity over time
Provide training for newly hired staff and leaders that build cultural awareness and equity literacy	July 2020	Executive Director of Professional Learning, Asst. Supt. of Equity, Asst. Supt. of Human Resources, Executive Director of Classified Personnel	Materials, professional learning and training resources/protocols, time	Percent of newly-hired staff and leaders participating in trainings, percent of staff indicating satisfactory on surveys