



2019-2020

Equity Priorities:  
Update, August 1, 2019






# Process



Public/Staff Input

Equity  
Committee

Research of  
Best  
Practices





# Four Key Areas

## **Supported/Supportive Staff**

This includes diversifying our staff and equipping our educators to succeed and help all students succeed.

## **Growing Relationships**

As we help our staff and students feel connected, supported, and safe, we will learn from one another for our mutual gain.

## **Diverse, Inclusive, and Rigorous Learning Experiences**

Let's embrace our diversity -- in classrooms' student composition and in richly varied and challenging learning activities.

## **Equity Foundations**

We want to be systematic and proactive as we make positive change. Let's follow -- and establish -- best practices.

# Our Mission: Every Learner. Every Day. Everyone.



## Our Focus Areas



### Academic Excellence

Learning will promote life-ready graduates through student-centered and equitable practices



### Safe and Supportive Schools

Our learning communities will promote social, emotional and physical wellness in facilities that are safe and conducive to learning



### Organizational Supports

Our systems and processes will enable students, staff, and schools to thrive

The Strategic Plan supports all of these goals.

Diverse, Inclusive, and Rigorous Learning Experiences.

Growing Relationships.

Supported/Supportive Staff.

Equity Foundations.

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1

# Supported and Supportive Staff

This includes diversifying our staff and equipping our educators to succeed and help all students succeed.



# Supported and Supportive Staff

Goals for hiring/supporting a diverse and culturally responsive staff:

- Vigorous recruitment plan to attract a staff that reflects and embraces our students' diversity
- Supports include (for all teachers):
  - Revised mentoring program for 1st- and 2nd-year teachers
  - Revised instructional coaching model for all teachers
- Supports for teachers of color include making connections with groups such as the Black Professional Network and AATF
- Equity is not just about students; it's also about staff. As we look for ways to better support our students of color, let's extend that awareness and support to our staff of color.

Three emphases for professional learning to equip teachers to succeed and support all:

- Differentiation, particularly within unlevelled classes
- Cultural Competence and Responsiveness
- School Culture (PBIS, responsive classroom, social-emotional learning, trauma-responsiveness, etc.)





# UPDATES:

## Supported and Supportive Staff

- Successful year in recruiting highly qualified teachers and admin of color
- Continued work rolling out:
  - Revised mentoring program for 1st- and 2nd-year teachers
  - Revised instructional coaching model for all teachers
- Supports for teachers of color include making connections with groups such as the Black Professional Network and AATF

Professional learning to equip staff to succeed and support all:

- Implicit and institutional bias
- Restorative justice (CHS) and social-emotional learning/responsive classroom (elementary)
- Rethinking Grades workshop with Dr. Ken O'Connor
- Educational equity conferences



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2

# Diverse, Inclusive, and Rigorous Learning Experiences

Diversity benefits us all as we learn new perspectives, celebrate differences, and find our shared commonality.



# Diverse, Inclusive, and Rigorous Learning Experiences

## ONE

Two strategies for diversifying classrooms for the benefit of all:

- Unleveled or honors-option classes at CHS, Buford, Walker
- Redesign of Quest (gifted program)

## TWO

Alongside this, we will continue our good efforts to make sure that our curricula, media spaces, and programming reflect a wide variety of voices, perspectives, and experiences and challenge our students to grow and do their best work.





# UPDATES: Diverse, Inclusive, and Rigorous Learning Experiences

- Differentiation, particularly for expanding our unlevelled/honors-option classes at CHS, Buford, and Walker (Carol Ann Tomlinson at U.Va.)
- Quest program redesign for both gifted identification and a push-in, collaborative model of gifted instruction
- Continued work with groups such as Virginia Humanities and the Jefferson School as we continue to develop a more inclusive and locally-informed history curriculum



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# 3

## Growing Relationships, Community, and Communication

This includes both face-to-face relationships and the formal and informal channels that we use to communicate and build relationships with families.



# Relationships. Community. Communications.

This includes initiatives such as

- Intentional community-building
- Positive school culture and proactive, equitable behavior supports
- Social-emotional learning
- Building out support networks with partnering organizations
- Creating a city-wide mentorship program
- Revising communications practices to be more student- and family-friendly





# UPDATES: Growing Relationships, Community, and Communication

- Hired second Family Engagement Facilitator
- Redesigned Attendance Officer positions to be a more supportive and proactive Family Support role
- Conducting extensive pre-registration outreach in numerous neighborhoods
- Holding parent meetings at Buford/Walker about honors-option/unleveled classes
- Continued work on “Bring Back the Village” community network for mentoring and more
- Offering wifi hotspots to help all families be more connected





# 4

## Equity Foundations

After a year of listening and taking some key first steps, it's time to build out a framework to guide and sustain this work.



# Equity Foundations

This includes:

- Clarifying the work of the division's Equity Committee
- Establishing school-based Equity Councils
- Aligning ourselves with one or more regional or national equity initiatives, including the Racial Equity Leadership Network
- Establishing key goals, definitions, metrics
- Thinking and acting systemically about policy and practices





# UPDATES: Equity Foundations

- Draft Equity Policy
- Meetings with all principals to further ground this work in the schools
- Establishing school-based Equity Councils
- Reconvening division Equity Committee in fall
- Dr. Atkins traveled to first cohort meeting with Racial Equity Leadership Network (in partnership with National Equity Project)

