

## ACS Equity and Inclusion Plan 2021-2024

The Asheboro City School System abides by the ACS Equity & Inclusion Plan developed by the District Equity Team. This plan guides the equity and inclusion work on a three-year cycle. The plan for this three-year cycle is in effect from July 2021 to June 2024. This plan is informed by the ACS [Race & Equity Policy](#) (1705) and aims to institutionalize change in the district.

The ACS Equity & Inclusion Plan stands on three critical pillars: Policy and Practice; Relationships and Engagement; and Teaching and Learning.

Policy and Practice	Relationships and Engagement	Teaching and Learning
<b>DISTRICT LEADERS WILL ENSURE RACIAL EQUITY GUIDES EMPLOYEE ACTIONS AND LEADS TO IMPROVED ACADEMIC RESULTS BY:</b>	<b>DISTRICT EMPLOYEES WILL DEVELOP AND IMPLEMENT EQUITABLE PRACTICES FOR AND WITH OUR STUDENTS, THEIR FAMILIES, AND OTHER COMMUNITY MEMBERS TO:</b>	<b>DISTRICT EMPLOYEES WILL WORK TOGETHER TO INCREASE THEIR INDIVIDUAL AND COLLECTIVE CAPACITY TO EFFECTIVELY TEACH A RACIALLY AND ETHNICALLY DIVERSE AND CHANGING STUDENT POPULATION BY:</b>
a. instituting a district equity team to prioritize and develop equity policies, procedures, professional development, and a district plan to respond to inequitable outcomes for students occurring on the basis of race;	a. ensure student voice is viewed as critical and incorporated routinely in decision making;	a. ensuring a positive and academically rigorous school environment that engages each and every student;
b. recruiting, developing, employing, supporting, and retaining a diverse workforce;	b. intentionally seek and include students' multiple racial and ethnic perspectives in the development and implementation of culturally responsive teaching and learning practices and curriculum;	b. providing access to culturally responsive tools and resources;
c. replacing any inequitable operational practices with systems that support implementation of this policy;	c. assess and implement efforts to strengthen school culture and climate, specifically addressing race as a factor;	c. enhancing school capacity to collaborate in the development and implementation of culturally-responsive instructional practices and curriculum; and
d. focusing accountability systems and metrics on equitable results;	d. engage family and community members with staff and students, districtwide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and	d. providing continuous professional development to ensure a workforce of culturally responsive administrative, instructional, and support personnel.

## ACS Equity and Inclusion Plan 2021-2024

e. identifying and eliminating practices that lead to the over- or underrepresentation of any student’s racial or ethnic group compared to peers; and	e. bring multiple cultural perspectives to examining and solving issues that arise.	
f. developing alternative practices that lead to equitable representation of any student’s racial or ethnic group compared to peers.		

### Policy & Practice Pillar:

The policy states that district leaders will ensure racial equity guides employee actions and leads to improved academic results by:

- a. instituting a district equity team to prioritize and develop equity policies, procedures, professional development, and a district plan to respond to inequitable outcomes for students occurring on the basis of race;
- b. recruiting, developing, employing, supporting, and retaining a diverse workforce;
- c. replacing any inequitable operational practices with systems that support implementation of this policy;
- d. focusing accountability systems and metrics on equitable results;
- e. identifying and eliminating practices that lead to the over- or under- representation of any student’s racial or ethnic group compared to peers; and
- f. developing alternative practices that lead to equitable representation of any student’s racial or ethnic group compared to peers.

The following goals address the policy & practice pillar for the 2021-2024 ACS Equity Plan:

Policy & Practice Pillar							
Recommended Goal	Collective Action	Stage of Implementation	Implementation Time Frame	Lead	Resources Needed	Alignment to Policy 1705	Evidence(s)
<b>Perspectives (Sociocultural):</b> Focus on nurturing the potential in each student while maintaining a commitment to creating and sustaining great schools where every student—without exception—learns at high levels.							
<b>Establish an Equity Plan Informed by the ACS Race &amp; Equity Policy</b>	Establish an ACS Race & Equity Policy	Completed	Board Adopted March 2020	Equity Team BOE			Board Adopted

## ACS Equity and Inclusion Plan 2021-2024

	Develop and implement a 3-year ACS Equity Plan for 2021-2024	Completed Development Fall 2020	Implementation 2021-2024	Central Office Schools	ACS Data 2017-2020 Plan	B. 1a	Equity Team & Superintendent Approval
<b>Conduct a systematic review of district and school-level practices and policies.</b>	Develop a prioritized list of practices, procedures, and policies that need to be rewritten or created to produce equitable outcomes for students.	In progress	by December 2021	Equity Team(s) D. Maerz ALT	Access to policy & procedures Current school practices	B. 1a	
	Generate equitable practices and procedures identified from the prioritized list and monitor enactment.	In process.	by June 2023	Equity Team(s) D. Maerz ALT		B. 1a, c, f	Ongoing review of new policies and regulations as they are reviewed for adoption.
	Develop district Equity Audit and data summary (outcome and perception data)		December 2021	R. Harris D. Maerz		B. 1d	
	Utilize the district equity summary data to engage in ongoing problem solving regarding equity issues		On-going	Equity Team(s) BOE ALT		B. 1e	
	Strengthen discipline policy and procedures to ensure consistency, clarity, and the elimination of disproportionality.	Plan Development	by December 2021	Equity Team(s) D. Maerz ALT		B. 1e	
	Develop process for reviewing equity in publications and school documents to ensure diverse representation of students and staff		by October 2021	L.Marbert Equity Team		B. 1e	
	Ensure (and monitor) that the strategic plan has a goal focused		On-going	C. Freemyer		B. 1b	

## ACS Equity and Inclusion Plan 2021-2024

	on recruitment and retention of a diverse workforce.						
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### Relationships and Engagement Pillar:

The Race & Equity Policy states that district employees will develop and implement equitable practices for and with our students, their families, and other community members to:

- a. ensure student voice is viewed as critical and incorporated routinely in decision making;
- b. intentionally seek and include students’ multiple racial and ethnic perspectives in the development and implementation of culturally responsive teaching and learning practices and curriculum;
- c. assess and implement efforts to strengthen school culture and climate, specifically addressing race as a factor;
- d. engage family and community members with staff and students, district- wide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and
- e. bring multiple cultural perspectives to examining and solving issues that arise.

The following goals address the relationships and engagement pillar for the 2021-2024 ACS Equity Plan:

Relationships and Engagement Pillar							
Recommended Goal	Collective Action	Stage of Implementation	Implementation Time Frame	Lead	Resources Needed	Alignment to Policy 1705	Evidence(s)
<b>Procedures (Systems):</b> Focus on addressing opportunity gaps at every level of our organization while prioritizing efforts and resources on strategies that eliminate institutional racism.							
<b>Ensure student voices are heard and used to make decisions.</b>	Conduct facilitated student focus groups/surveys at each grade band with diverse student representation to seek		On-going (Conduct focus groups quarterly)	R. Harris		B. 2a	

**ACS Equity and Inclusion Plan  
2021-2024**

	input regarding equity and social justice issues						
<b>Ensure multiple cultural perspectives &amp; community voice is represented as the district examines and solves issues.</b>	Conduct facilitated Affinity Community focus groups that regularly seek input regarding equity and social justice issues	Implementing	On-going (3x.year)	A. Woody R. Harris V. Brooks		B. 2e	Black Advisory Council Latino Advisory Council Community Meetings
<b>Develop a District-wide Strategy for Strengthening Family and Community Engagement</b>	Develop a clearly defined strategy to strengthen family engagement that is intentionally strategic and linked to student academic achievement	Planning	by June 2021	V. Brooks		B. 2d	
<b>Systemic Implementation of the Dual Capacity Building Framework</b>	Professional development on how to implement the framework to strengthen family engagement	Planning/Implementing	On-going	R. Harris V. Brooks		B. 2d	
	Create a system to monitor and assess the implementation of the Dual Capacity Framework		by June 2021	V. Brooks		B. 2d	
<b>Strengthen partnerships between the school and home.</b>	Develop systems to ensure that families participate in informing district decisions that impact students		By June 2021	V. Brooks		B. 2d	
	Create regular opportunities to capture and respond to feedback provided by families		On-going	V. Brooks		B. 2d	
	Develop course and credential options for increasing		by June 2021	S. Robbins		B. 2d	

## ACS Equity and Inclusion Plan 2021-2024

	workforce employability which is accessible to our parents						
<b>Assess and implement efforts addressing school culture</b>	Assess school culture and provide professional development for schools.		by June 2021	W. Rich		B. 2c	
	Develop school-based plans to ensure students have meaningful relationships with staff and community partners		On-going (include yearly in CIPs and monitor)	A Woody ALT		B. 2c	

### Teaching and Learning Pillar:

The Race and Equity Policy states that district employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population:

- a. ensuring a positive and academically rigorous school environment that engages each and every student;
- b. providing access to culturally responsive tools and resources;
- c. enhancing school capacity to collaborate in the development and implementation of culturally-responsive instructional practices and curriculum; and
- d. providing continuous professional development to ensure a workforce of culturally responsive administrative, instructional, and support personnel.

The following goals address the teaching and learning pillar for the 2021-2024 ACS Equity Plan:

# ACS Equity and Inclusion Plan 2021-2024

## Teaching & Learning Pillar

Recommended Goal	Collective Action	Stage of Implementation	Implementation Time Frame	Lead	Resources Needed	Alignment to Policy 1705	Evidence(s)
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**Practices (Schools):**

Focus on inclusive leadership and instructional practices that prioritizes closing achievement and opportunity gaps, while raising achievement for all students.

<b>Develop Culturally Responsive Instructional Leadership</b>	Provide professional development for principals to build their capacity to recognize and coach for culturally responsive instruction in every classroom in their school	Implementing	On-going (ALT topics monthly 21-22 & bi-monthly 22-23)	R. Harris W. Rich Equity Team C&I Team		B. 3d	Equity Team ALT PD  The Hunt Institute's Racial Equity Leadership Training  IHE Equity Consultant PD  Race & Equity PD Team  ALT Book Study
	Train school leaders to be able to co-facilitate culturally responsive professional development	Planning/ Implementing	On-going (ALT topics monthly 21-22 & bi-monthly 22-23)	C&I Team		B. 3d	

**ACS Equity and Inclusion Plan  
2021-2024**

<b>Develop and/or Provide Culturally-Responsible Curriculum</b>	Offer African-American & Latino Studies courses for AHS students.	Implementing	established by December 2021	W. Rich R. Harris		B. 2b B. 3b	32 students enrolled in each course
	Develop a trajectory of culturally-responsive topics to be taught in grades K-8 that includes significant contributions by ALL Americans (K-8 schools)		by December 2022	W. Rich R. Harris		B. 2b B. 3b	
	Create a standardized process for culturally-responsive media center collection development and monitoring.	Audit to be conducted by August 2024 on collection development	On-going	Woodyard R. Harris		B. 2b B. 3b B. 3c	
	Select and utilize classroom resources (libraries, posters, digital and print media, etc.) using a tool created to ensure diverse representation.	Rubric Review process	On-going	R Harris		B. 2b B. 3b B. 3c	
	Select textbook and instructional materials for adoptions/classroom curriculum using a tool created to evaluate culturally-responsive curriculum.	tool to be created by June 2021	On-going	W. Rich		B. 3c	
	Ensure culturally-responsive professional development is provided for district leaders and all staff on the ACS PD Plan.		by January 2021	W. Rich R. Harris		B. 3d	New Teacher Orientation  Race & Equity PD Team

**ACS Equity and Inclusion Plan  
2021-2024**

<b>Develop Culturally Responsive Leaders and Staff throughout the District</b>	Create a Racial Equity Observation Tool and utilize it to ensure a racial lens is applied when making decisions that will have an impact on students of color.		by June 2021  On-going usage of tool	R. Harris		B. 3c	Racial Equity Impact Assessment  SAMS Walkthrough--Equity Focus  ACS Remote Teaching Click-through Feedback Form
	Build a repository of professional development offerings for equity and inclusion.		by June 2021	R. Harris C. Manning		B. 3a B. 3d	Professional Learning Opportunities
	Ensure district leaders understand how to use and analyze Equity Observation Tool and to analyze lesson plans with equity lens.		by August 2021	R. Harris D. Wiles		B. 3a B. 3c	
<b>Support Established School Based Racial Equity Teams at Every School</b>	Establish Equity Teams at every school	Complete	by June 2021	R. Harris ALT		B. 3d	9/11/20
	Increase support to enhance teacher effectiveness regarding culturally responsive instruction.	Planning	On-going	C&I, R. Harris Equity Team(s), IF, ALT		B. 3a	

**ACS Equity and Inclusion Plan  
2021-2024**