

# The Equity Action Plan Protocol

The Equity Action Plan (EAP) is an accountability framework to identify, measure and sustain actions to advance equity. It is a collaborative process developed with district stakeholders and relies on systemic commitment to best serve all students. Its design and implementation contribute to transparency that honors quantitative and qualitative data points. The EAP is not a strategic plan, but a catalyst means toward unformidable equity.

As there is no end to critical equity and social justice, districts should expect to create an EAP annually. Some districts choose for the first year to be a one-year plan and then develop a subsequent EAP for multiple years. For the initial year, it is recommended that the EAP is for one-year only. Then, a plan for 1-3 years. It is not recommended to develop a plan for longer than three years.

Districts may begin the EAP process at any time following the assemblance of a District Equity Leadership Team (DELT). DELT should compromise of 25-30 staff members, and must include the Superintendent, several Cabinet members and at least one administrator at each school level. Invitation should first be extended to historically marginalized staff members such as BIPOC, LGBTQ+ and minoritized faiths. Specific consideration should also be offered to certified staff in the programs of English Language Learners and Special Education. Certified staff that work with students identified as gifted/honors/Advanced Placement or Career Technical Programs may also be invited. It is strongly recommended to include a social worker, and a teacher union representative. Additional consideration to classified and support staff is encouraged. It is ideal for DELT to be exclusively composed of district staff members, because of access to confidential student information, the amount of time commitment required to plan and rollout the EAP, the necessary knowledge to understand the complex system of a school district, and the ability to hold personnel accountable for the work, as opposed to community volunteers. There are opportunities for student and family engagement and empowerment. It is an organic process of the EAP.

Below are further EAP protocol details, and frequently asked questions (FAQ).

## **What accountability framework does the EAP encompass?**

The EAP encompasses the *Five Strands of Systemic Equity*®. All five strands must be included in the EAP. Each strand is significant and must be a part of the accountability framework. In other words, no district, even after licensing has been granted, may remove one strand. All five strands are critical for systemic equity. Further, each strand is equal in their weight. No strand is more important than another. This accountability framework provides structure and opportunity to honor current work as long as actions are centered in removing barriers that may inhibit all from fully participating. The accountability framework also challenges DELT to identify covert or unknown biases that may exclude groups of people based on shared identity. All objectives must be designed by the most knowledgeable and vested stakeholders in the district – *personnel* – to benefit the most impacted – *students* – in hopes that all family and community members independently and collectively become knowledgeable about educational equity.

These five strands are considered goals and cannot be altered. DELT is responsible for developing and implementing objectives under each goal. It should be noted that copyright logo to the *Five Strands of Systemic Equity*® is required and proper credit given to the author.

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- **Systems** *To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.*
- **Teaching and Learning** *To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.*
- **Student Voice, Climate and Culture** *To consistently seek students' feedback and experiences, and nurture a positive, authentic and meaningful organizational culture and climate.*
- **Professional Learning** *To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.*
- **Family and Community as Agency** *To partner with families and the community for authentic opportunities to serve the students, the school(s) and the district.*

## How are objectives formed?

DELT members are charged with the development and implementation of objectives under each strand.

## What elements are included in the EAP?

There are several elements included in the EAP. Elements marked with an asterisk (\*) are required.

### Objective\*

This is the most important element of the EAP. It is the action under the strand goal.

### Measure\*

This is the second most important element of the EAP created by DELT. Each objective must include either a quantitative and/or qualitative measure or indicator to demonstrate the objective has been measured. This may include evidence of multiple tasks completed.

### Alignment\*

Each objective should reveal an alignment to an existing district effort.

### Tasks

Dependent on the objective, there will likely be multiple tasks that need to be accomplished.

### Timeline

Start and end dates for each task. The overall timeline is based on school year.

### Accountability

The group or individual responsible for accomplishing the task.

### Evidence or Resource

Any related materials, supplementary information or resource for the task.

### Status

Ongoing record of objective movement.

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## FAQ

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### Is an EAP a SMART plan?

No, but it is similar. An EAP offers flexibility in its design based on district needs and DELT collaboration such as building-specific considerations. An EAP includes more elements than a SMART plan such as task, resources and status.

### I don't like the name EAP, can I rename the plan?

Yes.

### Can families or students be on DELT?

It is recommended that the group, or DELT, responsible for identifying each nuance of the EAP are staff members. Due to the complexity of school district structures, the possible need to access confidential student information, the extensive time commitment to plan and rollout, and the often multiple and sensitive information pertaining to personnel and families, it is strongly recommended that the designers of the EAP are staff members only. However, districts do have the autonomy in identifying and assembling their DELT members. It is imperative to understand that the EAP process lends itself to action planning. It is not a professional development or training about educational equity. It is not a platform to discuss the need for an equity plan. It is a platform to actually develop the plan. For stakeholders interested in learning more about educational equity, they should contact their appropriate district individuals to learn more or seek out independent opportunities to build their capacity on learning about this complex paradigm.

### Are there opportunities for student and family engagement with EAP?

Absolutely! One of the organic objectives often formed within the EAP is to establish a student equity advisory committee, as well as community equity council or advisory committee. DELT members in collaboration with targeted students and community may identify their purpose and events to host to leverage community and equity for all stakeholders.

### How do we progress monitor the EAP?

Strand leaders are identified in each strand and should meet regularly with key district stakeholders. Strand leaders are also responsible for ensuring the Progress Monitoring Schedule is updated and allows for feasibility in its timeline, cost and accountable elements.

### How often will DELT meet to for EAP rollout?

That will vary from district to district depending on the objectives and tasks. The district has complete autonomy to determine their rollout needs.

### As far as future timelines, what is recommended?

Suggested Timeline	Year 1
DELTA (24 hours)	EAP is developed. It is then shared with stakeholders deemed by district.
Suggested Timeline	Rollout Year
School Year	DELTA members meet as needed to accomplish tasks. Strand leaders regularly meet with district leaders to provide updates.
Suggested Timeline	Following Year 1
DELTA (12 hours)	Determine timeframe for next EAP. Acknowledge accomplished tasks. Identify objectives that are long-term and may be inherited in future EAP. Identify new objectives and/or tasks as needed.

## Equity Action Plan

The Equity Action Plan (EAP) is a transformative, process and practice that leads to the creation and implementation of a strategic, accountable, measurable, and sustainable plan for school districts. The EAP is a collaborative process that includes critical staff stakeholders. District leadership must assemble District Equity Leadership Team (DELT) comprised of approximately 25-30 members. It must include the Superintendent, several Cabinet members and at least one administrator at each school level in the district. It should also include historically marginalized populations such as staff members (e.g. certified and/or classified) that identify as BIPOC<sup>1</sup>, LGBTQ+<sup>2</sup>, minoritized religions<sup>3</sup>, non-native English speakers and/or people that are differently abled. It is further recommended to include staff members that work with or intersected with special populations. The consultant will develop and structure each meeting agenda as each district is unique and requires personalized supports. Time in-between each meeting can be expected among strand leaders of DELT. Pework before each session is provided to aid in further capacity-building.

### **Accountability Framework**

The *Five Strands of Systemic Equity*<sup>©</sup> serves as an organizational accountability framework to identify measurable objectives aimed at intentional transformation toward critical equity.

#### **Systems**

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.

#### **Teaching and Learning**

To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.

#### **Student Voice, Climate and Culture**

To consistently seek students' feedback and experiences, and nurture a positive, authentic and meaningful organizational culture and climate.

#### **Professional Learning**

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.

#### **Family and Community as Agency**

To partner with families and the community for authentic opportunities to serve the students, the school(s) and the district.

Total Cost: \$10,000

<sup>1</sup> BIPOC = Black, Indigenous and People of Color

<sup>2</sup> LGBTQ+ = Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, including but not limited to asexual, intersex, gender non-binary

<sup>3</sup> Minoritized religions = Including but not limited to Jewish and Muslim faiths