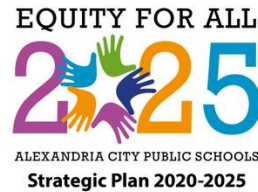
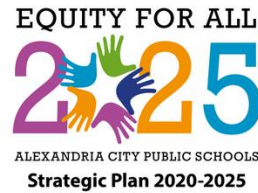


### Equity for All 2025 - List of Revisions

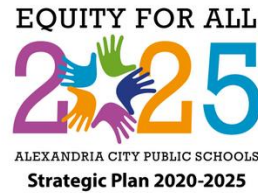
Page Number	Original Text (with strikethroughs if removed)	Revised Text (Additions/replacements in green)
1	21 Acknowledgements	21 <b>Unified Planning Process and</b> Acknowledgements
3	<del><b>Aligned with citywide plans</b> The goals and strategies are not only aligned within themselves, they are also aligned with citywide strategic plans and desired outcomes for our families and our community. This will ensure that ACPS will not be courageously working to eliminate opportunity and achievement gaps in isolation, but that we are part of a communitywide process to drive change for our young people in the city of Alexandria.</del>	<b>Unified planning process</b> In 2019, an opportunity presented itself when the timing of revisions to three major city plans coincided — the ACPS Strategic Plan, the Department of Community and Human Services Children and Youth Master Plan, and the Alexandria Health Department and the Partnership for a Healthier Alexandria’s Community Health Improvement Plan. These organizations joined to form a Unified Planning Team to collectively develop these plans, increasing the opportunity to maximize collective community engagement, share important data, and focus on shared outcomes. These plans will also be implemented in tandem.
3	EQUITY AT THE HEART	<b>RACIAL</b> EQUITY AT THE HEART
3	Alexandria City Public Schools is committed to equity. <del>Equity is when race can no longer be used to predict life outcomes. It is about collectively removing barriers that prevent someone from achieving their aspirations and fully engaging in whatever they choose within ACPS’ educational experiences. Equity and equality are sometimes used interchangeably; however, they actually convey significantly different ideas. Equity is about fairness, while equality is about sameness. We are not interested in closing the achievement gap by equalizing student results. We</del>	Alexandria City Public Schools is committed to <b>racial equity</b> . <b>Racial equity is when race doesn’t determine quality of life, opportunities, and outcomes. ACPS places racial equity at the heart of everything it does due to the recognition that the creation and perpetuation of racial inequities has been deeply rooted into school systems. Deeply racialized systems are costly and depress outcomes and life chances for all groups. Focusing on racial equity provides the opportunity to create goals and strategies that can also be applied to other areas of marginalization. Strategies to achieve racial equity differ from those to achieve equity in other areas. One-size-fits-all strategies are rarely successful. To have maximum impact, focus and specificity are necessary. Race can be an issue that keeps other marginalized groups from academic success. An approach that recognizes the interconnected ways in which marginalization takes place will help to achieve racial equity across the division and our community.</b>



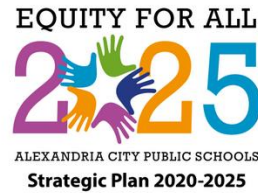
	<p>are interested in raising our results across the board through equitable access and practices in our schools.</p> <p>Equity to us also means meeting every student where they are, and not where we want them to be. Sometimes that means changing the way we teach, and how we respond to and support students of every learning ability level. It also means providing students with acceleration and advanced level work without lowering the standards simply to increase diversity — but rather raising the academic bar for all.</p> <p><del>Equity for all includes minoritized student groups, students with special needs, students who need acceleration or advanced learning, students who need language support, and students who just need an extra push.</del></p> <p>Equity is about knocking down barriers for all. It is not about taking from one group to give to another. It is about ensuring that all students are engaged in the services, programs and opportunities they need to succeed.</p>	<p><b>Our goal is to</b> collectively remove barriers that prevent someone from achieving their aspirations and fully engaging in whatever they choose within ACPS’ educational experiences.</p> <p>Equity and equality are sometimes used interchangeably; however, they actually convey significantly different ideas. Equity is about fairness, while equality is about sameness. We are not interested in closing the achievement gap by equalizing student results. We are interested in raising our results across the board through equitable access and practices in our schools. Equity to us also means meeting every student where they are, and not where we want them to be. Sometimes that means changing the way we teach, and how we respond to and support students of every learning ability level. It also means providing students with acceleration and advanced level work without lowering the standards simply to increase diversity — but rather raising the academic bar for all.</p> <p><b>Equity is about knocking down barriers for all. It is not about taking from one group to give to another. It is about ensuring that all students are engaged in the services, programs and opportunities they need to succeed.</b></p> <p>— Government Alliance on Race and Equity (GARE) inspired</p>
3	<p>Equity: <del>Empowering students, families and staff by providing relationships and nurturing capability to collectively remove barriers that prevent anyone from achieving their aspirations.</del></p>	<p><b>Racial Equity:</b> <b>When race doesn’t determine quality of life, opportunities and outcomes.</b></p>
3	<p><del>Advantage/Privilege: A set of conditions or immunities that allow a group of people to benefit on a daily basis beyond</del></p>	<p><b>Educational Equity:</b> <b>Educational disparities based on race, economics and other dimensions of difference are reduced and eliminated. Positive school outcomes are distributed equitably</b></p>



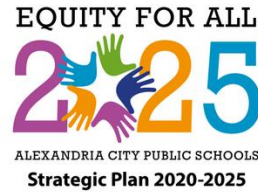
	those common to others. Advantage can exist without a person's conscious knowledge.	proportionally across all demographic and identity groups. Negative outcomes and disproportionality are reduced for all groups.
8	<del>We are committed to monitoring our progress through:</del>	We are committed to eliminating opportunity and achievement gaps by monitoring our progress through:
10	Measures	Measures We are committed to eliminating opportunity and achievement gaps by monitoring our progress through:
10	Knowledge of the Division's identified strategic areas of focus by ACPS staff, students, families, and the broader community (survey)	Support of the Division's identified strategic areas of focus by ACPS staff, students, families and the broader community (survey)
11	Create a culture in which Division operations department works collaboratively to support the education delivered to students.	Create a culture in which Division operations department works collaboratively and engages families to support the education delivered to students.
11	Ensure that messaging about transportation, nutrition, facilities services, safety and security are engaging, recognizable and updated.	Ensure that messaging about transportation, nutrition, facilities services, safety and security are accessible, translated, engaging, recognizable and updated.
12	Measures	Measures We are committed to eliminating opportunity and achievement gaps by monitoring our progress through:
13	Realign professional learning, Division supports for schools, and instructional coaching on instructional framework and identified high-leverage instructional strategies.	Realign professional learning, Division supports for schools, and instructional coaching on instructional framework and identified high-leverage instructional strategies through a lens of trauma-informed care.
13	Implement the Industry Advisory Board to provide opportunities for students to experience different careers.	Support the Industry Advisory Board partnership to provide opportunities for students to experience different careers.
14	Measures	Measures We are committed to eliminating opportunity and achievement gaps by monitoring our progress through:
14	Percentage of students in grades 8-11 with	



	academic and career plans	
15	Engage students and families in identifying needed supports and services and offering them in schools.	Engage students and families in identifying needed supports and services and offering them in schools <b>while monitoring utilization of existing and new resources.</b>
15	Provide student supports in all schools based upon their assessed need; create structures within the school schedule for the delivery of social, emotional, and academic learning (SEAL) at each school in ACPS.	Provide student supports in all schools based upon their assessed need; create structures within the school schedule for the delivery of social, emotional, and academic learning (SEAL) <b>through restorative practices and community circles</b> at each school in ACPS.
15	Improve students' experiences during key transitions in their educational journey.	Improve students' <b>and families'</b> experiences during key transitions in their educational journey.
15	Develop informational tools for students and families to support key preK-12 transitions, including sharing student performance data to facilitate collaborative development of short and long-term academic and social goals for improved outcomes.	Develop informational tools <b>and grade level dialogues</b> for students and families to support key preK-12 transitions, including sharing student performance data to facilitate collaborative development of short and long-term academic and social goals for improved outcomes.
15	In coordination with AVID, develop information tools and programming for students and families to support postsecondary transitions to include college, advanced training, military, gap-year, and workforce options.	In coordination with <b>CTE and</b> AVID, develop information tools and programming for students and families to support postsecondary transitions to include college, advanced training, military, gap-year, and workforce options.
15	Develop and implement a sequence of work-based learning opportunities for students in middle and high schools.	<b>In coordination/collaboration with CTE,</b> develop and implement a sequence of work-based learning opportunities for students in middle and high schools.
16	Measures	Measures <b>We are committed to eliminating opportunity and achievement gaps by monitoring our progress through:</b>
17	Provide Division-wide software/applications to support the education and business operations.	Provide <b>a streamlined set of</b> Division-wide software/applications to support the education and



		business operations.
17	Provide digital tools to support real-time communication with students, staff, and community.	Provide a <b>streamlined set of</b> digital tools to support real-time communication with students, staff, <b>families</b> and the community.
18	Measures	Measures We are committed to eliminating opportunity and achievement gaps by monitoring our progress through:
19		Implement the family and community engagement action plan in support of ensuring all families feel welcome and supported as equal partners in their children’s education.
19	Ensure parents understand expectations for student learning, how to support their students’ success, and where to go for assistance.	Ensure parents, <b>regardless of home language</b> , understand expectations for student learning, how to support their students’ success, and where to go for assistance.
19	Hold regular community events in schools across the Division; work with Family and Community Engagement team and parent liaisons to maximize parent engagement.	Hold regular community events in schools across the Division; work with Family and Community Engagement team and parent liaisons to <b>engage families in meaningful ways</b> .
20		Developmental Assets Approach: These 40 positive supports and strengths are building blocks that children and teenagers need as a foundation for growing up. Research shows that these assets can have a positive impact on young people’s lives.
20	<del>Equity: Empowering students, families and staff by providing relationships and nurturing capability to collectively remove barriers that prevent anyone from achieving their aspirations.</del>	Racial Equity: When race doesn’t determine quality of life, opportunities, and outcomes.
20		Trauma-Informed: The increased awareness of trauma and adverse childhood experiences (ACES) will build a stronger more resilient trauma-informed community.
21		UNIFIED PLANNING PROCESS Alexandria prides itself on being a concerned, caring and engaged community — one



which works collaboratively for the benefit of those who live here and the larger public interests. Alexandrians view themselves individually but also, as part of this larger collective wishing to improve the lives of all who live in the city.

In 2019, the “perfect storm” of opportunity presented itself when the timing of revisions to three major city-related plans coincided — the Alexandria City Public Schools’ Strategic Plan, the Department of Community and Human Services’ Children and Youth Master Plan (CYMP), and the Alexandria Health Department and the Partnership for a Healthier Alexandria’s Community Health Improvement Plan (CHIP). These organizations established a Unified Planning Team in the spring of 2019 and found partnering to develop their plans collectively provided added value to each through the opportunity to maximize collective community engagement, use and focus on the most important data, and focus on shared outcomes.

The result of working together, instead of in isolation, should prove beneficial to all in Alexandria and serve as a model for future efforts in our community.

We invite you to view the outcome of this unified planning work in this document and the others completed as part of this collaborative effort.

While developing these plans is important, implementing them successfully is even more important. As a result, the Unified Planning Team will evolve into a Unified Implementation Team to continue the partnership during implementation of these plans over the next five years and continue to ensure alignment of actions, collective



	community engagement, use of data, and sharing of resources, when possible.
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