

Hickman Mills C-1 School District


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***Racial Equity  
Transformation Plan***

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## Hickman Mills C-1 Equity Transformation Plan - Core Beliefs

<b>Core Beliefs</b>	
<p><b>Beliefs</b></p> 	<p>We believe our students of color can achieve at the same level as their white counterparts. We believe that all students have a right to a culturally relevant curriculum. We believe that all stakeholders are encouraged to speak their truth in an environment that is free of bias and stereotypes. We believe that understanding and honoring the cultural background and beliefs of all families is an integral part of the learning process. We believe that procedures and practices that perpetuate institutional racism must be interrupted, addressed, and corrected. We believe that culturally competent staff members are valued as the foundation of a system that is working to eliminate institutional racism. We believe positive and meaningful partnerships that reflect and support the racial and ethnic diversity of the student population and community are essential to student success. We believe eliminating racial achievement disparities is a life-long journey. We believe that providing a highly effective public education to students of color is a critical investment. Beliefs The Hickman Mills School District will become a model of highly effective education for students of color and white students, by collaboratively ensuring the interruption of all practices that lead to racial achievement disparities. We believe in the development of racially literate students.</p>
<p><b>Vision Statement</b></p>	<p>The Hickman Mills School District will become a model for providing a highly effective, culturally responsive education for students of color and white students.</p>
<p><b>Mission Statement</b></p>	<p>The Hickman School distirct is committed to eliminating practices that result in predictably lower academic achievement of students of color, as distinguished by: providing a highly effective, culurally relevant education, producing racially literate students with leadership capacity, and interrupting practices that lead to racial disparities.</p>

Hickman Mills C-1 Equity Transformation Plan - Students At The Center

Pillars	Action Step	Equity Objectives	Equity Assessment Plan	Equity Action Plan
<b>Students at the Center</b>	The Student Services Dept will examine racial disparities in special education data focusing on initial referrals and disability assignments.	To ensure a proportionate match between the total student population and the number of students identified with a learning disability.	The Student Services Dept will disaggregate special education initial referral and student disability data.	The Student Services Dept will share the data with the leadership team and providing recommendations to address areas of need.
	We will examine district, building and teacher level discipline data for racial disparities related to referrals, suspensions and superintendent hearings.	Address and eliminate racial disparities in discipline referrals, suspensions and superintendent hearings.	Review discipline data on a monthly basis at the district and building level.	Develop action plans at the district or building level to address racial disparities found in data reports.
			Review racially disaggregated data on hearing referrals and decisions.	Address racial disparities found with district and building level leaders. Develop action plans based on findings.
	Plan 2.10.2 (From the Five Strategic Plan) Newly implemented District SAFE team protocols and processes are utilized by classroom teachers as a resource and support in dealing with challenging children.	To develop effective interventions in dealing with behavior concerns.	Building leaders along with Equity Teams will review SAFE team data in relation to success rate.	Each SAFE team will include a member of the building E Team.
				SAFE teams will isolate race in their discussions regarding students referred to the SAFE team.
	Develop racial leadership capacity among students at the secondary level.	Produce racially literate students with leadership capacity.		Students participating in the Superintendent's Advisory Council will engage in conversations around race.
				The high school and freshman center principals will engage in conversations around race with their student advisory council.
				Begin building capacity and structure for the implementation of SOAR (Students Organized Around Anti-Racism) during the 2017-2018 school year.
				Implementation of SOAR during the 2017-2018 school year at the secondary level.
	Provide opportunities for community and parent members to participate in Beyond Diversity.	Increase racial equity capacity among parents and patrons.		Schedule at least one parent/community Beyond Diversity opportunity annually.

Hickman Mills C-1 Equity Transformation Plan - Equity Leadership Development

Pillars	Action Step	Equity Objectives	Equity Assessment Plan	Equity Action Plan
<b>Equity Leadership Development</b>	All certified and classified staff will participate in Beyond Diversity.			Continue to build capacity around the racial equity work by conducting two rounds of Beyond Diversity during the 2016-2017 school year.
				During the 2017-2018 school year the district will offer Beyond Diversity opportunities to classified staff members as identified by leadership.
	PEG Affiliates identified and trained at District level.		Dr. Cargile and Mr. Klappmeyer completed certification to lead Beyond Diversity	Dr. Cargile and Mr. Klappmeyer, with coaching, will lead the Beyond Diversity in December, and another round in March.
	Beyond Diversity with E-Teams and district personnel from each department		Yr3 E-Teams training completed during 1st semester	E-Teams will develop their building level Equity Transformation Plans after the conclusion of Seminar 6, November 1.
	All new certified staff members will participate in Beyond Diversity		All new certified staff participated in Beyond Diversity August 2016.	
				Every meeting in the district will begin with a Racial Equity message and an opportunity for individuals at the meeting to check-in using the protocols.

Hickman Mills C-1 Equity Transformation Plan - Culturally Relevant Teaching and Learning

Pillars	Action Step	Equity Objectives	Equity Assessment Plan	Equity Action Plan
<b>Culturally Relevant Teaching &amp; Learning</b>	Plan Number 4.12 (From the 5 Year Strategic Plan) A district-wide comprehensive, culturally responsive professional development plan will be developed.	The district will provide professional development opportunities for teachers and leaders around culturally relevant teaching.	Examine all professional development opportunities and ensure culturally relevant pedagogy is being offered to teachers and administrators.	All new staff members will be trained in Beyond Diversity. Capacity building will continue through offering two additional Beyond Diversity sessions during the school year.
			Teachers will have the opportunity to participate in professional development opportunities aimed at increasing awareness around culturally relevant instruction, trauma, and/or poverty.	The C & I team will incorporate culturally relevant teaching practices into monthly principals and leadership meetings.
		Teachers will utilize culturally relevant teaching practices to incorporate relatable aspects of students' daily lives into the curriculum.		The C&I department will ensure English Language Arts, curriculum resources and supplemental texts are culturally relevant.
	Incorporate culturally responsive teaching and pedagogy professional development into the district professional development plan beginning with the 2017-2018 school year.	Provide multiple professional development opportunities during the school year to building teacher capacity related to culturally responsive teaching and pedagogy.	Development of district expectations related to a culturally relevant/responsive lesson/teaching. Drafting of these during CARE Team observations/walk-thoughts Spring 2017.	The C & I will identify specific culturally responsive professional development within the annual professional development calendar to increase the level of culturally responsive teaching taking place in the district's classrooms.

Hickman Mills C-1 Equity Transformation Plan - Family & Community Engagement & Empowerment

Pillars	Action Step	Equity Objectives	Equity Assessment Plan	Equity Action Plan
<b>Family and Community Engagement and Empowerment</b>	Equity education workshops planned in Parent University	Inform parents of the Equity policy and work taking place in the district.	Event survey will capture if the sessions were information.	Leadership team will work with LINC to continue offering classes twice/year
	Family/Community Engagement Plan	Be transparent about the goals of the process and how decisions are being made.	<p>Year 1-Market and create awareness of equity plan through all sources of media. Create equity material to be placed at the district office, schools and for patrons.</p> <p>Year 3- 100% complete District information translation</p> <p>Same as Year 1 above</p> <p>Ongoing -Create and cultivate partnerships that can provide resources &amp; services to the district, staff &amp; community and also provide or promote equitable academic standards. Through these partnerships, work to determine barriers that exist for our patrons.</p>	Marketing emphasis on the website and its translation capability for non-English speaking patrons, to assist with information that will educate and empower patrons and also help them navigate through the District's many services.
			Year 3- 100% complete District informational translation	Translate district information into parents primary languages
			Ongoing -Create and cultivate partnerships that can provide resources & services to the district, staff & community and also provide or promote equitable academic standards. Through these partnerships, work to determine barriers that exist for our patrons.	Strategically align with programs and expand partnerships that will help to showcase the equity plan of the District. One such program in already place at the district is the National OK Program.

Hickman Mills C-1 Equity Transformation Plan - Family & Community Engagement & Empowerment

		Be intentional and conscientious about the role stakeholders play in important issues.		
		Provide adequate resources		
		Provide multiple ways of knowing.		
		Identify barriers to participation and have a plan to limit or eliminate barriers.		
	Provide opportunities for community and parent members to participate in Beyond Diversity.	Increase racial equity capacity among parents and patrons.		Schedule at least one parent/community Beyond Diversity opportunity annually.
	All School Board members will participate in Beyond Diversity.	Building racial equity policy among member of the Board of Education.		Elected Board members will participate in the first Beyond Diversity opportunity following their taking the oath of the Board of Educaiton.

PASS

Partnerships for Academically Successful Students