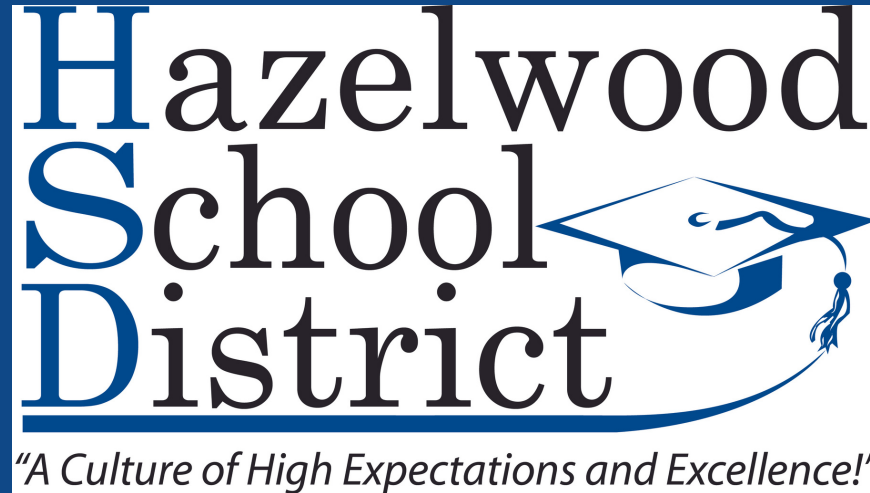


Diversity, Equity, and Inclusion Action Plan



March 15, 2022

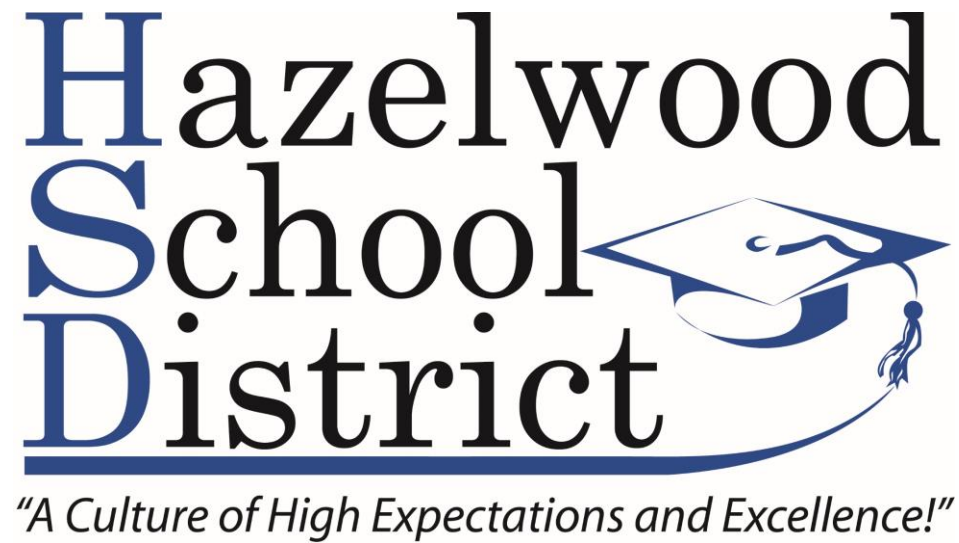
Thank you to the Hazelwood students, parents, educators, and community patrons in our Diversity, Equity, and Inclusion Solutions Group who have contributed feedback throughout the action planning process:

John Barnes	Staff Member
Stacy Bernaugh	Parent/Guardian
Marie Boesch	Staff Member
Rachel Bray	Parent/Guardian
Raymond Butler	Staff Member
Sarah Campbell	Staff Member
Ingrid Carter	Staff Member
Parker Chenault	Current Student
Anjanette Clark	Staff Member
Tammy Clark	Staff Member
Frankie Collins	Staff Member
Christopher Dailey	Staff Member, HSD Alum
Sarah Day	Community Patron
Nyede Diagne	Current Student
Taylor Dixon	Current Student
Tiffany Fane	Staff Member, HSD Alum
Makenzie Fisher	Current Student
Melissa Fitzgerald	Parent/Guardian, Staff Member, HSD Alum
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Lynn Friend	Staff Member
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Abida Jafari	Staff Member
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Hannah Noack-Ruebling	Staff Member
Tashia Ochoa	Parent/Guardian
Robert Payne	Staff Member
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Marvin Rice	Staff Member
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Diversity, Equity, and Inclusion Action Plan Goal #1:
Improve Student Achievement

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
Academics: Curriculum <i>Highlights:</i> -Expectations -Access and opportunity -Support system -Cultural representations	Mode of Stakeholder Ratings on Indicator: 2	A. Improve fidelity of the curriculum's implementation.			
		B. Provide curricular and differentiation support to teachers through professional development and administrator support.			
		C. Implement curriculum management plan.			
		D. Develop a curriculum rubric to audit, revise, and continuously update all existing curriculum and major instructional resources to identify strengths and limitations related to cultural responsiveness and diversity.			

**Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
		E. Integrate culturally responsive activities and diverse resources, including from international cultures, into curriculum where missing.			
		F. Update and revise the curriculum, if needed, to ensure students receive an accurate understanding of the positive and negative aspects of American history.			
		G. Embed and require intentional instruction for all students throughout grades 6-12 to work towards ACT expectations.			
		H. Recognize and celebrate ethnic/racial/cultural diversity (i.e. Black History Month, Indigenous People's Day, Global Diversity Awareness Month, National Welcoming Week) at schools and across the district.			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
		I. Analyze assessment scores regularly to ensure multilingual students are acquiring language as expected.			
Academics: Instructional Practices <i>Highlights:</i> -Equity lens -Relevant to home culture -Culturally relevant curriculum -Family and community connections	Mode of Stakeholder Ratings on Indicator: 2	A. Develop a diverse committee of stakeholders reflecting the district population to review curriculum/resources in each area and provide feedback on cultural responsiveness and diversity. Ensure stakeholders represent all three corridors' population and perspectives.			
		B. Provide high-quality training to staff on culturally proficient instruction and how to integrate culturally responsive activities and diverse resources. Provide research and training on "the why" of culturally proficient instruction and how it will help teachers strengthen instruction and build relationships.			
		C. Ensure teachers provide safe environments and address students' social/emotional needs.			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
		D. Use varied communication tools (i.e. translation services) to ensure all families learn about available resources.			
		E. Provide teacher efficacy training to help teachers develop ownership of student learning.			
Academics: Rigorous Academic Preparation <i>Highlights:</i> -Rigorous knowledge and skills are expected -Connected to students' backgrounds -Connected to students'	Mode of Stakeholder Ratings on Indicator: 2	A. Advocate and actively support the rights of all students and ensure all students feel safe and welcome in all aspects of their schooling experience.			
		B. Increase the percentage of students graduating high school and succeeding in college, careers, and life readiness.			
		C. Track and disaggregate data by student subgroup.			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
learning styles -Access to rigor and support for all		D. Publish grade-specific and school building level performance targets to track academic proficiency and growth to ensure opportunities for course correction and praise.			
		E. Ensure consistency in behavior support systems.			
		F. Conduct home visits (virtually and in person).			
		G. Teach students how to have real dialogue. Ensure linguistic scaffolds are available.			
		H. Strengthen partnerships with educational institutions to reduce college and career readiness gaps.			
		I. Expose students to real-life opportunities and experiences outside the classroom via electronic methods (i.e. Google, Zoom) and hands-on			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
		learning (i.e. field trips, science fairs, community partnerships).			
		J. Create innovative programs and educational opportunities to address the dropout rate and provide an education for non-traditional students and students who do not fare well in traditional classes.			
		K. Honor and support students choosing a vocational path by providing rigorous academic preparation.			
		L. Provide enrichment opportunities (tutoring, after school programs) to close the opportunity gap. Provide partnership opportunities for older students to support younger students with literacy and mathematics.			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Diversity, Equity, and Inclusion Action Plan Goal #2:
Differentiate and expand resources and services for students

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
Belongingness: Safe, Welcoming School Environment <i>Highlights:</i> -All subgroups embraced -Strategies for managing diversity	Mode of Stakeholder Ratings on Indicator: 2	A. Emphasize student-centered environments with supports across the continuum. Solicit student voice for consideration on perspectives of student-centered environments and desired supports.			
		B. Advocate for and actively support the rights of all students to feel safe and welcomed in all aspects of their schooling experience.			
		C. Develop an annual student survey that focuses on topics of welcomeness, safety, diversity, equity, and inclusion. Prioritize student-friendly language and ensure translations are available.			
		D. Create more inclusive and less segregated environments for students with special needs and students with IEPs. Provide disability support and			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
		awareness training for students and staff/faculty to increase collaboration between Special School District and General Education educators.			
		E. Put systems in place to get voice of broad parent input as opposed to disproportionate segments of parents.			
		F. Focus on customer service; make our buildings welcoming and inviting by having people in the front to demonstrate positive customer service skills.			
		G. Ensure learning plans are adapted to meet student learning styles, including for students with special needs.			
		H. Require staff to provide regular, informal check-ins with students.			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
		I. Encourage students to support and be civil to peers to give students a sense of belonging through specific training.			
		J. Provide training to teachers on strategies that promote classroom discussion and ensure every student's voice is heard (i.e. Kagan).			
		K. Clearly communicate to both students and staff the consequences for bullying or harassing behavior, including those behaviors related to race, gender, or ethnicity.			
		L. Encourage students to report derogatory and disrespectful behaviors from staff as well as peers, including micro-aggressions.			

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Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
		M. Confront and document incidences of bullying, harassment (i.e. taunting, slurs, gestures, innuendos), and investigate and follow-up after an incident.			
		N. Provide support to minoritized parents and students in the community (i.e. non-school-hour tutoring, technology training, and enrichment activities at convenient locations).			
Belongingness: Clear and Effective Policies <i>Highlights:</i> -Systems and structures that support equity - Training on managing climate -Management of negative issues	Mode of Stakeholder Ratings on Indicator: 2	A. Consistently implement district-wide systems and procedures that support students' individual academic, socioemotional, and behavioral needs. Solicit student voice and create a rubric representing the desired supports.			
		B. Provide training to teachers on reporting behaviors (i.e. bullying based on race, gender, or ethnicity) and what to do when situations occur to support the victim.			

**Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
		C. Develop and implement the use of social/emotional ideals (i.e. restorative practices) as an integral part of school-level behavior management plans to build positive relationships.			
		D. Provide implementation strategies on restorative circles, restorative justice, etc.			
		E. Fully implement school-level processes to support effective and efficient behavior modification systems (i.e. counseling, trauma, substance abuse, anger management, and alternative education programs).			
		F. Provide a component on the student survey that specifically asks students if they feel discipline is handled fairly and asks for suggestions on how to handle discipline fairly.			

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Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
		G. Develop proactive academic supports and interventions that address the diverse needs of all students.			
		H. Provide equitable learning spaces that are district expectations as opposed to building decisions- uniforms, course offerings, disciplinary infractions (i.e. insubordination vs voice).			
		I. Have spaces and opportunities at each building for students to share how they feel they are being treated and processes to address these feelings. Ensure processes are in place for investigations and support if necessary.			
Commitment to Understanding and Dismantling Racism: Learning	Mode of Stakeholder Ratings on Indicator: 2	A. Expand early childhood development programs including the Parents-as-Teachers Program.			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
Opportunities <i>Highlights:</i> -High quality culturally responsive curriculum -Substantial enrichment experiences -Personal and professional equity development -Eliminating disparity -Structural and cultural shifts		B. Continue to expand programs and opportunities for gifted and talented students to reduce disproportionality across race, gender, linguistic background, school, and corridor.			
		C. Provide support to Parents as Teachers educators and families in the areas of cultural responsiveness, trauma-informed support, and social/emotional needs via social work and supervisory support.			
		D. Provide support to minoritized parents and allies to solicit input and feedback regarding inequities and efforts to address identified inequities.			
		E. Strengthen and/or expand education partnerships to reduce college and career readiness gaps.			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
		F. Develop a tiered communication system to ensure that when the district communicates with families it is providing information in a manner that is available to all and accessed.			
		G. Ensure students have access to varied extracurricular activities, including sports.			
		H. Require systematic training and integration of culturally responsive principles, resources, and activities led by each building's Diversity, Equity, and Inclusion Solutions Group.			
		I. Display student work in classrooms and hallways that highlight culturally responsive resources and activities.			
		J. Provide survey or discussion opportunity for students to reflect upon and respond to culturally responsive resources and activities.			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
Commitment to Understanding and Dismantling Racism: Academic Placement -High expectations and rigor for all -Open access for all -Diverse and inclusive classes -Academic support	Mode of Stakeholder Ratings on Indicator: 2	A. Require building level recruitment to and student support in Honors and Advanced Placement courses to ensure student enrollment demographics are representative of district demographics and student successes.			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Diversity, Equity, and Inclusion Action Plan Goal #3

Enhance professional growth

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
<p>Diversity: Self-awareness</p> <p><i>Highlights:</i></p> <ul style="list-style-type: none"> - Mindful of personal and professional impact -Comprehensive planning and training for equity 	<p>Mode of Stakeholder Ratings on Indicator: 2</p>	<p>A. Provide training to certified and non-certified staff on customer service, conflict mediation, and communicating with culturally diverse populations. Ensure training includes role play and real life scenarios.</p>			
		<p>B. Incorporate professional development for teachers in the area of trauma-informed practices in order to support students' socioemotional well-being.</p>			
		<p>C. Establish professional supports and structures for all staff to share "voice."</p>			
		<p>D. Increase staff wellness through positive feedback.</p>			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
		E. Provide professional development for courageous conversations among staff regarding issues that lead to racial tension among staff.			
		F. Identify and address the recruitment and retention issues that are barriers for staff members of color.			
		G. Emphasize and work toward diversity in staff in all buildings.			
		H. Address the perception and reality of disenfranchisement and marginalization of African-American staff and administrators.			
		I. Address the perception and reality of nullification of authority of African-American administrators.			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
		J. Provide professional development for all staff regarding Statement of Solidarity and Racial Equity Policy ACIA, and Diversity, Equity, and Inclusion Action Plan.			
Diversity: Cultural proficiency <i>Highlights:</i> - Appreciation of difference -Curriculum support -Personal bias -Positive cross-cultural contact	Mode of Stakeholder Ratings on Indicator: 2	A. Improve the recruiting process at all levels of positions (certified and non-certified) to include screening for trauma support, diversity, and cultural competence.			
		B. Implement districtwide cultural competence training requirements, including acknowledgement of and responses to bias (both explicit and implicit).			
		C. Provide strategies for staff members to avoid unintentionally being complicit and silenced as referenced in the Statement of Solidarity.			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Diversity, Equity, and Inclusion Action Plan Goal #4:
Maintain fiscal responsibility

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
<p>Commitment to Dismantling Racism: Data</p> <p><i>Highlights:</i></p> <ul style="list-style-type: none"> - Data analysis (disaggregated) and planning - Systems and structures - Learning inputs and outcomes - Interventions for disproportionality 	<p>Mode of Stakeholder Ratings on Indicator: 2</p>	<p>A. Explore additional funding sources to ensure financial equity across district.</p>			
		<p>B. Ensure proper stewardship of resources by strengthening internal controls.</p>			
		<p>C. Audit purchases and use of items and enforce student and staff accountability expectations (i.e. use of technology).</p>			
		<p>D. Connect financial plan to the Strategic Plan.</p>			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
		E. Partner with Special School District to allocate resources to hire employees who will facilitate the district-wide Multi-Tiered Systems of Support (MTSS) team and address disproportionality with regard to disability.			
		F. Create a system for schools to ask for support for special programs that need funding to remove institutional barriers that systematically reinforce inequities in district (i.e. transfers from East side schools to West side schools).			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Diversity, Equity, and Inclusion Action Plan Goal #5:
Increase parent and community involvement

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
<p>Commitment to Understanding and Dismantling Racism: Community Engagement</p> <p><i>Highlights:</i></p> <ul style="list-style-type: none"> -Commitment to equity -Appreciation of diversity -Integrated school involvement -Courageous conversations and procedures -Effective implementation of equity projects 	<p>Mode of Stakeholder Ratings on Indicator: 2</p>	<p>A. Publicize and increase opportunities through HSD Parent University. Track parent participation and individually invite and recruit families who have not attended.</p>			
		<p>B. Increase use of ambassadors and advocates from diverse communities.</p>			
		<p>C. Enhance meaningful community outreach strategies and partnerships.</p>			
		<p>D. Assess the needs of parents and the district and address unique cultural needs.</p>			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
		E. Provide opportunities for parents that are welcoming and friendly to increase engagement with schools.			
		F. Expand volunteers and create diverse pool. Find alternative ways to utilize volunteers.			
		G. Expand specific mentorship partnerships and create diverse pool.			
		H. Sponsor more community events that build understanding about the school district's mission, vision, and goals.			
		I. Promote legislative advocacy in support of schools.			

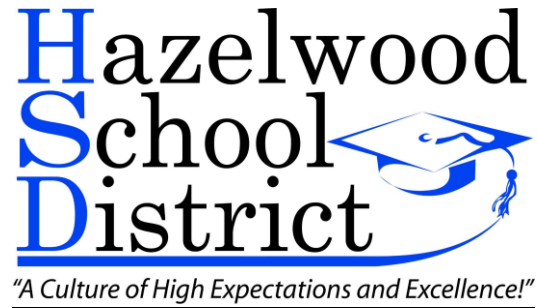
***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
<p>Belongingness: Student Voice</p> <p><i>Highlights:</i></p> <ul style="list-style-type: none"> -Established student voice -Co-creation of a healthy school culture -Skills to support a welcoming community -All stakeholders involved in decision making 	<p>Mode of Stakeholder Ratings on Indicator: 2</p>	<p>A. Increase community-based opportunities for high-risk student populations with language and financial barriers.</p>			
		<p>B. Use a student survey to measure students' feelings and attitudes regarding the school climate and culture via a student survey about belonging.</p>			
		<p>C. Ensure student voice at each level is provided to leadership.</p>			
		<p>D. Hold events that support, reflect, and encourage the cultures of our students.</p>			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*

Equity Progress Assessment Indicators	Performance Level 4- Advanced 3- Proficient 2- Progressing 1- Beginner	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Implementation Status**	Change from Last Progress Assessment (July 2021)**	Comments
<p>Diversity: Leaders Build Trust</p> <p><i>Highlights:</i></p> <ul style="list-style-type: none"> -Collective vision -Diverse partnerships -Multiple perspectives/approaches 	<p>Mode of Stakeholder Ratings on Indicator: 2</p>	<p>A. Provide structured forums for voices of marginalized, disenfranchised students, parents, and staff to be heard.</p>			
		<p>B. Recruit more diverse leaders and administrators to increase representation and address structural perception of diverse staff marginalization.</p>			

***Determined by reports and data provided to Diversity, Equity, and Inclusion Solutions Group*



Appendix A: Diversity, Equity, and Inclusion Action Plan Accountability Template

Diversity, Equity, and Inclusion Action Plan Accountability Template Goal #1: Improve Student Achievement

Equity Progress Assessment Indicators	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
Academics: Curriculum <i>Highlights:</i> -Expectations -Access and opportunity	A. Improve fidelity of the curriculum's Implementation.	District	Building	Principal
	B. Provide curricular support to teachers through professional development and administrator support.	District	Building	Assistant Superintendent; Principal

Equity Progress Assessment Indicators	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
-Support system -Cultural representations	C. Implement curriculum management plan.	District	District	Director of Curriculum and Instruction
	D. Develop a curriculum rubric to audit, revise, and continuously update all existing curriculum and major instructional resources to identify strengths and limitations related to cultural responsiveness and diversity.	District	District	Assistant Superintendent for Curriculum and Middle School Education, Director of Curriculum and Instruction
	E. Integrate culturally responsive activities and diverse resources, including from international cultures, into curriculum where missing.	District	Building	Assistant Superintendent for Curriculum and Middle School Education, Director of Curriculum and Instruction, Principal
	F. Update and revise the curriculum, if needed, to ensure students receive an accurate understanding of the positive and negative aspects of American history.	District	District	Assistant Superintendent for Curriculum and Middle School Education, Director of Curriculum and Instruction

Equity Progress Assessment Indicators	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
	G. Embed and require intentional instruction for all students throughout grades 6-12 to work towards ACT expectations.	Building	Building	Assistant Superintendent of High Schools, Assistant Superintendent of Middle Schools, Principal
	H. Recognize and celebrate ethnic/racial/cultural diversity (i.e. Black History Month, Indigenous People's Day, Global Diversity Awareness Month, National Welcoming Week).	District	Building	Coordinator of Counseling and Social Work, Principal
	I. Analyze assessment scores regularly to ensure multilingual students are acquiring language as expected.	District	District	Director of Data, Assessment, and Accountability, English Language Learners Curriculum Coordinator
Academics: Instructional Practices <i>Highlights:</i> -Equity lens -Relevant to home culture -Culturally relevant	A. Develop a diverse committee of stakeholders reflecting the district population to review curriculum/resources in each area and provide feedback on cultural responsiveness and diversity. Ensure stakeholders represent all three corridors' population and perspectives.	District	District	Director of Curriculum and Instruction

Equity Progress Assessment Indicators	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
curriculum -Family and community connections	B. Provide high-quality training to staff on culturally proficient instruction and how to integrate culturally responsive activities and diverse resources. Provide research and training on “the why” of culturally proficient instruction and how it will help teachers strengthen instruction and build relationships.	District	Building	Coordinator of Professional Development, Principal
	C. Ensure teachers provide safe environments and address students’ social/emotional needs.	Building	Building	Assistant Superintendent, Principal
	D. Use varied communication tools (i.e. translation services) to ensure all families learn about available resources.	District/Building	District/Building	Director of Communications and Public Relations, Principal
	E. Provide teacher efficacy training to help teachers develop ownership of student learning.	District	Building	Coordinator of Professional Development, Principal
Academics: Rigorous Academic Preparation	A. Advocate and actively support the rights of all students and ensure all students feel safe and welcome in all aspects of their schooling experience.	District	Building	Leadership Team, Principal

Equity Progress Assessment Indicators	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
<p><i>Highlights:</i></p> <ul style="list-style-type: none"> -Rigorous knowledge and skills are expected -Connected to students' backgrounds -Connected to students' learning styles -Access to rigor and support for all 	B. Increase the percentage of students graduating high school and succeeding in college, careers, and life readiness.	Building	Building	Principal, Counselor
	C. Track and disaggregate data by student subgroup.	District	District	Director of Data, Assessment, and Accountability,
	D. Publish grade-specific and school building level performance targets to track academic proficiency and growth to ensure opportunities for course correction and praise.	District	District	Director of Data, Assessment, and Accountability,
	E. Ensure consistency in behavior support systems.	Building	Building	Principal
	F. Conduct home visits (virtually and in person).	District/Building	District/Building	Coordinator of Counseling and Social Work, Principal
	G. Teach students how to have real dialogue. Ensure linguistic scaffolds are available.	Building	Building	Principal

Equity Progress Assessment Indicators	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
	H. Strengthen partnerships with educational institutions to reduce college and career readiness gaps.	District/Building	District/Building	Assistant Superintendent of High Schools, Principal
	I. Expose students to real-life opportunities and experiences outside the classroom via electronic methods (i.e. Google, Zoom) and hands-on learning (i.e. field trips, science fairs, community partnerships).	District/Building	Building	Principal
	J. Create innovative programs and educational opportunities to address the dropout rate and provide an education for non-traditional students and students who do not fare well in traditional classes.	District	District/Building	Principal, Director of Opportunity Center
	K. Honor and support students choosing a vocational path by providing rigorous academic preparation.	District	Building	Career and Technical Education Curriculum Coordinator
	L. Provide enrichment opportunities (tutoring, after school programs) to close the opportunity gap. Provide partnership opportunities for older students to support younger students with literacy and mathematics	Building	Building	Principal

Diversity, Equity, and Inclusion Action Plan Accountability Template Goal #2

Differentiate and expand resources and services for students

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
Belongingness: Safe, Welcoming School Environment <i>Highlights:</i> -All subgroups embraced -Strategies for managing diversity	Mode of Stakeholder Ratings on Indicator: 2	A. Emphasize student-centered environments with supports across the continuum. Solicit student voice for consideration on perspectives of student-centered environments and desired supports.	Building	Building	Principal
		B. Advocate for and actively support the rights of all students to feel safe and welcomed in all aspects of their schooling experience.	Building	Building	Principal
		C. Develop an annual student survey that focuses on topics of welcomeness, safety, diversity, equity, and inclusion. Prioritize student-friendly language and ensure translations are available.	District	Building	Director of Data, Assessment, Accountability, Principal
		D. Create more inclusive and less segregated environments for students with special needs and students with IEPs. Provide disability support and awareness training for students and	Building	Building	Special Education Director, Principal

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
		staff/faculty to increase collaboration between Special School District and General Education educators.	District	Building	Director of Communication s and Public Relations, Principal
E. Put systems in place to get voice of broad parent input as opposed to disproportionate segments of parents.					
		F. Focus on customer service; make our buildings welcoming and inviting by having people in the front to demonstrate positive customer service skills.	District	Building	Direct supervisors
		G. Ensure learning plans are adapted to meet student learning styles, including for students with special needs.	Building	Building	Principal
		H. Require staff to provide regular, informal check-ins with students.	Building	Building	Principals, Counselor

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
		I. Encourage students to support and be civil to peers to give students a sense of belonging through specific training.	Building	Building	Principals
		J. Provide training to teachers on strategies that promote classroom discussion and ensure every student's voice is heard (i.e. Kagan).	Building	Building	Coordinator of Professional Development, Principal
		K. Clearly communicate to both students and staff the consequences for bullying or harassing behavior, including those behaviors related to race, gender, or ethnicity.	Building	Building	Principal, Counselor
		L. Encourage students to report derogatory and disrespectful behaviors from staff as well as peers, including micro-aggressions.	Building	Building	Principal, Counselor

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
		M. Confront and document incidences of bullying, harassment (i.e. taunting, slurs, gestures, innuendos), and investigate and follow-up after an incident.	Building	Building	Principal
		N. Provide support to minoritized parents and students in the community (i.e. non-school-hour tutoring, technology training, and enrichment activities at convenient locations).	District	District/Building	Director of Federal Programs and Special Projects
Belongingness: Clear and Effective Policies <i>Highlights:</i> -Systems and structures that support equity - Training on managing climate -Management of negative issues	Mode of Stakeholder Ratings on Indicator: 2	A. Consistently implement district-wide systems and procedures that support students' individual academic, socioemotional, and behavioral needs. Solicit student voice and create a rubric representing the desired supports.	District	Building	Coordinator of Counseling and Social Work, Counselor
		B. Provide training to teachers on reporting behaviors (i.e. bullying based on race, gender, or ethnicity) and what to do when situations occur to support the victim.	District	Building	Principal

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
		C. Develop and implement the use of social/emotional ideals (i.e. restorative practices) as an integral part of school-level behavior management plans to build positive relationships.	Building	Building	Coordinator of Counseling and Social Work, Counselor
		D. Provide implementation strategies on restorative circles, restorative justice, etc.	Building	Building	Coordinator of Counseling and Social Work, Counselor
		E. Fully implement school-level processes to support effective and efficient behavior modification systems (i.e. counseling, trauma, substance abuse, anger management, and alternative education programs).	District	Building	Counselor
		F. Provide a component on the student survey that specifically asks students if they feel discipline is handled fairly and asks for suggestions on how to handle discipline fairly.	District	Building	Director of Communications and Public Relations

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
		G. Provide proactive academic supports and interventions that address diverse needs of students.	Building	Building	Principals, Coordinator of Virtual Programming
		H. Provide equitable learning spaces that are district expectations as opposed to building decisions- uniforms, course offerings, disciplinary infractions (i.e. insubordination vs voice).	District	District	Assistant Superintendent of Student Services
		I. Have spaces and opportunities at each building for students to share how they feel they are being treated and processes to address these feelings. Ensure processes are in place for investigations and support if necessary.	Building	Building	Principal
Commitment to Understanding and Dismantling Racism: Learning	Mode of Stakeholder Ratings on Indicator: 2	A. Expand early childhood development programs including the Parents-as-Teachers Program.	District	Building	Director of Early Childhood

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
<p>Opportunities</p> <p><i>Highlights:</i></p> <ul style="list-style-type: none"> -High quality culturally responsive curriculum -Substantial enrichment experiences -Personal and professional equity development -Eliminating disparity -Structural and cultural shifts 		<p>B. Expand programs and opportunities for gifted and talented students to reduce disproportionality across race, gender, linguistic background, school, and corridor.</p>	District	Building	Coordinator of Gifted Education K-12
		<p>C. Provide support to Parents as Teachers educators and families in the areas of cultural responsiveness, trauma-informed support, and social/emotional needs via social work and supervisory support.</p>	Building	Building	Director of Early Childhood
		<p>D. Provide support to minoritized parents and allies to solicit input and feedback regarding inequities and efforts to address identified inequities.</p>	District	Building	Director of Federal Programs and Special Projects
		<p>E. Strengthen and/or expand education partnerships to reduce college and career readiness gaps.</p>	District	Building	Director of Curriculum and Instruction, Career and Technical Education Curriculum Coordinator

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
		F. Develop a tiered communication system to ensure that when the district communicates with families it is providing information in a manner that is available to all and accessed.	District	Building	Director of Communications and Public Relations
		G. Ensure students have access to varied extracurricular activities, including sports.	District	Building	Assistant Superintendent of High Schools, Assistant Superintendent of Middle Schools, Activity Directors
		H. Require systematic training and integration of culturally responsive principles, resources, and activities led by each building's Diversity, Equity, and Inclusion Solutions Group.	District	District	Director of Federal Programs and Special Projects
		I. Display student work in classrooms and hallways that highlight culturally responsive resources and activities.	Building	Building	Principal

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
		J. Provide survey or discussion opportunity for students to reflect upon and respond to culturally responsive resources and activities.	Building	Building	Director of Federal Programs and Special Projects, Principal
<p>Commitment to Understanding and Dismantling Racism: Academic Placement</p> <p><i>Highlights:</i> -High expectations and rigor for all -Open access for all -Diverse and inclusive classes -Academic support</p>	Mode of Stakeholder Ratings on Indicator: 2	A. Require building level recruitment to and student support in Honors and Advanced Placement courses to ensure student enrollment demographics are representative of district demographics and student successes.	Building	Building	Assistant Superintendent of High Schools, Principal, Counselor

Diversity, Equity, and Inclusion Action Plan Accountability Template Goal #3

Enhance professional growth

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
Diversity: Self-awareness <i>Highlights:</i> - Mindful of personal and professional impact -Comprehensive planning and training for equity	Mode of Stakeholder Ratings on Indicator: 2	A. Provide training to certified and non-certified staff on customer service, conflict mediation, and communicating with culturally diverse populations. Ensure training includes role play and real life scenarios.	District	District	Coordinator of Professional Development
		B. Incorporate professional development for teachers in the area of trauma-informed practices in order to support students' socioemotional well-being.	Building	Building	Principal
		C. Establish professional supports and structures for all staff to share "voice."	District	Building	Principal
		D. Increase staff wellness through positive feedback.	District	Building	Coordinator of Health Services

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
		E. Provide professional development for courageous conversations among staff regarding issues that lead to racial tension among staff.	District	Building	Principal
		F. Identify and address the recruitment and retention issues that are barriers for staff members of color.	District	District	Director of Human Resources and Evaluation
		G. Emphasize and work toward diversity in staff in all buildings.	District	Building	Principal
		H. Address the perception and reality of disenfranchisement and marginalization of African-American staff and administrators.	District/Building	District/Building	Leadership Team
		I. Address the perception and reality of nullification of authority of African-American administrators.	District	District/Building	Leadership Team

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
		J. Provide professional development for all staff regarding Statement of Solidarity and Racial Equity Policy ACIA, and Diversity, Equity, and Inclusion Action Plan.	District	Building	Principal
Diversity: Cultural proficiency <i>Highlights:</i> - Appreciation of difference -Curriculum support -Personal bias -Positive cross-cultural contact	Mode of Stakeholder Ratings on Indicator: 2	A. Improve the recruiting process at all levels of positions (certified and non-certified) to include screening for trauma support, diversity, and cultural competence.	District	Building	Hiring manager
		B. Implement districtwide cultural competence training requirements, including acknowledgement of and responses to bias (both explicit and implicit).	District	Building	Coordinator of Professional Development
		C. Provide strategies for staff members to avoid unintentionally being complicit and silenced as referenced in the Statement of Solidarity.	District	Building	Coordinator of Professional Development

Diversity, Equity, and Inclusion Action Plan Accountability Template Goal #4
Maintain fiscal responsibility

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
<p>Commitment to Dismantling Racism: Data</p> <p><i>Highlights:</i></p> <ul style="list-style-type: none"> - Data analysis (disaggregated) and planning - Systems and structures - Learning inputs and outcomes - Interventions for disproportionality 	<p>Mode of Stakeholder Ratings on Indicator: 2</p>	<p>A. Explore additional funding sources to ensure financial equity across district.</p>	<p>District</p>	<p>District</p>	<p>Chief Financial Officer, Director of Accounting and Finance, Director of Federal Programs and Special Projects</p>
		<p>B. Ensure proper stewardship of resources by strengthening internal controls.</p>	<p>District/Building</p>	<p>District/Building</p>	<p>Chief Financial Officer, Director of Accounting and Finance, Leadership Team, Board, Principals</p>
		<p>C. Audit purchases and use of items and enforce student and staff accountability expectations (i.e. use of technology).</p>	<p>District/Building</p>	<p>District/Building</p>	<p>Chief Financial Officer, Director of Accounting and Finance, Leadership Team, Board, Principals</p>

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
		D. Connect financial plan to the Strategic Plan.	District	District	Chief Financial Officer, Assistant Superintendents
		E. Partner with Special School District to allocate resources to hire employees who will facilitate the district-wide Multi-Tiered Systems of Support (MTSS) team and address disproportionality with regard to disability.	District	District	Assistant Superintendent of Student Services, Special Education Director
		F. Create a system for schools to ask for support for special programs that need funding to remove institutional barriers that systematically reinforce inequities in district (i.e. transfers from East side schools to West side schools).	District	District	Deputy Superintendent, Chief Financial Officer

Diversity, Equity, and Inclusion Action Plan Accountability Template Goal #5
Increase parent and community involvement

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
Commitment to Understanding and Dismantling Racism: Community Engagement <i>Highlights:</i> -Commitment to equity -Appreciation of diversity -Integrated school involvement -Courageous conversations and procedures -Effective implementation of equity projects	Mode of Stakeholder Ratings on Indicator: 2	A. Publicize and increase opportunities through HSD Parent University. Track parent participation and individually invite and recruit families who have not attended.	District	District	Federal Programs Specialist
		B. Increase use of ambassadors and advocates from diverse communities.	District	Building	Director of Communications and Public Relations
		C. Enhance meaningful community outreach strategies and partnerships.	District	District/Building	Director of Communications and Public Relations
		D. Assess the needs of parents and the district and address unique cultural needs.	Building	Building	Principal

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
		E. Provide opportunities for parents that are welcoming and friendly to increase engagement with schools.	Building	Building	Principal
		F. Expand volunteers and create diverse pool. Find alternative ways to utilize volunteers.	Building	Building	Principal
		G. Expand specific mentorship partnerships and create diverse pool.	Building	Building	Principal
		H. Sponsor more community events that build understanding about the school district's mission, vision, and goals.	District/Building	District/Building	Director of Communications and Public Relations, Principal
		I. Promote legislative advocacy in support of schools.	District	District	Leadership Team

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
<p>Belongingness: Student Voice</p> <p><i>Highlights:</i></p> <ul style="list-style-type: none"> -Established student voice -Co-creation of a healthy school culture -Skills to support a welcoming community -All stakeholders involved in decision making 	<p>Mode of Stakeholder Ratings on Indicator: 2</p>	<p>A. Increase community-based opportunities for high-risk student populations with language and financial barriers.</p>	<p>District</p>	<p>District</p>	<p>Director of Federal Programs and Special Projects, English Language Learners Curriculum Coordinator</p>
		<p>B. Use a student survey to measure students' feelings and attitudes regarding the school climate and culture via a student survey about belonging.</p>	<p>Building</p>	<p>Building</p>	<p>Principal</p>
		<p>C. Ensure student voice at each level is provided to leadership.</p>	<p>Building</p>	<p>Building</p>	<p>Principal</p>
		<p>D. Hold events that support, reflect, and encourage the cultures of our students.</p>	<p>District/Building</p>	<p>District/Building</p>	<p>Principal, Leadership Team</p>

Equity Progress Assessment Indicators	Performance Level (4- Advanced; 1- Beginner)	Evidence/Action Steps (Selected Strategies & Measurable Action Steps including Strategic Plan)	Where Initiated (i.e. district or building)	Where Implemented (i.e. district or building)	Primary Monitor
<p>Diversity: Leaders Build Trust</p> <p><i>Highlights:</i> -Collective vision -Diverse partnerships -Multiple perspectives/approaches</p>	<p>Mode of Stakeholder Ratings on Indicator: 2</p>	<p>A. Provide structured forums for voices of marginalized, disenfranchised students, parents, and staff to be heard.</p>	<p>Building</p>	<p>Building</p>	<p>Principal</p>
		<p>B. Recruit more diverse leaders and administrators to increase representation and address structural perception of diverse staff marginalization.</p>	<p>District</p>	<p>District</p>	<p>Assistant Superintendent of Human Resources</p>