

# Equity Transformation Plan Template

## Reflection

Consider whether or not you feel that your school system is "good enough" for your own child. How many of your colleagues would choose your school system for their own children? How does this discovery impact your passion for, perspective about, and practice toward improving schooling for our most needy students?

## A VISION OF EQUITY

If your school is truly equitable, all children arrive each day to a clean and inviting environment in which the educators are sure of their capabilities, excited about teaching *and* learning, and steadfast in their resolve to dismantle the barriers, such as harmful stereotypes and labels, that block children's freedom to learn. As students enter through the front doors, the principal and other members of the administration, faculty, and staff greet them by name and inquire about the well-being of a supportive family member or a recent personal challenge. Children feel safe and secure in this school, not due to locks, metal detectors, and security guards, but due to their understanding that school has their physical, emotional, and spiritual safety at heart.

As they continue into their classrooms, students again are warmly and enthusiastically greeted by the teacher. In class, students are exposed to a rigorous and demanding curriculum that challenges them fully. Students need not worry whether this or any other class is advanced or remedial because all students are placed in classes that push them to excel, regardless of their skin color, cultural background, or previous learning challenges. This class is not disproportionately White or discernibly Black, Brown, or Asian; it includes an equal representation of all the students in the school so that no student is isolated racially.

In facilitating learning, teachers are well aware of the individual talents of the students and provide the support that every child needs. The curriculum is respectful and reflective of the diversity of students' experiences, backgrounds, and cultures, both those that are represented in the classroom and perhaps some others as well. Furthermore, students see themselves in the curriculum and are encouraged to relate to it personally. Students can rest assured that every teacher will teach to standard and instruct from a common curriculum that is used throughout the school. Because learning

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they will receive every tool they need to succeed beyond the classroom. As they engage in activities after school, they are treated with respect and dignity. Above all else, they are expected to reach high and succeed often. When students graduate, they exit secure in their knowledge and their abilities. They have not been sheltered, coddled, and limited; they have been pushed to excel beyond their own expectations. Education has fulfilled its mandate with these students, and they are prepared to attain all their heart desires.

We believe that E. J. Singleton and other students like him deserve nothing less when they go to school each day.