



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

6-23-22 DRAFT Equity Plan 2022-2024

Vision: The Dover School District will ensure equitable and fair educational opportunities for all students by allocating resources fairly and equitably, providing diverse learning opportunities, and demonstrating a commitment to equity and fairness across the school district.

Goal Area 1: Increase the cultural awareness of teachers, administrators, and staff of the Dover School District

2022-2023 Action Steps

- Develop a district-wide guide defining equity literacy for the Dover Schools
- Provide ongoing professional development for staff that will focus on improving equity literacy
- Create professional development opportunities that help educators understand the power structures in their schools and the ways they can increase student voice and partner with students
- Develop school-based equity plans to address specific needs of each building and the specific staff in each building
- Incorporate equity literacy in hiring practices and orientation of all new staff
- Develop a district equity policy

2023-2024 Action Steps

- Incorporate equity literacy in staff evaluations
- Continue ongoing professional development focused on equity literacy
- Continue to offer professional development opportunities that help educators understand the power structures in their schools and the ways they can increase student voice and partner with students
- Revise school-based equity plans based on progress in 2022-2023 school year
- Implement district equity policy

Goal Area 2: Improve the school culture in all schools to be inclusive, safe, and welcoming for all students, staff, and families

2022-2023 Action Steps

- Collect student data across each school regarding participation, discipline, attendance, access to school activities, use of resources broken down by race/ethnicity, gender, socioeconomic status, sexual orientation, etc.
- Conduct and analyze school culture surveys and focus groups in each school involving students, staff and parents that are focused on engagement in school as well as safety and connections within the school
- Engage students, staff, and parents in the development of specific actions to improve the culture in each school

2023-2024 Action Steps

- Continue to collect student data across each school regarding participation, discipline, attendance, access to school activities, use of resources broken down by race/ethnicity, gender, socioeconomic status, sexual orientation, etc.
- Continue with school culture surveys in each school
- Assess progress in improvement of school culture in each school

Goal Area 3: Ensure equitable achievement of all students through effective curriculum, instruction, and assessment practices

2022-2023 Action Steps

- Revise school board policies regarding curriculum and instruction to reflect an emphasis on equity literacy, including a revision of how instructional materials are selected.
- Revise the teacher evaluation process to include assessment of instruction that is culturally responsive
- Make explicit that competency-based learning implementation focuses on equitable achievement for all students
- Disaggregate data on course enrollments in high school based on race/ethnicity, gender, socioeconomic status, sexual orientation, etc. to determine the level of equitable access for students

2023-2024 Action Steps

- Implement school board policies regarding curriculum and instruction to reflect an emphasis on equity literacy, including the selection of instructional materials
- Implement the revised teacher evaluation process that includes culturally responsive instruction
- Ensure that competency-based learning implementation focuses on equitable achievement for all students
- Continue to examine disaggregated data on course enrollments in high school based on race/ethnicity, gender, socioeconomic status, sexual orientation, etc. to determine the level of equitable access for students

Goal Area 4: Expand family and community engagement in all of the Dover Schools, especially those families who have not historically been engaged

2022-2023 Action Steps

- Explore ways to grow and diversify existing parent/teacher groups in the schools, including renaming groups to be more inclusive
- Design a process to identify barriers and opportunities for family engagement
- Promote a welcoming environment in schools by providing cultural awareness training for all staff who meet with families
- Increase multilingual access for all school communication including health, registration, achievement, resources, activities, behavioral, and family communication
- Implement multilingual capacity for grading and competency reporting systems

2023-2024 Action Steps

- Continue to grow and diversify formal groups for family involvement in the schools
- Implement a process that will identify barriers and opportunities for family engagement
- Develop school-based plans for increasing opportunities for family engagement
- Continue to improve access to all school communication in the targeted languages of all families

Goal Area 5: Recruit, retain and promote a diverse mix of educators who are representative of the growing diversity in our schools and communities

2022-2023 Action Steps

- Develop an “Equity Hiring Tool Kit” to use in hiring all staff for the 2023-2024 school year
- Actively examine the efforts of other school districts who have has success in increasing the diversity of their educators
- Develop career pathways so that existing BIPOC staff members can be supported in obtaining teacher certification and training for leadership roles in the district.
- Provide specific support for BIPOC staff who have been hired into the district

2023-2024 Action Steps

- Revise the “Equity Hiring Tool Kit” to use in hiring all staff for the 2024-2025 school year
- Collaborate with other school districts who are actively increasing the diversity of their educators
- Continue to develop career pathways so that existing BIPOC staff members can be supported in obtaining teacher certification and training for leadership roles in the district.
- With input from current BIPOC staff, improve the support system for BIPOC staff who have been hired into the district

Explanation of terms used:

Educational Equity: The Great Schools Partnership defines educational equity as: “ensuring just outcomes for each student, raising marginalized voices, and challenging the imbalance of power and privilege.”

Cultural awareness: The National Center for Cultural Competence defines “cultural awareness” as being cognizant, observant, and conscious of similarities and differences among and between cultural groups

Equity literacy: As defined by the Equity Literacy Institute, it is the understanding and action required to create equitable schools. It is about both the commitment to individual and institutional understandings of how equity and inequity operate as well as the individual and institutional knowledge, skills, and will to identify and eliminate inequities, and actively cultivating equity. The five abilities of equity literacy include:

- The ability to recognize even the subtlest biases and inequities;
- The ability to respond skillfully and equitably to biases and inequities in the immediate term;
- The ability to redress biases and inequities by understanding and addressing them at their institutional roots;
- The ability to actively cultivate equity by applying an equity commitment to every decision, and;
- The ability to sustain equity efforts even in the face of discomfort or resistance.

Culturally responsive: Using students’ customs, characteristics, experiences, and perspectives as tools for better classroom instruction. Students of color see themselves and their communities as belonging in academic spaces.

Equity Hiring Tool Kit: This will be a Dover School District resource designed to hire talented and qualified staff while understanding and mitigating bias in the hiring process. This resource will be updated and maintained on an ongoing basis by the Human Resources department of the Dover School District.

BIPOC: Black, Indigenous, and People of Color

Helpful resources:

[Portland, Maine recently adopted equity policy](#)

[Pennsylvania School Boards Association Advice on Developing Equity Plans](#)

[Fairfield Ohio Diversity Plan](#)

[Exeter NH Diversity, Equity, Inclusion, Justice page](#)

[Franklin Township NJ Equity Plan](#)