



## HVRSD Equity Goal Plan of Action

The Hopewell Valley Regional School District is committed to the success of every student. The District is committed to identifying and removing institutional barriers, and creating access and opportunities to foster the success of our students. “Achieving equity” means students’ identities will not predict nor predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, and treatment to foster success for each student.

Educational equity promotes equality of educational opportunities and reduces the disparity of results between diverse groups of students. Equity strategies are intentional, systematic and focused on the core of the teaching and learning process.

The Theory of Action we defined for pursuing the goal(s):

1. Systematically use district and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, socioeconomic status and mobility to inform district decision making.
2. Annually review and revise curricula to ensure that it is written in a manner that addresses issues of equity in our classroom and provides a balanced, bias-free presentation of content.
3. Review policies and practices to ensure that access to classes is not limited solely by achievement-based criteria, but also considers student motivation and interest in the subject matter.
4. Work to raise the achievement of all students and narrow any achievement gaps between disaggregated student groups ( i.e students who share similar characteristics).
5. Work to identify and eliminate disparities and/or systemic barriers that may exist which predict or predetermine a student’s achievement in all aspects of education and its administration.
6. Graduate students ready to succeed in a diverse local, national and global community.

The data that is used to analyze and support the selection of the district’s Equity Goals?

- Demographic review of advanced level classes (grades 3-12)
- Demographic review special education and BSI placement
- Demographic review of discipline
- Anecdotal conversations with staff

The strategies we are using to achieve the goal(s)

- Provide open access to honors and AP level course
- Instituted Recitation and flex at the secondary level to provide support to students
- Cultural Competence & Character Education Committee (framework)
- Alignment to District & School Goals (launched each year from convocation & PD Days)
- Data Dives (OnCourse)
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- Administrative training in Cultural Competence (S. Khalilah Brann Educational & Racial Equity Coach Erin Dunlevy, Restorative Justice Coach & Equity Consultant Zipporah Mills, Education and Racial Equity Coach)
- Staff Training in Cultural Competence
- Grading Committee (50% and Second Chance Learning)
- Blended Learning
- Curricular Updates Include History - We are in the process of revising all curriculum K-12 to educate and reflect on our cultural diversity. Local residents and community leaders, Beverly Mills and Elaine Buck, have addressed students, Board of Education committees, and staff to help us embed local Hopewell Valley African American history into our curriculum.
- Curricular Updates Include Racial Literacy - Beginning in September 2019, history classes taken by all freshmen will include fostering conversations about race and racial literacy.
- Student Discipline - We have implemented more sensitive discipline practices and we are exploring Restorative Justice practices.

The measurable outcomes the district will use to monitor progress and impact of implementation of district Equity Goals:

- Review of academic data
- Review of discipline data
- Anecdotal conversations with staff

Our Equity Goals will be communicated to district, school staff and other key locally identified stakeholders in the following ways:

- Annual convocation with staff
- Host community conversations with town leaders
- Faculty meetings
- Staff Professional Development days
- New staff training
- Letter to the community highlighting effort