

# Dothan City Schools Equity Plan

## Abstract

Dothan City Schools recognizes that successful students are nurtured and supported through collaborative partnerships. These partnerships build upon awareness of the unique abilities and needs students bring with them as individuals. In addressing educating the “whole” child, DCS is committed to seeking improvement in cultural knowledge and identifying instructional strategies/procedures or policies that create barriers to student success in academic achievement while providing safe and secure learning environments for all students.

As the Dothan City School Equity Plan committee members engaged with the content of this work, they utilized various resources through data gathering within our schools and school community to ascertain the breadth and depth of understanding cultural responsiveness and equity to access as noted in the Equity framework diagram. Using this knowledge, the team continues to collaborate, research, and revise the following action plan for moving DCS forward in meeting our vision, mission, and beliefs.

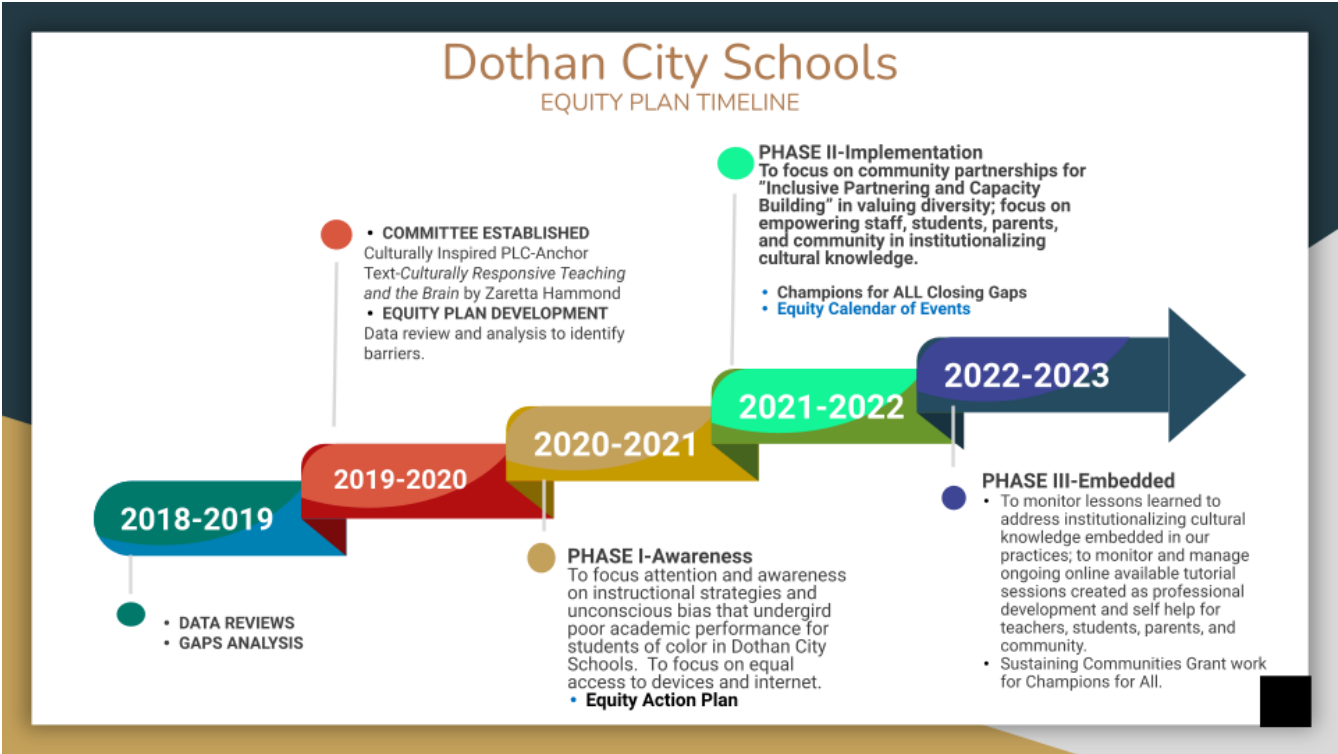
This plan noted a 3 phased Equity Action process:

*Phase 1: To focus attention and awareness on instructional strategies and unconscious bias that undergird poor academic performance for students of color in Dothan City Schools.*

*Phase 2: To focus on community partnerships for “Inclusive partnering and Capacity Building” in valuing diversity.*

*Phase 3: To monitor lessons learned to address institutionalizing cultural knowledge embedded in our practices.*

\*(Robins, K. N., Lindsey, R. B., Lindsey, D. B., & Terrell, R. D. (Eds.). (2005). *Culturally proficient instruction: A guide for people who teach*. Corwin Press)



## Committee Members

Dr. Debra Wright, Chair, Asst. Superintendent Auxiliary Services	Ms. Maria Johnson, Co-Chair, Assistant Superintendent Curriculum
Dionne Blair, Principal	Tina Garst, Assistant Principal
Shona Fletcher, Parental Involvement Specialist	Monica Montalvo, Principal
Scott Faulk, District Homeless Liaison	Vanessa Gunn, Principal
Dr. Kristen Dawkins, Instructional Coach	Tracey Horn, Principal
Zimarie Spencer, English Language Learner teacher	Tamika Fleming, Principal
Christina Johnson, Principal	James Williams, Principal
Christy Martin, Principal	Crystal Howard, Parent, PTO President
Bridget Hardaway, Parent	Taiisha Walton, Parent, PTO President

## Our School/District Vision:

Empower Everyone Everyday - All decisions will be made with the students' best interest in mind. Our community thrives when the education of all is a shared responsibility. Our employees are crucial to our success. Diversity and individual needs are respected and valued. Improved instruction, parental engagement, and quality leadership results in higher student achievement.

## Our School/District Mission:

C.A.R.E.S. (Communicate, Achieve, Relate, Engage, Succeed)

## Equity Framework

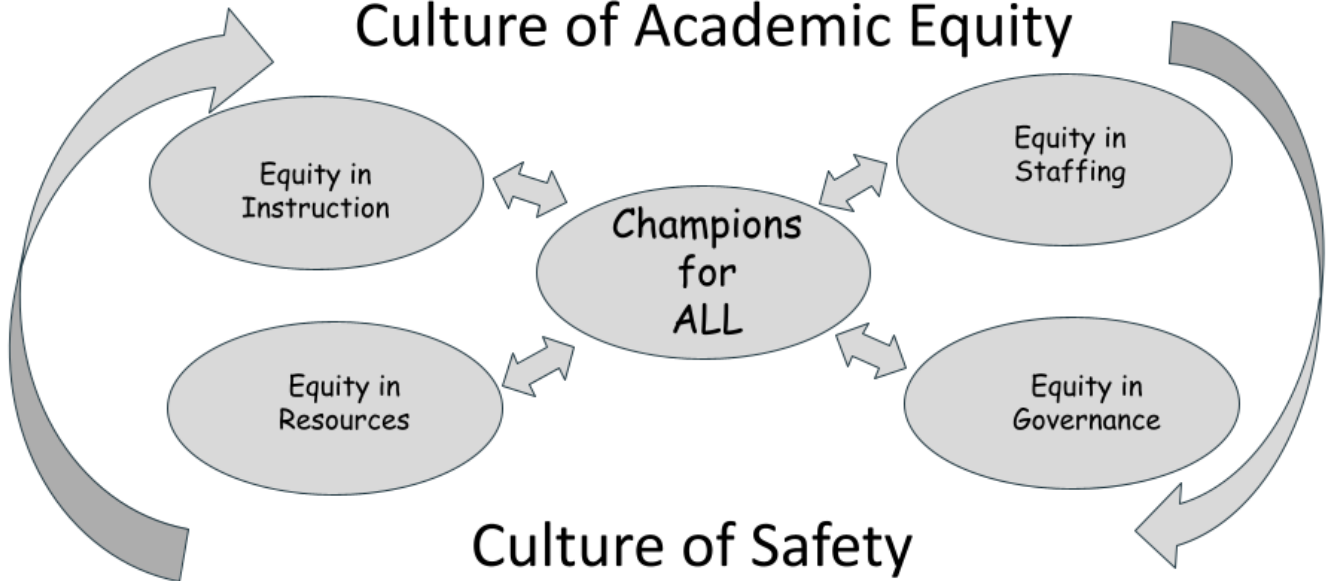
Equality and Equity - What is the difference?

- Equality means each individual or group of people is given the same resources or opportunities.
- Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.

[https://www.marinhhs.org/sites/default/files/boards/general/equality\\_v.\\_equity\\_04\\_05\\_2021.pdf](https://www.marinhhs.org/sites/default/files/boards/general/equality_v._equity_04_05_2021.pdf)

## Dothan City Schools Equity Framework

### Culture of Academic Equity



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## DCS Equity ACTION Plan

### Goals:

1. Establish a Culture of Academic Equity to Reduce the achievement gap in Reading and Math among subgroups
2. Establish a Culture of Safety through facilitation of family, school, and community engagement in shared responsibility for producing the desired outcomes for our students

### Section 1: Culture of Academic Equity

“Educators provide all students with individual support they need to reach and exceed a common standard.” “...the focus is on the possibilities of the student rather than his or her limitations.” Linton, C. (2011). *Equity 101- The equity framework: Book 1*. Corwin Press, <https://dx.doi.org/10.4135/9781506335551>

### Section 2: Culture of Safety

In reviewing achievement data, the team recognized that successful achievement of academic equity for all students must include a culture of safety that will address not only physical safety but also social emotional/mental health safety. Our goal for systemic sustainability is supported in the facilitation of stakeholder engagement and professional development

## Outcomes:

We want educators to know and be able to implement guidelines for addressing cultural proficiency instructional practices to close achievement gaps between subgroups.

### Essential Element #1 Assessing Cultural Knowledge

Support for understanding the dynamics of Diversity - *Champions for ALL* initiative - district wide approach to closing achievement gaps, addressing perspectives that create barriers, and providing leadership and support in continuous improvement.

### Essential Element #2 Valuing Diversity

- *Address teacher mindsets - "... shift to inclusive values and behaviors toward students perceived as troubled or troubling."*
- *Train teachers to recognize different cultural nuances that can be perceived negatively by teachers.*

### Essential Element #3 Managing the dynamics of diversity

*"Use coaching as a professional tool to improve standards-focused, student-centered, equity-based teaching, learning, and leading."*

- Classroom Conversations
- Professional Learning Communities
- Leadership Academy

\*\*\*Lindsey, D. B., Martinez, R. S., Lindsey, R. B., & Myatt, K. T. (2019). *Culturally proficient coaching: Supporting educators to create equitable schools*. Corwin.

Reeves, D. B. (2016). *Fast grading: A guide to implementing best practices*. Solution Tree Press.

\*\*\*Marzano, R. J., Warrick, P. B., Rains, C. L., & Dufour, R. (2018). *Leading a high reliability school*. Solution Tree Press.

## Essential Element #4 Adapting to Diversity

- *“Describe how a change in thinking ... acknowledges differences among faculty, students, staff, and community members.”*
- *“Describe how one develops skills for intercultural communication.”*
- *“Describe systemic ways for intervening in conflicts and confusion arising from the dynamics of difference.”*

Lindsey, D. B., Martinez, R. S., Lindsey, R. B., & Myatt, K. T. (2019). *Culturally proficient coaching: Supporting educators to create equitable schools*. Corwin.

## Essential Element #5 Institutionalizing cultural knowledge

- *“...Include cultural knowledge in the ongoing professional development of the school.”*
- *“Describe effective coaching and facilitation skills to confront acts of - isms.”*

\*\*\*Lindsey, D. B., Martinez, R. S., Lindsey, R. B., & Myatt, K. T. (2019). *Culturally proficient coaching: Supporting educators to create equitable schools*. Corwin.

## **Evaluation and Indicators of success** for reducing and eliminating inequities toward achieving goals:

- We will measure success by
  - a. our state and benchmark data reflecting closing achievement gaps among subgroups.
  - b. school culture and climate data i.e. discipline data, SPED/ELL students, poverty/nonpoverty
  - c. establishment and utilization of the Equity Plan Audit Protocol to address the areas noted in the Equity Framework.