

# THE DISTRICTWIDE EQUITY PLAN

## CR DISTRICTWIDE EQUITY TEAM

*Districtwide Equity Team  
Recommendations to the  
Superintendent and the Board of  
Education*

*June 2021*



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# Caesar Rodney Districtwide Equity Team

7 Front Street  
Wyoming, DE 19934

Cliffvon Howell  
Equity & Diversity Coordinator

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June 7, 2021

The Caesar Rodney Districtwide Equity Team (CRDET) was established during the 2020-2021 School Year. The CRDET has been working towards the development of the enclosed Districtwide Equity and Diversity Plan. During the creation of the plan, The CRDET considered the following:

1. The Caesar Rodney School District's capacity to achieve equity;
2. Assessed causes of inequity;
3. Focused on leadership development;
4. Focused on staff development;
5. Focused on the recruitment, retention and hiring of diverse staff;
6. Ways to enhance teacher preparation;
7. Ways to provide supplemental programs and activities for student engagement;
8. Stressed the importance of healthy communication between staff, students, and parents;
9. Discussed strategies to increase community involvement;
10. Discussed opportunities for family/community advocacy; and
11. Discussed strategies to decrease discipline disparities districtwide.

The Districtwide committee is comprised of (1) staff member from each of our schools; (3) administrators districtwide, members from the community; students; and (2) Board Members.

The attached plan outlines the activities, areas of focus and the recommendations of the CRDET. The CRDET asks that you consider this plan and indicate your willingness to accept as written, or with modification, prior to the start of the 2021-2022 academic year. This will guide the team's focus and planning activities throughout the upcoming academic year. Progress towards the included goals/objectives will be monitored quarterly during the previously accepted appearances by the Superintendent and Assistant Superintendent/Director of Human Resources.

The CRDET appreciates the confidence and support of Dr. Kevin Fitzgerald, Dr. Michael Noel, Dr. Tamara Toles Torain and the Caesar Rodney Board of Education. The CRDET commits to fulfilling its responsibilities under its charge.

Sincerely,

*Cliffvon D. Howell*

Cliffvon D. Howell  
Equity and Diversity Coordinator

# Districtwide Equity Team Membership

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| Name                      | Student | Community | District Staff | Board of Education |
|---------------------------|---------|-----------|----------------|--------------------|
| Barbara Allen             |         | X         |                |                    |
| Rev. Regina Bell          |         | X         |                |                    |
| Cherie Bergold            |         |           | X              |                    |
| Agnes Besong              | X       |           |                |                    |
| Kristin Brown-Massey      |         |           | X              |                    |
| Sara Cameli               |         |           |                | X                  |
| Bishop Carlos Cannon      |         | X         |                |                    |
| Luis Cosme                |         |           | X              |                    |
| Dr. Joyce Denman          |         |           |                | X                  |
| Amanda Eric               | X       |           |                |                    |
| Dr. Kristina Failing      |         |           | X              |                    |
| Kathleen Fitzgerald       |         |           | X              |                    |
| Dr. Taquil Foster-Lewis   |         |           | X              |                    |
| Karla Freeman             |         |           | X              |                    |
| Dr. Darren Guido          |         |           | X              |                    |
| Dave Henderson            |         | X         |                |                    |
| Gloria Ho                 |         | X         |                |                    |
| Dr. Terri Hodges          |         | X         |                |                    |
| Amanda Holman             |         |           | X              |                    |
| Sy'Rai Jacobs             | X       |           |                |                    |
| Dr. Charles Konadu-Adjiei |         |           | X              |                    |
| Rev. John Moore           |         | X         |                |                    |
| Noelle Mouhtarim          |         |           | X              |                    |
| Heather Ness              |         |           | X              |                    |
| Dr. Martin Nunlee         |         | X         |                |                    |
| Rev. Rita Paige           |         | X         |                |                    |
| Quadir Phillip            | X       |           |                |                    |
| Katelynn Reed             |         |           | X              |                    |
| Dr. Tina Sander-Loftus    |         |           | X              |                    |
| Maia Scott                |         |           | X              |                    |
| Laurie Sisk               |         | X         |                |                    |
| Tasha Turay               |         |           | X              |                    |

# Districtwide Equity Team Subcommittees

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The Districtwide Equity Team features (5) subcommittees that all the membership to take a micro planning approach to activities in furtherance of the CRDET's goals and objectives. The CRDET established the following subcommittees:

| DISTRICTWIDE EQUITY TEAM SUBCOMMITTEES           |   |
|--|---|
| NAME   | FOCUS   |
| <b>Student Discipline Disparities</b>            | <ul style="list-style-type: none"> <li>• Districtwide data analysis</li> <li>• Disparities in student discipline</li> <li>• Prevention and intervention strategies</li> </ul>   |
| <b>Recruitment, Retention, and Hiring</b>        | <ul style="list-style-type: none"> <li>• Recruitment to increase minority staff districtwide</li> <li>• The retention of minority staff</li> <li>• Hiring practices to ensure the district employs a diverse staff that is representative of the Caesar Rodney community</li> </ul>   |
| <b>Climate &amp; Branding</b>                    | <ul style="list-style-type: none"> <li>• Improving the image of the Caesar Rodney school district at the community level.</li> <li>• Improving the experience of staff throughout the district</li> <li>• Improving the experience of students throughout the district</li> </ul>   |
| <b>Diversity, Equity and Inclusion Practices</b> | <ul style="list-style-type: none"> <li>• The promotion of diversity among staff, curriculum, and activities districtwide</li> <li>• The promotion of equitable practices throughout district policy and service provision</li> <li>• Increasing access to resources and activities for underserved populations within the CR school system</li> </ul> |
| <b>Curriculum</b>                                | <ul style="list-style-type: none"> <li>• Reviews education tools, materials, assessment, and methods.</li> <li>• Parental engagement.</li> </ul>  |

# Executive Summary

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This document is the result of the planning and coordination of the Caesar Rodney Districtwide Equity Team. The team comprised of stakeholders throughout the Caesar Rodney education system and the greater Caesar Rodney community endeavored to create a document with a set of recommendations to aid the Superintendent and the Board of Education in implementing more equitable practices throughout the education system.

The Caesar Rodney Districtwide Equity Team recognizes the Caesar Rodney education system has many strengths that make it consistently one of the top school districts in Delaware. The CRDET also recognizes there are areas of inequity throughout the Caesar Rodney education system. The inequities were identified via a districtwide discipline study; human resources data; and a curricular query.

The data revealed that a districtwide discipline disparity of (2.68:1) for African Americans in the area of detentions; (2.88:1) in the area of in-school suspensions; and (2.65:1) in the area of out of school suspensions all fall within the national average of (3.5:1)<sup>1</sup>. Though this indicates Caesar Rodney is slightly better than the national average, it still demonstrates an area where there is room for improvement because building level data indicates there are (4) buildings that exceed the national average by as much as (8:1). The CRDET is knowledgeable that discipline is not recorded uniformly throughout the district. This makes it difficult to truly compare building to building discipline data, and it threatens the overall integrity of the data if all referrals for discipline are not accurately recorded/reported.

Data also revealed a demographical under-representation of minority teachers throughout the district. Demographically persons of color make up 47% of the student body, but only 14% of Caesar Rodney's teachers are persons of color.

The CRDET's observation of current district curricula finds that efforts are currently underway to revise district curricula to be meet compliance with recently enacted legislation: HB-318 "Holocaust/Genocide Education" and HB-198 "Black History Education."

The CRDET's Equity Action Plan identifies goals and targets that will directly impact the district's ability to:

- Decrease discipline disparities between students of color, particularly African American students, and non-students of color;
- Increase the district's ability to recruit, hire and retain more teachers of color while also improving the representation of a diverse staff at all ranks, including the District Office;
- Improve the District to Community Climate through effective branding and increased communication between the district and members of the community;

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<sup>1</sup> <https://www.brookings.edu/research/2017-brown-center-report-part-iii-race-and-school-suspensions/>

- Improve diversity, equity, and inclusion (DEI) informed practices and supports for district educators; and
- Develop/Revise curricula districtwide.

The targets and strategies herein will position Caesar Rodney at the forefront of equity-based education which will permit the students of the district to thrive in our education system and the community. Caesar Rodney students and educators alike will feel valued and represented throughout our education system. Educators that are well supported and provided the resources necessary to achieve their teaching goals perform better in the classroom. Students that see themselves in the learning materials and their educators are capable of building better relationships conducive to learning, which will produce better academic scores.

If this plan is accepted and implemented, over the next three years the district should see increased minority representation among the ranks of its educators; a districtwide reduction in discipline disparity; improved support for the community through the schools, and improved support for our students from the community; districtwide practices and supports that utilize (DEI) as a foundational tool to support both students and educators; and districtwide curricula and learning materials that are both: representative of the students we serve; and inclusive of the significant contributions of all groups that have contributed to our great nation.



# Preliminary Recommendations

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The Caesar Rodney Districtwide Equity Team offers the following recommendations to shape the focus of planning activities and where applicable dedicate resources to positively impact diversity, equity, and inclusion throughout the district's education system:

1. Revise curricula to include increased representation in learning materials of the diverse population of students served by the district and to meet the components of recently signed legislation regarding Holocaust/ Genocide and African American History education. The components of HB 318 (Holocaust/Genocide Education) must be implemented during the 2021-2022 school year and the components of HB 198 (African American History Education) must be implemented during the 2022-2023 school year. The District will also review curricular materials to increase representation of other marginalized groups (e.g., Indigenous people, Asian, women, LGBTQ). [Curriculum Subcommittee]
2. Adopt Restorative Discipline Practices as a District Standard and provide Professional Development around use of Restorative Practices. The CRDET recommends a soft roll-out of restorative practices in targeted schools by the conclusion of academic year (2022-2023), with full implementation of districtwide Restorative Discipline Practices by the conclusion of the 2023-2024 academic year. [Discipline Subcommittee]
3. Establish a consistent and uniform approach across the district to documenting and implementing disciplinary actions. Data-informed decision making is a practice that aids in the deployment of resources and implementation of activities that promote diversity, equity, and inclusion. The recording of discipline referrals is not currently uniform across the district. A standard approach to the reporting of disciplinary referrals will aid data analyst in the proper identification of discipline trends. [Discipline Subcommittee]
4. Adopt a universal threat assessment tool to be used districtwide and Identify individuals at all schools to utilize the tool which identifies prior interventions, threat level, and next step interventions. The "VSTAG" tool ensures accountability, and that proper supports are being reviewed, utilized or updated. [Discipline Subcommittee]
5. Increase minority hires of teachers and specialist by 10% over the next three years [2021-2022, 2022-2023, and 2023-2024]. This may be achieved through the active reestablishment of relationships between Caesar Rodney School District and neighboring minority serving institutions and HBCUs. Additionally, Caesar Rodney School District may recruit publicly through [joindeschools.org](https://joindeschools.org) to increase overall public exposure to job postings and match the efforts made by neighboring districts. [Recruitment, Hiring, and Retention Subcommittee]
6. Increase minority retention of educators by 60% over the next two academic years (2021-2022 & 2022-2023). A staff that is representative of the diverse demographic of students served will aid students in building relationships with their educators while simultaneously increasing the cultural competence of staff to understand the challenges of students and meet their needs. Increased competition for minority educators exacerbates the need to retain current district staff. [Recruitment, Hiring, and Retention Subcommittee]
7. Alter the policy of selection for mentoring program mentors to include extended opportunities for



more diverse staff members to partake as mentors. Investing in, and mentoring existing minority staff is essential to the success of the educators, but also to the retention of minority staff. [Recruitment, Hiring, and Retention Subcommittee]

8. Identify and acknowledge systemic issues that impact marginalized students and staff. [Diversity Practices, Equity and Inclusion Subcommittee]
9. To establish a culture of acceptance and appreciation of diverse communities. The more aligned the culture of buildings throughout the district are to the diverse population served, the more students will identify with their educators and course content. Student performance will improve with improved diversity among staff; equity in the approach to instruction and discipline; and inclusive teaching tools and learning materials. [Diversity Practices, Equity and Inclusion Subcommittee]
10. Request the Board of Education make a statement affirming that CR schools are a space for all students, especially those facing the most marginalization including, but not limited to, students of color, LGBTQ, and ELL. Students from marginalized populations throughout the district have watched school districts throughout the state publicly affirm their support for marginalized students while CR has been noticeably silent. This silence affects students' sense of belonging, and the way that members of the public perceive the district. This also impacts the way candidates for employment perceive the district. [Branding & Climate Concerns Subcommittee]

**Caesar Rodney Districtwide Equity Team  
Equity Action Plan Target**

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| <a href="#"><u>Target 1 - Student Discipline Disparities</u></a>  | <a href="#"><u>Target 2 – Recruitment, Hiring, Retention, and Promotion of Diverse Staff throughout the District</u></a> | <a href="#"><u>Target 3 - District-Community Climate (Branding, Climate Concerns, Community-District Communication)</u></a> |
| <a href="#"><u>Target 4 - Diversity Practices, Equity and Inclusion within the District and the Buildings</u></a> | <a href="#"><u>Target 5 - Curriculum within the District and the Buildings</u></a>                                       |   |

| Goals/Objectives   | Strategies/<br>Timeframe/ Lead Staff   | Desired Outcome and Impact   | Data Needed To Support                 | Resources Recommendations (\$, people, etc.). |
|--|--|--|--|---|
| <b>Target 1 - Student Discipline Disparities</b>   |  |  |  |   |
| <b>Objective 1.1</b><br><br>Adopt Restorative Discipline Practices as a District Standard and provide Professional Development around use of Restorative Practices | During the upcoming academic year (2021-2022), conduct a needs assessment and begin staff professional development pertinent to the implementation of restorative practices in all schools to include revising the student code of conduct. Continue professional development and target the soft roll-out of restorative practices in targeted schools by the conclusion of academic year (2022-2023) with a districtwide | The use of Restorative Discipline Practices as a District Norm in order to mitigate the disproportionate punitive actions against marginalized students and improve the prospect of changed behavior | Discipline Data<br>School Climate Data |   |

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|   | restorative model in effect no later than the start of the (2023-2024) academic year.   |   |  |  |
| <b>Objective 1.2</b><br><br>Review training curriculum to ensure those charged with student discipline receive training in cultural competence, implicit bias, age-appropriate responses/interventions  | Provide training during the (2021-2022) academic year and assess effectiveness within the (2022-2023) academic year.  | To reduce discipline disparities between African American and Hispanic students to levels below the national rate of 3.5 to 1.  | Discipline Data<br>School Climate Data<br><br>ICT and “specialized programming” placement data   | Increase mental health support staff   |
| <b>Objective 1.3</b><br><br>Adopt a universal threat assessment tool similar to the <a href="#">Virginia State Threat Assessment Guide (VSTAG)</a> to be used district wide and Identify individuals at all schools to utilize the tool which identifies prior interventions, threat level and next step interventions. | Threat assessment (VSTAG) training provided to social workers, mental health professionals, school psychs, guidance counselors, administrators, deans of discipline and identified building individuals to be completed no later than October 8, 2021. Implementation of a universal threat assessment across all school to be utilized no later than October | Identify previous intervention, current threat level and action/ interventions that will be taken by staff moving forward to support the student. This tool will allow for accountability that proper supports are being reviewed, utilized or updated. | Discipline Data, intervention, Referral responses, data to mental health, community interventions, as well additional educational supports/ accommodations | VSTAG<br>The Virginia Student Threat Assessment Guidelines<br><br><a href="https://education.virginia.edu/sites/default/files/images/YVP/VSTAG%20summary%206-18-18.pdf">https://education.virginia.edu/sites/default/files/images/YVP/VSTAG%20summary%206-18-18.pdf</a><br><br>VSTAG Trained personal<br><br>Mental Health Support |

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|   | 9th, 2021  |  |  |  |
| <b>Objective 1.4:</b><br><br>Assess and Identify Bias and Inconsistency in Behavior-based Policy & Practice                                       | Identify trends through data analysis, then follow-up with pertinent parties to determine influencing factors.<br><br>Data Analysis can take place within 60 days of the new academic year. Follow-up within 60 days of the data analysis. |  |  |  |
| <b>Objective 1.5:</b><br><br>Provide a Deep-Dive Analysis of Data to Inform Building-Level Disciplinary Practices                                 | Within 60 days of the new academic year. Complete a 3-year study dating back to pre-Covid.   |  |  |  |
| <b>Objective 1.6:</b><br><br>Establish a consistent and uniform approach across the district to documenting and implementing disciplinary actions | Start immediately with the expectation that it will be complete within 60 days of the start of the new academic year.<br><br>Ensure that all referrals for discipline are completed within the district's data management system.          |  |  |  |

| Goals/Objectives  | Strategies/<br>Timeframe/ Lead<br>Staff  | Desired Outcome<br>and Impact   | Data Needed<br>To Support  | Resources<br>Recommendations<br>(\$, people, etc.).  |
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| <b>Target 2 – Recruitment, Hiring, Retention, and Promotion of<br/>Diverse Staff throughout the District</b>  |  |   |  |  |
| <b>Objective 2.1</b><br><b>Recruitment to increase<br/>minority staffing</b><br><br>Increase minority<br>hires by <u>10%</u> over the<br>next three years.<br><u>[This includes<br/>teachers and<br/>specialist]</u><br><br>Increase minority<br>presence in<br>districtwide leadership<br>positions by <u>10%</u> over<br>the next 2 hiring<br>cycles. | Conduct an annual<br>Teacher Fair for<br>recruitment from<br>HBCUs. [Include<br>minority<br>representation of<br>teachers and<br>administrators]<br><br>Continue to work with<br>DoE and Frontline to<br>enable the historical<br>data and functionality<br>of the CR Applitrack<br>system into the<br>Consortium by 2023<br><br>Develop substantive<br>relationships with<br>neighboring<br>universities<br>(Historically Black<br>Colleges and<br>Universities, Minority-<br>Serving Universities);<br>and Teacher | Create a pool of<br>minority educators to<br>potentially hire from<br><br><br>Join Delaware<br>schools.org<br><a href="https://www.joindelawareschools.org/">https://www.joindelawareschools.org/</a> | Number of Education<br>majors<br>Proximity to CRSD<br><br>Identify the turn-<br>around between an<br>interview and job offer<br><br>Provide a list of<br>colleges and<br>universities that<br>CRSD recruits from.<br><br>Identify current<br>mediums and<br>displays being used<br>to attract potential<br>hires (provide<br>link/pictures/etc.)<br><br>Identify who is<br>representing our<br>district at college<br>fairs. | <a href="http://www.hbcuteachersfair.com">www.hbcuteachersfair.com</a><br><br>Appropriate<br>representation of<br>recruitment team at<br>fairs - enthusiastic<br>and encouraging<br>recruiter<br><br>Presentation to<br>senior/exiting classes<br><br>Hold virtual mixers<br>that include soon to<br>be student teachers.<br><br>Minority staff willing to<br>attend recruitment<br>fairs.<br><br><a href="https://www.joindelawareschools.org/">https://www.joindelawareschools.org/</a><br><br><a href="https://www.kqed.org/mindshift/57280/strate">https://www.kqed.org/mindshift/57280/strate</a> |

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|  | <p>Education Programs to open classrooms for student teachers/ classroom volunteers. Potentially utilize a minority staff member.</p> <p>Post jobs, interview, and notify candidates in an earlier time frame.</p> <p>Human Resources will request the procedure for assigning student teachers and interns from each building's administrator; analyze for consistency; and provide support.</p> <p>Include a question about diversity in the classroom/curriculum and/or culturally responsive teaching on all interview panels for teachers.</p> <p>Include a person of color on interview panels.</p> <p>Require exit interviews for teachers leaving the district. Exit interview data should be collected and reviewed for the purpose of aiding</p> |  | <p>Data analysis of district website traffic to the jobs posting webpage.</p> | <p>gies-for-retaining-teachers-of-color-and-making-schools-more-equitable</p> |
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|  | <p>recruitment, hiring, and retention efforts. Human Resources will share non-personalized data with the Superintendent, the Board of Education and members of the CR Districtwide Equity Team.</p> <p>Develop/Utilize a recruitment presentation to share with colleges to highlight employment at CRSD</p> <p>Review/Edit language contained in job announcements as it pertains to Special Education. Special Education will only be advertised where required or preferred via dual certification.</p> <p>Use all District available social media platforms (facebook, state level website, twitter, etc.) to recruit minority teachers.</p> <p>Utilize CR's Community Relations &amp; Information Officer to highlight diversity among staff.</p> |  |  |  |
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| <p><b>Objective 2.2</b></p> <p>Target recruitment by utilizing Grow your own recruitment to increase minority staffing</p>                             | <p>Recruit targeted staff at all levels to promote CR's "Grow Your Own" program through engagement events.</p> <p>Identify paras, teachers, and staff who are interested in career advancement.</p> <p>Identify pathways for internal staff growth (para to teachers/ Teachers to admin/ admin to leadership)</p>  |   |   |  |
| <p><b>Objective 2.3</b><br/><b>Retention</b></p> <p>Realign the mentoring program to include volunteer opportunities to expand the mentoring pool.</p> | <p>Invest in and mentor existing minority staff at all levels</p> <p>Analyze the success of minority "new hires" and share with the Building Admin, the Superintendent, the CR Districtwide Equity Team, and Mentoring Leads.</p> <p>Formalize the process of identifying mentors</p> <p>Utilize mentor placement to match up with mentee</p> <p>Identify and select mentors that are culturally responsive.</p> | <p>Increase the number of appropriate mentors</p> <p>Diversify the mentor team of CRSD</p> <p>Ensure the mentors are culturally receptive and responsive</p> <p>Assign experienced educators of color with minority new hires</p> | <p>Current number of minority staff by position</p> <p>The rate of novice resignation for minority staff/breakdown of veteran staff by race</p> <p>Breakdown number of Mentor ratio of race</p> |  |



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| <b>Objective 2.4</b><br><br>Increase minority retention by 60% over the next two academic years. | Offer a sign-on bonus/ additional bonus after 3-5 years.<br><br>Increased “pot” for tuition reimbursement program<br><br>Incentivize move by supporting the transition process with a relocation allowance. | Increase minority retention by 60% over the next two academic years.<br><br>Attract minority clients from a national pool of candidates. |  |  |
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| Goals/Objectives  | Strategies/ Timeframe/ Lead Staff  | Desired Outcome and Impact   | Data Needed To Support | Resources Recommendations (\$, people, etc.). |
|---|--|--|------------------------|---|
| <b>Target 3 - District-Community Climate (Branding, Climate Concerns, Community-District Communication)</b>   |  |  |                        |   |
| <b>Objective 3.1</b><br><br>Request the Board of Education make a statement affirming that CR schools are a space for all students, especially those facing the most marginalization Including, but not limited to students of color, LGBTQ, and ELL. | The release of an official CR Board of Education communique with an affirming statement at the onset of the (2021-2022) academic year. | Create a professional media campaign that clearly states the CR district values and ensure that all media representation is inclusive of the diverse district composition. |                        |   |

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| <p><b>Objective 3.2</b></p> <p>Increase the number of individuals responding positively regarding perception of diversity, equity, and inclusiveness in relation to culture districtwide.</p>   | <p>Create a professional media campaign that clearly states the CR district values and ensure that all media representation is inclusive of the diverse district composition.</p> <p>Utilize CRHS ARVED students to supplement the professional campaign with student-driven and produced videos and marketing materials.</p> | <p>Create a professional media campaign that clearly states the CR district values and ensure that all media representation is inclusive of the diverse district composition.</p>                    |  |  |
| <p><b>Objective 3.3</b></p> <p>Increase district presence at community events such as the African American Festival and Dover Days to show a commitment to being a vital community partner.</p> |   | <p>Attend and represent CR during community events such as the African American Festival, Dover Days and other community events. The District should have a table and handouts where applicable.</p> |  |  |

| Goals/Objectives   | Strategies/<br>Timeframe/ Lead<br>Staff  | Desired Outcome<br>and Impact   | Data Needed<br>To Support   | Resources<br>Recommendations<br>(\$, people, etc.).  |
|--|--|---|---|--|
| <b>Target 4 - Diversity Practices, Equity and Inclusion within the District and the Buildings)</b>   |  |   |   |  |
| <b>Objective 4.1 -</b><br><br>Establish educational support and resources pertinent to Diversity, Equity and Inclusion practices for all district educators. | Assess building-level competencies and needs in DEI (Diversity, Equity, and Inclusion) practices through a survey tool [21-22   Coordinator of E&D & EMAC<br><br>Student led survey to students to capture student voice and experiences [21-22   Student Leaders / Interested Students]<br><br>Develop and implement consistent training plan on diverse, culturally responsive and inclusive practices based on building-level competencies and needs, as well as, district standard/uniform trainings [21-22   District & Building Leadership, Building Equity Teams?, Other interested parties?]<br><br>Curate a menu of training resources/presentations and presenters to be made accessible | Empower all educators in the district to create diverse, culturally responsive, inclusive learning environments and employ culturally responsive teaching practices as a standard | Educator Developed Surveys<br><br>Student Developed Surveys<br><br>National & Local Research on the impact of DEI practices | E&D teams (individual schools and districts)?<br><br>EPER Funding for DEI Building/Department Leads?<br><br>DEI Schoology course/group for Admin & Staff for PD's & additional resources.<br><br>Survey development tools. |

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|  | <p>to all district and building administration in Schoology [Development beginning in 21-22</p> <p>Designate DEI Leads (Admin, Educators, Support Staff) in each building to serve as an advocate and coach for DEI practices.</p>   |   |   |  |
| <p><b>Objective 4.2 -</b></p> <p>To establish a culture of acceptance and appreciation of differences.</p>   | <p>Ensure that all of the buildings in the district reflect, embrace and celebrate their diverse community of learners and staff through their lessons, events, initiatives, decor, etc.</p> <p>Provide strategies to establish a sense of community at the building /</p> | <p>Students and staff will feel acknowledged, welcomed and appreciated within their respective buildings as indicated by a climate survey</p> | <p>Establish a survey that records the current temperature regarding the culture of acceptance [ 1 to 5 scale].</p> |  |
| <p><b>Objective 4.3 -</b></p> <p>Increase accessibility to advanced coursework and CTE courses for underrepresented student populations and increase the exposure to these opportunities earlier in the student matriculation process.</p> | <p>Assess prerequisites for courses to identify unnecessary barriers to enrollment and alleviate bias.</p> <p>Proportionate staffing of educators of color in advance coursework.</p>  | <p>Increased diversity and inclusion in advanced &amp; CTE courses</p>  |   |  |

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| <b>Objective 4.4 -</b><br><br>To make academic, performance and extracurricular opportunities more accessible to underrepresented student groups.  |  | Increased diversity and inclusion in academic, performance and extracurricular programming.                                    |   |  |
| <b>Objective 4.5 -</b><br><br>To alleviate barriers to family and community engagement in student success  | Educate parents and communities regarding advance, general ed and special education practices including, but not limited to: matriculation (tracking), programs, eligibility and selection process, IEP selection and process.   | Increased family and community connections and support for students from marginalized communities.                             |   |  |
| <b>Objective 4.6 -</b><br><br>To utilize student voice to inform and assess building and district-level decisions<br><br>(Increase student involvement in district-level decisions to promote student voice in decisions that affect them) | Acknowledge, empower and embrace student voice of all backgrounds and at all levels through established student organizations, district/building initiatives and events.<br><br>Create a district inbox for students to email direct concerns to the District Office (ex. <a href="mailto:DEI@cr.k12.de.us">DEI@cr.k12.de.us</a> ) or utilize Google Form. | Ensure students feel their voices are heard and actionable steps are being taken to address identified issues and/or concerns. | Students created pre/post survey data - Target response rate 30%. |  |

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|  | Administer initial survey at the beginning of the 2021-2022 School year (No later than 9/15/2021) w/ Follow-up surveys at the mid year (No later than 1/20/2022) and end of year (no later than 5/15/2022) goal marks. Surveys should be administered from the ELA courses. |   |  |   |
| <b>Objective 4.7</b><br><br>Increase the number of complex students who can be taught in the same buildings/classrooms? as their age appropriate peers. (IEP - "D" setting settings who are at the segregated school setting can be included with their peers in regular school settings (with necessary supports) | Review other state models regarding inclusion of students with special needs in typical schools (D and C settings)  | Desired outcome is to decrease the number of identified students in the D setting.  |  | Space needed in district schools to accommodate inclusion of more complex students.   |
| <b>Objective 4.8</b><br><br>Identify and acknowledge systemic issues that impact marginalized students and staff   | Research and collect data from various sources including but not limited to, student voice/surveys, staff surveys, state and national agencies and district data platforms<br><br>Develop and/or revise   | Restructure to alleviate the resulting barriers to academic and professional success for marginalized students and staff resulting in more proportionate populations in all courses and | Enrollment data<br><br>Teacher assignments | Look at all extracurricular activities and find out how students gain membership or access. What type of recruitment events are happening to encourage participation. |

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|  | <p>district policy</p> <p>Provide transportation to district-sponsored programming and/or restructure scheduling of programming to be included within the regular school day.<br/>Director of Transportation and Building Leadership]</p> <p>Assess the matriculation (tracking) of students from elementary to high school to identify areas of improvement to ensure a more equitable distribution (How do we alleviate the pain points that prevent students from pursuing special programming? i.e buying instruments in 5th grade, advance coursework referrals, exclusion of military students)</p> <p>Proportionate distribution of educators of color throughout all academic levels and academic programs - i.e. Honors, AP, Dual-Enrollment, CTE, Music/Band/Chorus</p> | programming |  | <p>Explore any pathways or offered courses that require an “audition” or some type of “bar” to gain entry. Is there bias (hidden or otherwise) in that bar?</p> <p>Funding for training for educators of color to earn “Gifted &amp; Talented” credentials</p> |
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| Goals/Objectives  | Strategies/<br>Timeframe/ Lead<br>Staff   | Desired Outcome<br>and Impact   | Data Needed<br>To Support   | Resources<br>Recommendations<br>(\$, people, etc.).   |
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| <b>Target 5 - Curriculum within the District and the Buildings</b>                                    |   |   |   |   |
| <b>Objective 5.1</b><br><br>Increase diversity and representation in curriculum instructional content | Update current curriculum and pacing guides [ Led by Division of Instruction w/ Inclusion of Classroom Teachers [Prior to 2021-22 Academic Year - Ongoing ]<br><br>Develop an ongoing multi-perspective approach to exploring content [Led by Division of Instruction w/ Inclusion of Classroom Teachers   Prior to 2021-22 Academic Year - Ongoing ]<br><br>Review and Update Curricular Resources [ Led by Division of Instruction w/ Inclusion of Classroom Teachers [Prior to 2021-22 Academic Year - | Closing achievement/opportunity gap<br><br>Providing an accurate and diverse representation to our students<br><br>Establish a committee-style review of content that is inclusive of diverse representation. This approach is designed to be as inclusive as possible in the identification, assessment, and procurement of instructional content.<br><br>Stakeholders have the outlook that equity is a journey and needs to be constantly evaluated. | Curriculum & pacing guides<br><br>Grades and assessments scores (e-school)<br><br>HB 318 ( <a href="#">Holocaust/Genocide</a> )<br><br>HB 198 ( <a href="#">Black History Education Bill</a> )<br><br>Curricular resources purchased/created<br><br>Department meeting and SSB (School Success Block) agendas, presentations, and sign-ins<br><br>PD agendas, presentations, & sign-ins | School wide book review (e.g. DHS all reading Just Mercy) - apply it to the curriculum at every grade level<br><br>21 Day Challenge (requirement/strong recommendation that all staff join and participate)<br><br>Evaluators must enforce the ongoing multi-perspective approach practice through department meetings and SSBs |



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|   | <p>Ongoing ]</p> <p>Develop and provide PD to staff regarding curriculum changes, resources and self-evaluating resources and curriculum supplement [ Varied based on content, resources and changes   Prior to 2021-22 Academic Year - Ongoing ]</p>   |   |  |   |
| <p><b>Objective 5.2</b></p> <p>Identify and alleviate bias in assessment tools (question structure and implementation)</p>          | <p>Use an auditing tool to evaluate formative and summative assessments for bias</p> <p>Review the selection process of common assessments selected from third-party agencies to ensure alignment with DEI practices</p> <p>Provide PD to staff on how to design and evaluate assessments</p> | <p>To be proactive in the inclusivity of our assessment practices, and repair any disparities in achievement as a result of possible bias in assessment tools, the CRSD will have assessments that are free of bias</p> | <p>Completed audit tools</p> <p>Assessments</p> <p>Achievement scores/grades</p> | <p>Designate grade level/content leads and administrators to review evaluation materials and prepare structure for adjusting culturally biased assessments.</p>                         |
| <p><b>Objective 5.3</b></p> <p>Increase Community Advocacy &amp; Engagement in the Development and Implementation of Curriculum</p> | <p>Regular, district-wide cultural-based events implemented into the district calendar showcasing a variety of cultures presented by all building levels.</p> <p>Communicate with students &amp; parents about what is being taught and how</p>   | <p>To engage the buildings and community members in a celebration of multiculturalism and raise awareness of different cultural practices.</p> <p>Allow students to share their own expertise of their</p>              |  | <p>Departmental leads, budget must be established for resources for presentations/displays, district committee for organization of the event, establishment of a date and location,</p> |

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|   |   | <p>cultures with the community and utilize research practices.</p> <p>Develop and share grade specific unit guides that highlight topics taught</p>  |  |   |
| <p><b>Objective 5.4</b></p> <p>Develop a District-wide Database of Diverse Resources and Ideas</p>        | <p>Bulletin boards, displays in both the classroom and the school</p> <p>Highlighting diverse individuals that have had an impact</p> <p>Highlighting current events and monthly celebrations for marginalized groups</p>   | <p>Raise awareness of different cultures, holidays, and celebrations.</p> <p>Emphasize and normalize celebration of diverse and inclusive spaces in the school.</p> <p>Create a sense of inclusivity for minority population students and educate majority population students on cultural practices of lesser highlighted cultures.</p> | <p>Riders in the Know (Schoology)</p> <p>Curriculum Repository (Schoology)</p> | <p>Departmental leads, budget must be established for resources for the boards</p>  |
| <p><b>Objective 5.5</b></p> <p>Training of district staff (teachers, specialists, and administrators)</p> | <p>Quarterly training on implementation of culturally informed practices across content areas.</p> <p>Seek outside agencies that may facilitate training based on implementing all curriculum in a culturally conscious method, e.g., NEA, Learning for Justice, Echoes and Reflections, etc.</p> | <p>Provide all teachers with tools, strategies, practices, and more that would properly prepare them for teaching culturally diverse content and adjust their content for cultural diversity.</p>  |  | <p>District level lead must determine specific agencies and training that would best fit the needs of the grade level or content area.</p> <p>Funds for outside agencies leading the training</p> |

