Equity Action Plan

Governor Wentworth Regional School District

Equity Action Plan

Introduction

This Equity Action Plan outlines a strategic roadmap developed from the district's comprehensive Equity Audit. It translates key findings and insights into targeted actions designed to foster an inclusive, supportive learning environment for every student. Built on five foundational focus areas, this plan prioritizes:

- Student-Centered Learning Environments and Instruction
- Curriculum and Program Access
- Equity in Professional Practices
- Equitable and Restorative Discipline Practices
- Community Engagement and Partnerships

Through collaborative efforts and data-driven decision-making, we are committed to creating a culture of belonging and continuous improvement across our district.

Links to Action Plans:

- Student-Centered Learning Environments and Instruction
- Curriculum and Program Access
- Equity in Professional Practices
- Equitable and Restorative Practices
- Community Engagement and Partnerships

Equity Action Plan

Student-Centered Learning Environments and Instruction

Proposed Actions *What actions, if implemented well, will have the greatest impact on students' learning experiences?*	**Timeline** *Realistically, when will this work happen? When will it be completed?*	**Responsible Parties** *Who (individual(s) or groups) are in the best position to lead this action step? Who would participate in this action?*	**Resources/ Participants**	**Expected Outcomes**	**Measure of Success** *How will progress be monitored? How will you know to what extent this action step is having the desired outcome?*
Expand the subcommittee for broader representation	*2026-2027*	Equity Task Force	Educators from all levels	More effective identification of equity gaps and targeted solutions based on diverse input	Identity gaps are identified and solution steps are put in place
Solicit student voices at all levels to gather insights on safety, inclusion, and belonging (focus groups at elementary, middle, and high school) (Staff survey on student centered learning/instruction)	*2026-2027* *Timing of these groups would be key - mid-year might be best as not too early and not too late*	Equity Task Force, School Leadership Teams, Counselors, GSP	Students at all levels	Deeper understanding of student needs and experiences	Data collection from the student focus groups would be robust and diverse

Equity Action Plan

Establish a district-wide committee to review current Social-Emotional Learning (SEL) and health programs	*Multi-year*	District leadership	Teachers, counselors, administration from elementary and secondary	Enhanced SEL and health programs that ensure equitable access across the district	Feedback from staff responsible for implementing these programs
Expand access to free, diverse, and healthy food options	*Multi-year*	District Administration, School Board, Kitchen staff, administrators	Money, distribution site, local farms?	Improved student nutrition and well-being	Data that documents increased access
Increase movement opportunities through recess, PE, and flexible classroom structures	*Multi-year*	Administration and staff	Time, money for equipment, scheduling flexibility	More active students, improved focus and engagement	Data (quantitative and qualitative) that shows improved performance during structured academic time
Provide parent/family and community workshops on internet safety and substance use prevention	*2026-2027* *Prioritize workshops on hate and bias education*	Great Schools Partnership	Parent and community members	Improved access to resources and expert guidance for families, strengthening school-family partnerships to support student well-being and safety	Feedback from parents and community members

Equity Action Plan

Curriculum and Program Access

Proposed Actions *What actions, if implemented well, will have the greatest impact on students' learning experiences?*	**Timeline** *Realistically, when will this work happen? When will it be completed?*	**Responsible Parties** *Who (individual(s) or groups) are in the best position to lead this action step? Who would participate in this action?*	**Resources/ Participants**	**Expected Outcomes**	**Measure of Success** *How will progress be monitored? How will you know to what extent this action step is having the desired outcome?*
Collect participation data for advanced courses and extracurriculars	*2026-2027*	School Admin	School Admin, Counselors, Staff who run extracurriculars, students	Data-informed strategies for increasing equity	Continue to analyze participation percentages alongside representation from towns
Standardize communication about academic pathways	*Winter/Spring …*	Curriculum Director, Counselors, LRTC	Teachers, Families, Students	Equal access to academic opportunities	
Expand access to advanced coursework	*Multi-year*	District Admin, School Leadership, Teachers	Students	More diverse student representation in advanced courses	
Increase extracurricular	*Multi-year*	School Admin	Students	Higher student engagement in activities	

Equity Action Plan

opportunities at the elementary level					
Conduct a curriculum audit (to examine equity of voice and representation)	*2026-2027*	Director of Curriculum, Asst Super, Task Forces, Teachers	Task Forces	More diverse representation throughout curriculum	

Equity Action Plan

Equity in Professional Practices

Proposed Actions *What actions, if implemented well, will have the greatest impact on students' learning experiences?*	**Timeline** *Realistically, when will this work happen? When will it be completed?*	**Responsible Parties** *Who (individual(s) or groups) are in the best position to lead this action step? Who would participate in this action?*	**Resources / Participants**	**Expected Outcomes**	**Measure of Success** *How will progress be monitored? How will you know to what extent this action step is having the desired outcome?*
Conduct school-specific surveys on professional learning needs	*Winter/Spring …*	District Admin, Building Principals	Certified staff, Building Admin, Para-educators	Better understanding of professional learning gaps - based on identified Annual District Goals	
Develop flexible scheduling for PD time and examine current use of contracted in-service days	*2026-2027*	District Admin, Union Representatives	Certified staff, Building Admin, Para-educators	Equitable access to professional learning opportunities that lead to improved student outcomes	
Expand staff-led PD opportunities without burdening teachers	*Winter/Spring …*	District Admin	Certified staff, Building Admin, Para-educators	Increase teacher choice and professional engagement that leads to improved student outcomes	

Equity Action Plan

Implement Professional Learning Communities (PLCs)	*Multi-year*	Building Admin, Teachers	Certified staff, Building Admin	Increased collaboration and professional growth that lead to improved student outcomes	
Define/develop overarching PD goal(s) and objective(s), based on data that identifies student learning needs	*Winter/Spring …*	Assistant Super/ PD Committee, District Leadership	District-Wide Data Reports on SEL and Academics	Develop a data-informed culture in each school community; provide ongoing structures and supports for educator learning and implementation related to these goals and objectives	Development of an Overarching Annual Goal for elementary/ middle/high
Develop structures for effective professional development to support educators' learning related to the goals and objectives	*Multi-year*	PD committee; asst supt; curriculum director	All teachers, administrators, para professionals	Ensure PD incorporates principles of adult learning and leads to improved educator practice	
Create a structure/ process/ resource where educators can share professional learning	*Multi-year*	PD committee; building admin		Educators have access to the learning of other staff members	

Equity Action Plan

Equitable and Restorative Discipline Practices

Proposed Actions *What actions, if implemented well, will have the greatest impact on students' learning experiences?*	**Timeline** *Realistically, when will this work happen? When will it be completed?*	**Responsible Parties** *Who (individual(s) or groups) are in the best position to lead this action step? Who would participate in this action?*	**Resources /Participants**	**Expected Outcomes**	**Measure of Success** *How will progress be monitored? How will you know to what extent this action step is having the desired outcome?*
Follow-up from Hate Speech Workshop	*Winter/Spring …* Ongoing into 2026-2027	Admin; GSP	All staff	Common language and responses for students and staff; restorative practice ideas and greater understanding	Discipline referral data analysis shows overall incidents of hate and bias and repeat offender numbers reduced; assessing use of restorative practices
Standardize discipline data collection	*Winter/Spring …*	District and School Admin	Teachers, School Admin, Admin. Assistants	Standardized Discipline Documentation Procedures; Annual training in system platforms	Consistent and accurate discipline data using SWIS or other platform
Evaluate equity of resources and supports at each school (i.e.	*2026-2027*	School Admin		Survey assessing proactive and reactive responses and resources	Consistent and equitable allocation of resources and

Equity Action Plan

personnel, curriculum, training)					supports at each school
Provide PD on equitable discipline and restorative justice	*Multi-year*	District Admin, School Admin, Counselors, GSP	All school personnel, students, families	Annual completion of the Restorative Practices Pulse Check at each school	Increased use of restorative approaches and increased school engagement
Begin or maintain restorative justice programs at all schools	*Multi-year*	School Admin, Teachers, Counselors		Training, implementation, assessment of restoration justice at each school, including regular on-boarding	Reduction in disciplinary disparities

Equity Action Plan

Community Engagement and Partnerships

Proposed Actions *What actions, if implemented well, will have the greatest impact on students' learning experiences?*	**Timeline** *Realistically, when will this work happen? When will it be completed?*	**Responsible Parties** *Who (individual(s) or groups) are in the best position to lead this action step? Who would participate in this action?*	**Resources / Participants**	**Expected Outcomes**	**Measure of Success** *How will progress be monitored? How will you know to what extent this action step is having the desired outcome?*
Conduct outreach to underrepresented families by visiting individual schools. Plan meet and greets with refreshments.	*Multi-year*	District Leadership School Administrators School Board Members	Families Administration School Board	More inclusive family input and engagement.	Documented collaboration and visibility in towns. Anecdotal data.
Assess and strengthen community partnerships. Identify types of partnerships and who they benefit.	*2026-2027*	District Leadership Community Liaisons School Board Members	Community members Parents Local businesses LRTC	Increased community support for students	Comprehensive list of existing partnerships and categories of who they benefit (students, mutual, business/community partner/younger students, etc.)

Equity Action Plan

					Data on benefits of community partnerships
Host district-wide community forums	*Multi-year*	School Board District Leadership School Administrators	Community Members Business Leaders Families	More transparent and collaborative decision-making	Assign a note-taker to summarize what was discussed. Sign-in, attendance, exit ticket
Highlight community partnerships in the media	*Multi-year*	Partnership liaison (admin) with Elissa Paquette, WCTV Timothy Goodwin	Granite State News, WCTV, local businesses	Articles in the paper Social Media	Documented Engagement
Encourage or build student-community connections, such as job shadows.	*Multi-year*	LRTC leaders Principals School counselors	School Counselors, National Honor Society, other club leaders, community organizations and employers.	An organized school program to build community connections.	Students feel connected to their communities. We build alliances in the communities. More job opportunities for students.
Reach out to counselors at the HS to find out what career exploration programs or assistance is offered.	*2026-2027*	School Leadership	KRHS Counseling Department	Details about career exploration opportunities	A thorough audit of current offerings at KRHS/LRTC

Equity Action Plan

Conduct an annual feedback survey for community members.	*Multi-year*	District Leadership	Panorama Survey Paper copies at local town halls Social Media Posts	Responses from throughout the district.	Results and implementation plan will be shared with the community.
Gather feedback from the student community regarding their learning	*Multi-year*	Building leaders, Curriculum coordinator	Student participants Student facilitators Staff leaders	Notes and data from focus groups to be shared with staff and administrators.	Results and implementation plan will be shared with the community.