

2018 YEAR-END REPORT + SUSTAINABILITY PLAN: DOVER SCHOOLS

A. 2018 Year-End Progress Report

DOVER SCHOOL DISTRICT | PRIMARY DISTRICT CONTACT: KIMBERLY STEPHENS

PART I: 2018 COMMUNITY-ENGAGEMENT PLAN UPDATE

DISTRICT GOAL 1: THE DOVER SCHOOL DISTRICT WILL IMPROVE EDUCATIONAL OUTCOMES FOR STUDENTS BY INCREASING AUTHENTIC ENGAGEMENT WITH STUDENTS, FAMILIES, AND THE BROADER COMMUNITY.

From November 2017 to November 2018, the Dover School District has worked on its overall engagement goal of, “improving educational outcomes for students by engaging with the broader community.” Under this goal the district continues to develop opportunities to address five objectives/strategies through their workgroups. The table below outlines these objectives under the District Strategic Plan Goal 1 and provides updates about the work completed or in progress. These objectives align with Dover’s strategic planning and ongoing work to build community engagement into curricula and school culture overall.

<p>Objective/Strategy 1.1: Student Voice We will enhance student voice by creating a student driven environment that allows all students to have meaningful input and choice into their learning program.</p>	
<p>Goal #1: Provide opportunities for Middle and High school students to train as facilitators and group leaders</p>	<p><u>Middle and High School</u> In August 2018 a student facilitator training was hosted for both high school and middle school students. Student facilitator training grades 7-12 continue to lead community conversations and use their skills to co-teach with adults during classroom interventions, Offensive racial language Intervention, Oct 2018 and Self-awareness Intervention, Nov 2018.</p>
<p>Goal #2: Increase a culture of fostering student voice and participation in the high school</p>	<p><u>High School Focus</u> At the high school students and club advisors attended and created a student networking event combining clubs and city</p>

	<p>agencies. Monthly student dialogues were hosted in September and October to inform current practices & flex schedule design with specific attention to passes, study hall protocol, student voice and choice with the new facility, development and implementation of a student lead tutoring center, monthly thematic advisory with a small student board, and a DHS student council.</p>
<p>Goal #3: Redesign student government to increase democratic representation and more meaningful voice in school decision making.</p>	<p><u>High School Focus</u> Students attended at a state student council cohort in APRIL 2018 after transferring transfer council leadership and continue to design their vision and goals for the student group. Specifically, the local student council summit in 2019 will invite a diverse group of student leaders, explore an early system of shared decision making among students and faculty, and increase capacity with engagement strategies.</p>
<p>Objective/Strategy 1.2: Life After High School</p> <p>Enhance college, career, and civic partnerships by expanding our network in the community (businesses, non-profit organizations and educational institutions) and expand opportunities for students to freely explore all post-graduation options.</p>	
<p>Goal #1: Integrate and increase college and career readiness experiences, including extended learning opportunities (ELO's) available to students within the community</p>	<p><u>Community Partnerships Focus</u></p> <p>The College and Career Partnership Work Group completed an inventory of existing partnerships in the community that will be a critical element as DHS implements a full Extended Learning Opportunities program that will include expansion of the current Work Experience and Internship programs. These partners include the Dover Chamber of Commerce and its members, the CTE Advisory Board, NH Higher Education Assistance Foundation, Educational Talent Search and colleges throughout the state, especially our local partners, UNH and Great Bay Community College.</p>

	<p>2 members of the Work Group left DHS at the end of the school year and the first meetings this year involved and orientation for the new Director of CTE and new CTE Liaison. A contingent from DHS went for ELO training in the spring and discussions are underway regarding this initiative.</p>
<p>Goal #2: Identify key next steps.</p>	<p>The Work Group identified 3 major areas to focus on, as follows:</p> <ol style="list-style-type: none"> 1. To increase student and parent awareness of college and career partnership opportunities -existing and new 2. To strengthen DHS partnerships (within the school and with the elementary and middle schools) that relate to college and career awareness 3. To identify barriers to participation in school community partnerships for both students and community members/businesses
<p>Objective/Strategy 1.3: Student Support and Wellness</p> <p>Enhance support and wellness for all students by strengthening pathways for purposeful engagement in the classroom and community-based activities.</p>	
<p>Goal #1: Strengthen the district advisory model with supportive middle/high school practices to intentionally address student wellness, support, and equity with a variety of empowerment opportunities.</p>	<p><u>Middle and High School</u></p> <p>The middle school advisory steering team continues to design new advisory curriculum, examine student needs and the possibility of adding more time to the schedule. High school faculty launched the same model in the winter of 2017 and will continue this year's workgroups with a 6 month extension of the grant to implement a "flex-schedule."</p>

	<p>The Middle School design team responded to the successful pilot of 2018 with a familiar practice and book selection project, titled <i>Restart</i>. The book and advisory theme for the year parallels the community conversations and student facilitator training. Activities include student focus groups, a pilot to provide students with a strong relationship with at least one adult in the building, strengthen student voice through small group meetings, teach social/emotional competencies, and monthly thematic lessons based on CASEL competencies selected by the school teaching and learning committee.</p>
<p>Goal #2: Build community awareness for increasing student sense of mattering to the community.</p>	<p><u>Community and Family Focus</u> In summer 2018 a series of community engagement conversations were designed and scheduled with partners from Community Partners, the school district, and Dover Listens to respond to mental health, bullying, and survey data from the 2017 YRBS. Survey data revealed approximately 50% of students reported they do not think they matter in their community. Conversations in October 2018 responded to these findings and featured student facilitators to lead student groups (Face 2 Face Unplugged). Conversations are scheduled to continue in 2019 in January and April. In November 2018 the community showed up for the mental health conversation, “I Matter. You Matter”. Mini conversations led by students were piloted at the high school open house in 2018 and additional conversations are scheduled for January 2019 to specifically respond to racial tension and concerns within the community.</p>
<p>Goal #3: Increase involvement of youth in the Dover Kid’s Cabinet (Student Wellness and Support Work Group)</p>	<p><u>Student Voice Focus</u> Dover Kids Cabinet is experimenting with school based meetings in order to involve students more directly.</p>

Objective/Strategy 1.4: Family Engagement and Participation
Provide opportunities for diverse families to engage with Dover schools using sustainable strategies to foster consistent and authentic two-way communication.

<p>Goal #1: Partner with stakeholders to identify and interrupt cycles that inhibit individual growth and perpetuate disadvantages.</p>	<p><u>Community Focus</u> The Neighborhood Champion Project continues to grow. In 2018 the school community continued to strengthen the partnerships with families of Whittier Falls. Beginning in 2016 the project launched bus tours for new teachers including the Teen Center; in 2017 the school was available and engaged with families during the annual bike parade; in 2018 the school partnered with their Whittier Falls Board to improve family registration by including the free and reduced enrollment process with the lease paperwork to make sure all families that qualify are signed up before their children start school. In 2018 the school also participated in a city-wide pilot of a National Night Out with the Police Department hosting the annual event.</p>
<p>Goal #2: Align district practices and language to increase community awareness.</p>	<p>The Family Engagement Committee met monthly and started discussing and identifying exemplar models of family-school partnerships currently in place at each school. The committee drafted a working definition for family engagement within the context of our community that is currently under review for district wide distribution.</p>
<p>Goal #3: Institute family engagement teams in all schools in the district and increase knowledge and capacity among educators on the strategies and purposes of high quality family engagement</p>	<p><u>District and School Focus</u> The Superintendent has agreed to request that all schools establish family engagement teams. This will provide us with a core group of school based leaders who will become informed and build stronger FE pathways.</p>

Objective/Strategy 1.5: Community Understanding & Participation

Provide multiple opportunities for diverse community stakeholders to engage with Dover schools in shared problem solving and decision making.

<p>Goal #1: Improve existing community communication by channeling efforts through one central source of information that is reliable.</p>	<p>The redesign of the school district website started summer 2016 with a 2 day workshop session and culminated in November 2018 when the district launched the new platform. The website remains in construction, but is much more user-friendly with updated information and active links to assist the public with current calendars, forms, student and contact information.</p>
<p>Goal #2: Prioritize and strengthen communication among faculty, students, and families to model and practice interpersonal communication skills.</p>	<p>The community conversations, equity training with the district leadership team, and continued use of faculty work groups are strategies currently adopted and embraced by the district. Community conversations remain scheduled for the year and designed to co-facilitate with students.</p>
<p>Goal #3: Continuously invite and involve all stakeholders (staff members, students, parents, and community members) using mindful strategies and authenticity with methods.</p>	<p>The community awareness sub-committee is starting slow to track initiatives, communications, and stakeholders reached.</p>
<p>Objective/Strategy: Dover High School Culture Among Educators Address culture of teacher collaboration at Dover High School and work with DHS Administrative Team to transition into a more productive working relationship with educators. – (not in this section of district strategic plan but has been a significant part of our work to build capacity)</p>	

<p>Goal #1: Improve productivity of meetings with protocols and meeting structure adaptations.</p>	<p><u>Middle and High School</u></p> <p>Teachers from both the middle and high school continue to shift from a traditional meeting model to one with workgroups that follow protocols and a targeted goal.</p>
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<p>Goal #2: Provide opportunities for DHS administrative team to reflect on and plan for culture shifts in the high school for better problem solving and school based changes.</p>	<p><u>High School</u></p> <p>Our community coaches have begun meeting with leadership in the high school to lead debriefing meetings and reflection on how to impact the culture of the high school. For several years, preceding the move into the new building, this has been a challenge. The aging paper systems are inhibiting understanding and progress. Logging a paper trail is not as efficient and timely as an electronic communication system between students and adults that can track, map and lead to the next steps. Scheduling appointments requires a paper pass with adult permission when an electronic system would allow students and counselors to schedule as needed for a variety of reasons. Likewise, planning with the 4-year tool is widely used by all counselors and limited to paper and file. Consequently, the student's adult team's awareness, including their advisor, depends on their interest in the student.</p>
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<p>Goal #3: Improve processes</p>	<p>The aging paper systems are inhibiting understanding and progress. Logging a paper trail is not as efficient and timely as an electronic communication system between students and adults that can track, map and lead to the next steps. Scheduling appointments requires a paper pass with adult permission when an electronic system would allow students and counselors to schedule as needed for a variety of reasons. Likewise, planning with the 4-year tool is widely used by all counselors and limited to paper and file. Consequently,</p>
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	the student's adult team's awareness, including their advisor, depends on their interest in the student.
<p>Objective/Strategy: Equity Informed Leadership Increase knowledge and skills among district leadership regarding biases and inequity and making instrumental changes to reduce them.</p>	
<p>Goal #1: Provide monthly opportunities for District administrative team to reflect and examine how racism operates in our own lives and our society; To deepen our understanding of systemic racism - models, frameworks, dynamics; to focus on our head, heart, and hands; To identify specific actions for change and to be partners for change. (not in this section of district strategic plan but has been a significant part of our work to build capacity):</p>	<p>Starting in July, the district administrative team has met monthly in equity workshops led by our community coaches. This is a group of about 20 leaders and they are beginning to think strategically about how they can bring this work to their schools at all levels of staffing.</p>

SUCCESSSES

1. The data mined from the conversation series continues to inform our practices as we develop and improve our lens for spotting inequities. The partners that reliably come to the table with us are Dover Listens, Community Partners, City Council members, Dover Teen Center, and the Dover Housing Authority. They consistently attend community events at conversations creating 2-way conversation that leads to authentic partnerships in the community.
2. Our school coaches designed and implemented a training workshop in the summer 2018 for student facilitators, grades 7-12 to lead conversations with other students at

community events and within their school. The student response was large enough to offer a second session in the spring 2019. This level of training and student self selection gives new life to the aging student ambassador program adopted in 2003. Students are no longer just tour guides nominated by a teacher. These students lead community conversations, participate in focus groups, serve as shadow mentors, and lead engaging tours of the high school. We continue to build this group and students are enthusiastic about increasing their leadership roles.

3. We strive to involve students from all grades and all neighborhoods with select methods of engagement fit for the purpose of discussion, planning, and design. We recognized early on, the importance of scheduling these sessions during school hours to overcome many barriers. We started in May 2018 by developing a participants list using a city matrix and process that does not disrupt instructional time, includes all grades 9-12, invites students from study hall to avoid transportation and after school conflicts and goes so far to include students assigned to in-school suspension. Student input from these sessions helped inform the 10-minute study hall protocol, streamline social media communications to a few official district sites on major platforms, and help student council restructure themselves during a leadership change of advisors. Consequently, students are beginning to participate in lunchroom and learning commons conversations. Student council is using the advisory to collect a wider range of student feedback and survey questions are developed by students for students. Looking ahead, student council is exploring a design thinking summit to include best practices and protocols (consultancy, prototyping, norming), including a wide range of student leaders while inviting new members and teachers for portions that need their feedback. The positive response to the summer student facilitator training and the emerging initiatives has generated a resurgence in student voice.
4. We are beginning to agree and use clear procedures to enable group participants to work with one another effectively and efficiently. The exemplar is the middle school design team for advisory that meets frequently to plan and design a thriving program. Many students from the pilot are now at the high school and when asked will report they miss their advisors. Although there is only anecdotal evidence of the project's success the team is responding with a set of measurable goals as they continue to develop a process and protocols to guide the work. The design thinking stages, KnowledgeWorks professional development, and school reform initiatives protocols are tools they use consistently with more confidence.
5. The College and Career Partnership Work Group meetings have already enhanced the strong working relationship between the School Counseling Dept and CTE. As we reviewed our inventory of potential partners in the community, we see opportunities to

expand “outside of school” experiences. Under the leadership of the new CTE Liaison, internships have already doubled from last year. We also recognize the value of existing programming and partnerships and we look to continue those. An example in this area is the “I Am College Bound” program with NH Higher Education. Student participation has increased in this event from 41 students when we began in 2017 to 77 students this year. The Work Group identified several possible ways to increase student awareness including improvements to the District website and a change to a flex block schedule at DHS that will greatly increase the opportunities for Counseling and CTE staff to interact with students regarding college and career options.

Plans are underway to meet with colleagues at the elementary and middle schools to exchange information about current college/career programming and to discuss ways to enhance these efforts such as visits to DHS by elementary/middle school students and outreach by DHS students to their younger counterparts.

CHALLENGES

The steering committee of the engagement work needs to create a familiar and transparent method of meaningful communication between the wider community and families.

1. Scheduling community events is challenging without competing for community air-time. This year middle school parent conferences and the city council citizen’s academy were scheduled opposite the *Youth Matter. I Matter. Conversation*. Attendance was fairly good with equal adult and student representation, however, more teachers in the future will be important.
2. Promoting the conversation requires a focused plan with a point person to develop a system to communicate and design a targeted strategy to reach everyone in the community; i.e. the media promotion not limited to radio, social media, posters, newspaper interviews and press release, find and book guest speakers, design and implement advisory activity. The steering committee is still growing and looking for methods to support design, allocate time, resources, and capacity to collaborate.
3. Scheduling student meetings and developing leadership capacity among students remains challenging as clubs and organizations compete for time and students. Meetings are limited to after school Monday through Friday and many of the same students hold leadership roles. Most challenging will be changing the school culture from a traditional popularity contest to a meaningful platform of targeted need. The student leader selection process allows a few students to hold multiple seats, limiting their ability

to move a group forward and tackle challenging work. Access and pathways to meeting information also remains elusive despite a group update over email and a central location in the lobby to post club information. The club kiosk often displays outdated information.

4. The turnover of personnel on teams can slow the process and demand time to become familiar with practices and protocols. Implementation of a full ELO program demands a major commitment of resources. Staff time is currently stretched by a variety of student needs including academic planning and mental health issues.
5. The capacity to identify inequity using process and research-based strategies remains a work in process with the steering committee. Currently we review survey data, host community conversations and occasionally use internal reports & data driven decisions to inform workgroups. The absence of a dedicated point person to manage the communication among all stakeholders often leaves the team relying on individuals that self-identify and accept projects.
6. The recruitment of a dedicated cohort of people remains challenging during times of competing projects. Our workgroups have struggled to recruit participants to be a part of the in between larger community gatherings. While our larger events bring in critical input, it remains that a core group of school and community staff are the primary leaders of the work.
7. Counseling services and college to career planning is not vertically aligned between schools within the district. Engagement opportunities within the school day include community service and off site projects for work, internship, and extended learning opportunity. Attention to community service is limited to only motivated students. Furthermore, an examination of early release and late arrival is needed given the potential to use this school time for student-centered projects within the community. In 2018, 149 students, for 90 minutes or longer, signed up for early release. A study of their engagement in school activities during this time with inform the group's next steps.
8. The mechanism to partner with career technical and the counseling office on ELO's is extremely limited. Work to bridge these two offices will become clearer with a needs assessment that outlines roles, responsibility, and a review process to update the school board policy.

LESSONS AND INSIGHTS

Community engagement work demands a point person that possesses a high level of skill to facilitate, design, and recruit. Until then, we must create sustainable teams that can practice and master the coaching process to create a network of dedicated individuals that possess the capacity to identify inequalities, facilitate conversation, design high impact solutions, and recruit new members.

1. The cohort launched and completed many engagement events that solidified existing partnerships and identified key goals with student, family and community input. However, the work continues between events with limited representation from members of the community outside of the school system. This may be related to several scheduling conflicts and reliance on a few full-time school personnel to manage engagement work. With that, when we recruit and actively partner with focused members of the community we develop greater capacity to create authentic engagement.
2. A schedule designed to open more opportunity to intentionally address student wellness and support (academic) will empower more students over the same amount of time. A schedule that allows all students to engage in the same activities with some autonomy based on need and interest during the day creates opportunity without competing with other school groups.
3. Community awareness of the scope and depth of engagement opportunities available to all students remains high, however understanding pathways and access remains low.

PART II: 2018 REFLECTION QUESTIONS

DEFINING EQUITY

The academic coordinators of each department and district level principals understand a critical review of the school climate and culture must consistently be reviewed to ensure all students have equal access, opportunity, and input on academic, social, and emotional decisions. Strategies to develop a community of critical and logical thinkers includes several actionable steps.

- Analyze to understand the organizational motivations and the need for change using community conversations, survey data, and data generated from internal and external sources.

- Outline goals and desired outcomes in the strategic plan to steer each leadership decision.
- Continuously invite and involve all stakeholders (staff members, students, parents, and community members) using mindful strategies and authenticity with methods not limited to interviews, observations, questionnaires, rating scales, examination of permanent products and records.
- Use transparent methods to report out and share findings to build trust and deepen the understanding of challenges & obstacles such as organizational climate and health, communication processes, boundaries, roles, leadership styles, and external influences.

The level of equity understanding is increasing throughout the leadership team as we share stories and reveal our thinking. This work is increasing individual awareness and need for process and strategy during difficult times as the community flexes and instruction changes. Change in a flexing community introduces complexity, emotional resistance, and uncertainty. Therefore, the importance of getting the correct narrative for our community demands we understand and manage the nuances of a truly equitable program grades K-12. The systems that emerge will build trust and access for all students that is supported by all educators and programming within all our schools.

OPERATIONALIZING EQUITY

The opportunity for student voice and choice is limited to advisory themes, club membership and initiatives, select coursework, and extracurricular activities. At the middle and high school students are assigned to an advisor for 30 minutes weekly and in some cases a study hall for additional time. High school students are allowed to use the campus resources and spaces with teacher permission if they are in good academic standing. The students of the middle and high school have the opportunity to work with an advisor 2-3 times weekly. The work is centered on social-emotional strategies including projects they design, games and teambuilding. Efforts to grow student voice capacity includes training student facilitators grades 7-12. These students co-lead community conversations typically reserved for adults, to design monthly discussions open to all students, and implement workshops sessions with students by creating an inviting atmosphere lead by students for students.

The academic coordinators, student council, and the network of club leaders are early champions in this work. These groups are familiar with one another but are not always aware of the goals of other groups; occasionally and without intention, groups compete for student participation instead of partnering. To reduce these occurrences we have taken steps to share

by proximity at events and communicate frequently with monthly updates. Conversations and workshop sessions are strategically scheduled during the contract day and their design includes input from AC's, administrators, and student leaders while increasing the variety of students from all grades and neighborhoods using a random selection process from study hall and locating meeting spaces directly off the cafeteria. The feedback loops include workgroup communication methods not limited to posting minutes on the new website, internal and external email updates, advisory surveys and announcements, aligning student and faculty work groups with the same goal, and modeling best practices.

The focus for the remainder of the year is to expand the current advisory model. The logistics and schedule will include academic help and/or support at both middle and high schools without reducing the social-emotional gains. Faculty, staff, and students are working concurrently and collaboratively on topics to align efforts into one inclusive program that meets individual student needs in real time. Including parents and community members remains limited given the early stages of design. Stages to cover include philosophy of scheduling, discussion and questioning the impact of compartmentalizing student learning, brainstorming equity activities, professional development to increase everyone's capacity, remove obstacles not limited to privilege, followed up with a pilot before thoughtfully seeking partnership with parents and the community.

SUSTAINABILITY CONSIDERATIONS

The district recognizes the need to grow our capacity to identify and address equity to provide the community and all students with academic support and empowerment opportunities. The teaching and learning committee is developing the profile of a 2030 graduate using district and community data while the steering committee continues to map process and collect tools to design a sustainable method to identify and address inequities.

The district level leadership team dedicates monthly meetings to increase their own awareness and practical skills of engagement. Combining new capacity with the profile of a 2030 graduate is increasing the individual's comfort with sensitive topics while gaining competence with a changing demographic. Aligning ideals is slow work, but philosophical shifts are occurring (teaching and learning evidence). The middle school advisory program develops student community with a school-wide book read and the high school continues to examine inequalities using workgroups to design a schedule for all students to participate in a college and career pathway. District leaders also realize we need a systemic process to increase engagement capacity across schools, agencies, departments, and neighborhoods.

An engagement process is emerging with small successes throughout the district. The design thinking process, faculty workgroups, and matching protocols continue to inform our work.

Creating an inventory of safe and productive practices to complement the strategic plan will build capacity, reliability, and integrity as a partner within the community. The partnership with Community Partners in 2018-19 is one example of using resources to share practices and design together to create a yearlong initiative around an inequity of mental health and student support and wellness. The high school is also launching a 6-month study, design, and implementation of a new schedule using a systemic approach developed from the successes and challenges outlined in this report. Part of the outcome will include a sustainability report with methods and systems of support including habits of engagement and deeper family engagement with structures that support student's voice.

PROJECT CONTRIBUTIONS

The coaching support, availability, and expertise have instilled partnering as a primary goal. Partnerships with the community requires a combination of skills that are not intuitive to all. As separate city agencies we operate with different missions bringing terminology, acronyms and practices that are unfamiliar to all. Access to point people can remain elusive, creating confusion and limited access. As a steering committee and coaches we work continuously to develop a vocabulary of engagement that is accessible to everyone. Common terms create a more inclusive network.

We continue to grow as a coalition and develop our practices through many trials, false starts, active and inactive partnerships, and professional development opportunities. The redesign conferences and contact time with cohort groups continue to help us create an emerging engagement process. Access to resources online at www.SRI.org, professional development with KnowledgeWorks and funding for three years makes workshop sessions and community conversations more comfortable and commonplace. The information produced from these events continues to inform our work and point us in the right direction.

Everything acquired with the foundation's support has created new access where access was not once before or broken. We have an emerging system that combines new learning and the district strategic plans. Now, meaningful data mining for inequities relies more on leadership expertise through education, a community group agenda due to community conversation, and authentic student learning based on keen insights using protocols from observant and curious individuals that believe all students can learn.

B. PLANNING TEAM AND REPORT PREPARATION INFO

DOVER SCHOOL DISTRICT | PRIMARY DISTRICT CONTACT: KIM STEPHENS

PART I: COALITION + PLANNING TEAM INFO

Name	Role/ Organization (or the number involved, if a general group). * = member of core planning team	Coalition Member? (Y/N)	2018 Progress Report
<i>Example: Rosie Suarez</i>	<i>Assistant Superintendent*</i>	Y	W
Kim Stephens	DHS Dean of Students, Lead District Partner *	Y	W
Amanda Lee	DHS Teacher and Advisor to Student Government	Y	C
Steve Pappajohn	Director, Dover Teen Center	Y	C
Chris Alibrandi	Parent	Y	C
Deanna Strand	Dover Adult Learning Center	Y	C
Carrie Portrie	NH Listens Fellow, Dover Resident	N	C
Michele Holt-Shannon	Community Coach	Y	C

Larissa Ragazzo	Teacher, Chair of FE workgroup	Y	C
Tom Waldron	DHS Dean of Students	Y	C

PART II: 2018 PROGRESS REPORT PREPARATION

PROGRESS REPORT DEVELOPMENT

Process	In the fall 2018, the steering committee used portions of two monthly meetings to rate and evaluate the reflection questions provided by the foundation. The chair and coaches continued to meet with individual groups including parents and students and shared the document with the ability to edit with subcommittee leaders. Supporting evidence was requested throughout the process from principals and subcommittee members.
Equity, Inclusion, and Voice	<p>We have engaged the current steering committee in talking about successes and challenges and there are three things that stand out from that conversation:</p> <ol style="list-style-type: none"> 1. We struggle to get the word out about what has taken place – especially since a lot of our work has focused on internal capacity building with educators, staff and administrative leadership 2. Dover has a reasonably strong ability to bring people together for community conversations and talk to action input. But we struggle to let people know where their input made a difference. For example, the workgroup areas that are now in the District strategic plan came directly from a broad process including students, teachers, families, and community partners. 3. We are working to institutionalize the work in our goal areas but some of those groups are still very school

centric without family, student or community partner participation.

PROGRESS REPORT: CONTRIBUTOR COMMENTS

Please identify three individuals from among the report contributors to provide their commentary below.
NOTE: This section should be completed **after** the progress report and reflection questions are completed.

Name + Role/Organization

***DIRECTIONS FOR EACH SIGNATORY: Please review this report and provide any comments you wish about its content and the process used to develop it. If there is particular content that you would like to affirm, add context to, or clarify, please use this space to do so. If you would like to comment on how this report was developed, please do so here.**

Kim Stephens, Steering Chair

The process of theming and reflection are vital summary steps as we make sense of the many moving parts that make up the community engagement team and efforts. Process over product continues to serve as our guiding force and despite delays, we have continued to move forward. This work continues to generate many valuable sources of information and practices are slowly being adopted by students and teachers. We paused for 3 months to strategically plan 2019 using the resources cited in this report and recent events specific to our community.

Amanda Lee

Comments...

Steve Pappajohn

comments

Chris Alibrandi

Comments...

Comments...

<p>Deanna Strand</p>	<p><i>The steering committee met on Dec. 17 to review a draft of the report, a link to which had been previously provided. The three levels of text protocol was used in a face to face meeting to evaluate the report and input was solicited from group members in real time and an invitation to provide asynchronous edits and comments was made.</i></p>
<p>Carrie Portrie</p>	<p><i>I assisted Michele in report organization.</i></p>
<p>Michele Holt-Shannon</p>	
<p>Larissa Ragazzo</p>	
<p>Tom Waldron</p>	