

Equity and Inclusion Action Plan: Promoting Lifelong Success for Each Student

Through a series of conversations with educators, parents, students, and community leaders, the Morris School District collaboratively explored our vision for a healthy community based on a foundation of equity and inclusion. Under the guiding principle that education is a right to which all human beings deserve equal access, our students will be empowered to seek and evaluate multiple perspectives, collaborate with new understandings and cultural proficiencies, contribute to our democratic society and the world at large with tolerance and civility, practice empathy and kindness, and respect the dignity of all people through their words and actions.

The following plan is our commitment to turn our dialogue and ideals into concrete action and practice.

Curriculum & Instruction

The Morris School District will provide each student with culturally relevant learning experiences and access to rigorous instruction, high expectations & meaningful curricular programs.

Developing Capacity in Human Resources

The Morris School District will ensure recruitment, hiring, and training practices manifest the belief that all students are best prepared for life by working with exceptional educators from diverse backgrounds and perspectives.

Professional Development & Training

The Morris School District will provide all personnel with yearly sustained professional training that fosters a more inclusive and equitable learning community.

Relationships & Partnerships

The Morris School District will strengthen district and community relationships in order to create a more inclusive & equitable learning community.

Social Networks & Social Capital

The Morris School District will promote the success of each student through ensuring access to positive & diverse relationships & the development of social networks and social capital.

WE WILL...

- Invite diverse student voices, input and feedback into the planning and development of Social Studies/History and other humanities curricula.
- Train Social Studies/History and other humanities curriculum writers in culturally responsive curriculum development so that the instructional program promotes an intercultural mindset for both teachers and students.
- Continue to enhance training and availability of resources to support the NJ Amistad Commission objectives.
- Infuse the cycle of socialization, self-identity and group identity within Social Studies curriculum.
- Create systems and practices that promote student agency, goal-setting and social-emotional skills development for each student at each level.
- Audit literature, readings and primary source documents through a diversity and an intercultural lens.
- Provide free SAT/ACT test prep for qualifying students with economic need.
- Audit the effectiveness of academic after school & summer programs.
- Investigate and explore the AVID program or similar program for adoption.
- Continue to expand co-teaching instructional design to meet the personal needs of students.
- **SMART GOALS**
 - By 2022, 50% of each race/ethnic and socio-economic subgroup of students in the 12th grade will participate in at least one AP class.
 - Non ELL, economically disadvantaged students will pass ELA NJ Standardized Assessment at the same rate as the "all student" NJ average.

WE WILL...

- Redesign the Director of HR position to include oversight of equity and inclusion objectives relative to all personnel matters.
- Create a district *Equity and Inclusion Leadership Team*, consisting of the Director of HR, Diversity Network Coordinator, administrators and faculty, in order to provide guidance and support in the implementation of equity and inclusion initiatives.
- Develop and sustain affirmative recruitment, hiring, and retention processes to meet district-wide goals for culturally competent administrators, faculty, and staff.
- Update new job descriptions to include cultural competency as a criterion of employment as appropriate.
- Enhance new faculty training to include intercultural competency & culturally responsive instructional strategies training.
- Establish protocols to support all faculty, staff, and administrators that reflect the community's commitment to intercultural understanding and diversity.
- In collaboration with TEAM, explore the development of using cultural competency domains in the evaluation system.
- **SMART GOALS**
 - The Morris School District will annually conduct a Diversity Recruitment Job Fair on the MSD campus starting in 2018-2019.
 - The Morris School District will develop and organize interviewing and hiring demographic data starting in 2018-2019.

WE WILL...

- Build a multi-year professional development plan that coherently balances the three interlocking components essential for an inclusive learning community: (1) intercultural competency training; (2) restorative practice strategies; and (3) trauma-sensitive schools training.
- Provide sustained Culturally Responsive Teaching training for all educators. CRT training will enhance educators' awareness and knowledge of self and others as well as strengthen their skills at effectively teaching students and interacting with people from diverse backgrounds and perspectives.
- Train teachers and administrators in specific instructional strategies for addressing sensitive topics during classroom discussion so that students and teachers alike become ready practitioners of an intercultural mindset.
- Continue to onboard new faculty members with training on intercultural understanding specific to the MSD community.
- Continue providing SIOP training (Sheltered Instruction Observation Protocol) to address the academic and linguistic needs of English Language Learners.
- ScIP Committees (School Improvement) will provide ongoing feedback regarding training so that refinements can be made to meet the needs of each building with respect to the 3 interlocking components outlined above.
- **SMART GOAL**
 - By July 2019, the three-year Equity & Inclusion training outline will be submitted to the BOE for approval.

WE WILL...

- Develop a shared district and community understanding and definition of diversity, equity, and inclusion.
- Create an Equity and Inclusion *Community Alliance* consisting of varied community leaders, including students, in order to strengthen community dialogue regarding equity and inclusion initiatives.
- Utilize the *District Equity and Inclusion Leadership Team* to strengthen district dialogue and implementation of equity and inclusion initiatives.
- Provide opportunities for student voice (e.g. student government & Melanin Minds reps) regarding strategic objectives.
- Strengthen and refine current community partnerships providing tutoring, academic and social support for MSD students.
- Create climate survey questions and metrics with intercultural & inclusion language and measures in order to enhance parent, faculty, and student voice and to strengthen relationships.
- Explore, provide and improve family outreach positions for African American and Hispanic communities in the MSD in order to build greater dialogue and trust with all families.
- Enhance our family partnerships by providing training for families and parent education with respect to equity, inclusion and related topics.
- **SMART GOAL**
 - The district Equity and Inclusion Leadership Team and the Equity & Inclusion Community Alliance will be created in the fall of 2018.

WE WILL...

- Ensure the Morris School District is a welcoming community for all district personnel, students, parents, and visitors.
- Explore and implement a systematic approach to dialogue that involves parents, students, and faculty.
- Continue to develop and support new social-academic extra/co-curricular programs, such as NSBE, Girls Who Code, Melanin Minds, and Future Educators to foster social networks and social capital as well as to provide opportunities to create a sense of belonging for each student.
- Explore, expand, and sustain learning spaces where true integration is most accessible, especially in the arts, music and STEM.
- Expand district peer mentoring opportunities and counseling supports and programs.
- Explore a comprehensive mentoring program to foster social capital for each student beyond our school buildings and as well as graduation.
- School Improvement Committees will provide feedback on climate and culture issues relative to intercultural and inclusion goals and objectives.
- **SMART GOAL**
 - By July 2019, create and manage a K-12 data system that measures student participation in co/extra curricular activities and after school programs.
 - By June 2019, 80% of each subgroup in the 6th grade will participate in at least 1 co/extra-curricular activity or after school program.