

Summit Public Schools

Strategic Action Plan for Diversity, Equity, Inclusion, and Belonging



September 14, 2023

Dr. Crystal Marr,
Student Personnel
Services



FOUR KEY AREAS OF EQUITY

01

INSTRUCTIONAL
EQUITY

+

02

PROGRAMMATIC
EQUITY

03

COMMUNITY
PERCEPTIONS

=

04

STUDENT
ACHIEVEMENT

OUR WORK & PLANNING



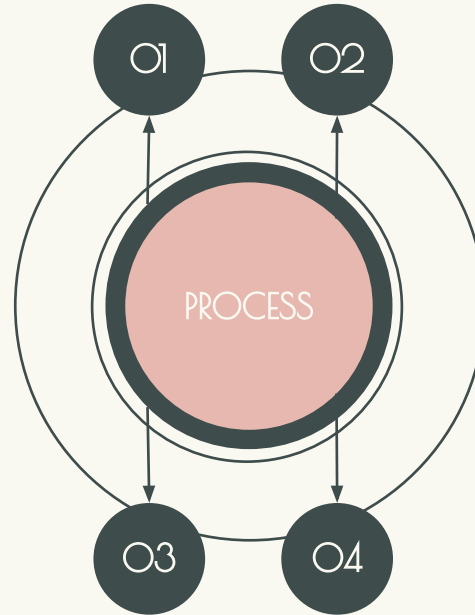
THE PEOPLE

STUDENTS
PARENTS
STAFF
ADMINISTRATION
EQUITY COMMITTEE
HANOVER RESEARCH



THE JOURNEY

MULTI-YEAR PLAN



THE DATA

INTERNAL DATA
SURVEYS
FOCUS GROUPS
5 YRS OF ACADEMICS



THE PLAN

COLLABORATIVE
COMPREHENSIVE





Summit Public Schools

Strategic Action Plan for Diversity, Equity, Inclusion, and Belonging

Final Report District Mission

The Summit Board of Education operates with the commitment to excellence and the expectation that each student will strive to excel beyond the New Jersey Student Learning Standards (NJSLs), which set forth a minimum level of achievement for all students at all grade levels. The Summit Public Schools, in partnership with the community, will support and sustain an excellent system of learning that engages all students in compelling work; educates them to their highest intellectual, creative, and individual potential; promotes pride in diversity; and results in responsible and productive citizens of the highest integrity.

A Message from Superintendent Scott Hough

The Strategic Action Plan for Diversity, Equity, Inclusion, and Belonging is the culmination of more than a year and a half of hard work and dedication from numerous people both inside and outside of the District. This is a direct reflection of the District's commitment to providing a learning environment that is safe, welcoming, and inclusive for all. I want to thank Dr. Crystal Marr, Director of Student Personnel Services, for leading these efforts and creating opportunities for everyone's voices to be heard and valued. This plan serves as a starting point, and we are dedicated to regular evaluation, reassessment, and adaptation as we strive to build a community that welcomes your feedback, ideas, and collaboration as we create the richness of our future. We are committed to ensuring that every voice is heard, every perspective is valued, and every student has the opportunity to belong. Our commitment is to create a future where every voice is heard, every perspective is valued, and every student has the opportunity to belong. Our commitment is to create a future where every voice is heard, every perspective is valued, and every student has the opportunity to belong.

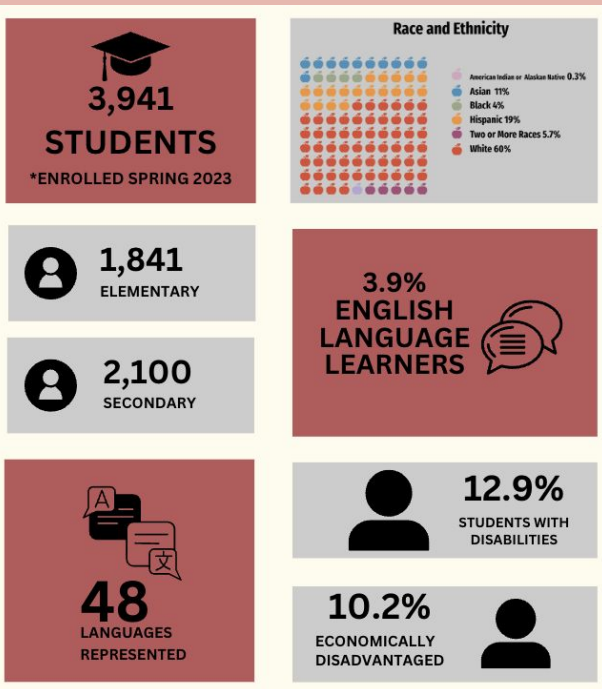
Everyone. By Name. By Strength. By Story.

SUMMIT PUBLIC SCHOOLS
EVERYONE
BY NAME. BY STRENGTH. BY STORY.

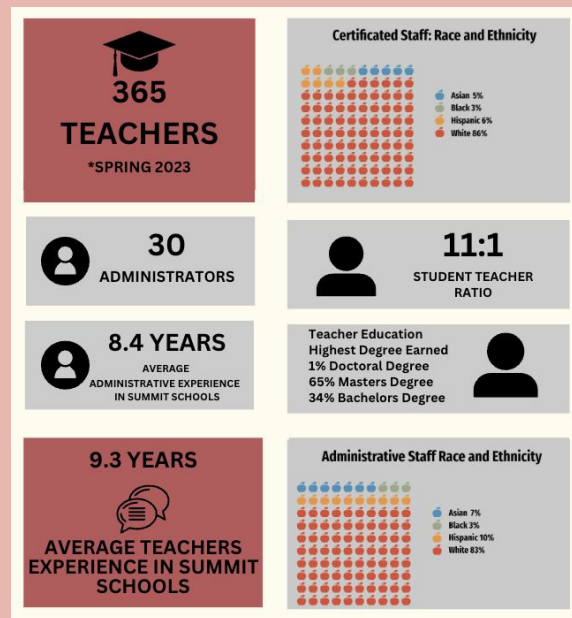
DEMOGRAPHICS AT A GLANCE



STUDENTS



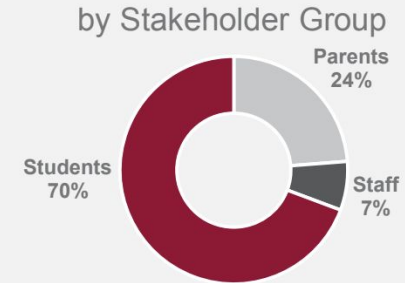
CERTIFICATED & ADMINISTRATIVE STAFF



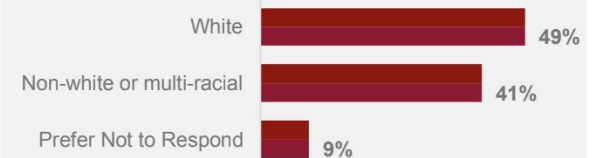
What you think matters.



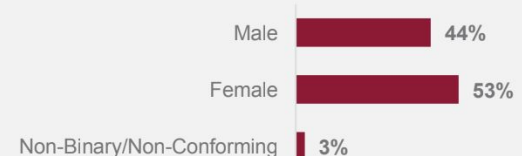
SURVEY RESPONDENTS 995 Total



Self/Child Identity: Race/Ethnicity *Please select all that apply*



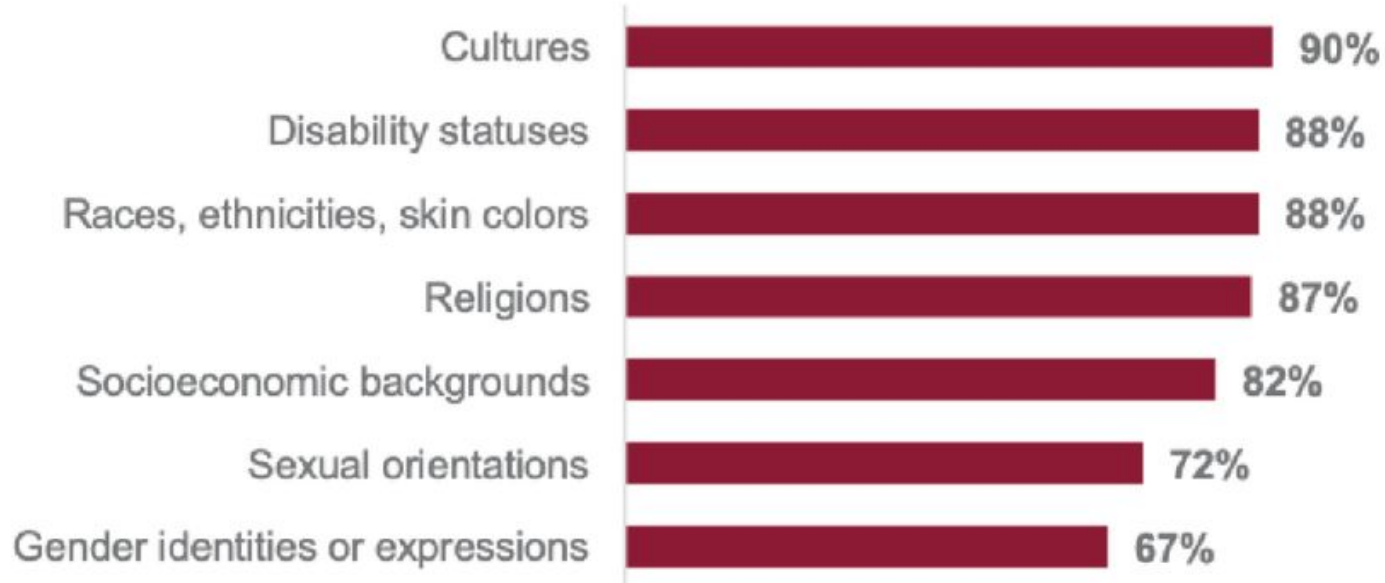
Self/Child Identity: Gender





Schools support individuals from all different...

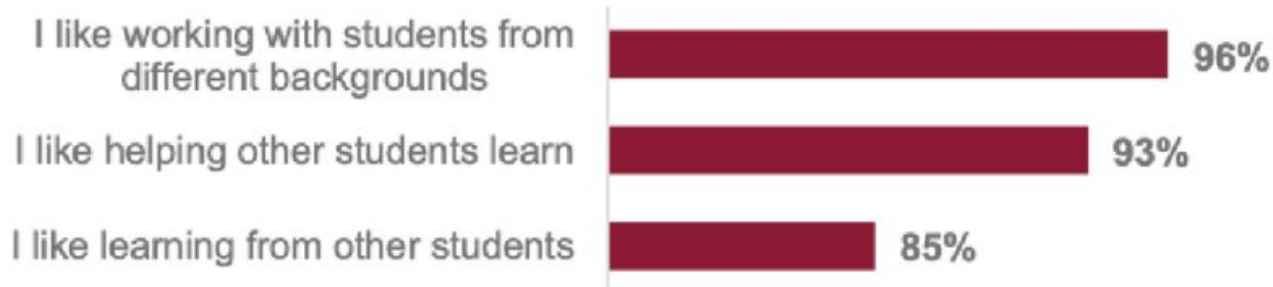
% Agree + % Strongly Agree



STUDENT PERCEPTIONS

- Most students report that they like working with students from different backgrounds (96%) and helping other students learn (93%). Slightly fewer students report that they like learning from other students (85%).

% Agree + % Strongly Agree



Note: Only students answered this question.

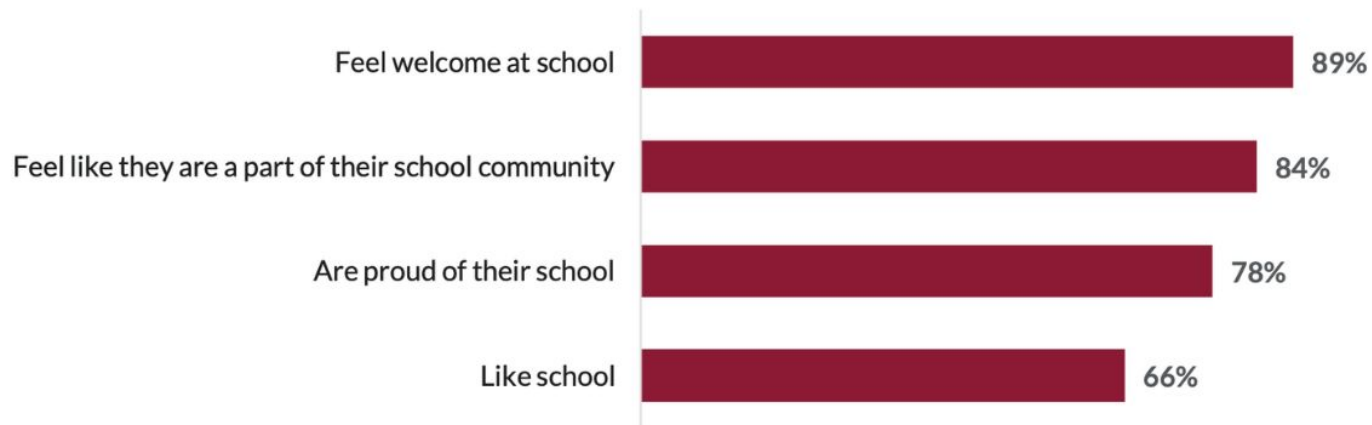




Students...

% Agree + % Strongly Agree

Note: Respondents are Students.



My (child's) school....

% Agree + % Strongly Agree

My child's school welcomes families into decision-making processes.

52%

My child's school works with parents to reduce barriers to parents' participation.

52%

My child's school encourages families to visit their child's classroom.

32%

Note: Visits were limited for public health purposes during the pandemic.

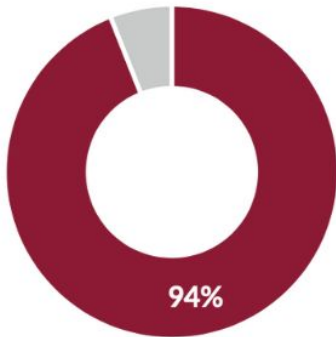




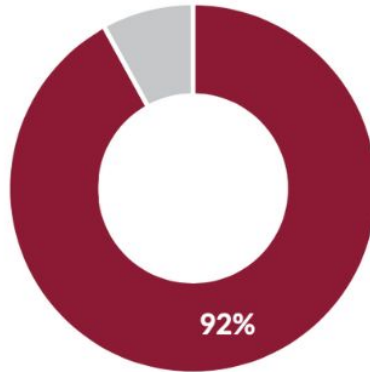
% Agree + % Strongly Agree

Note: Parents, Staff, and Students answered these questions.

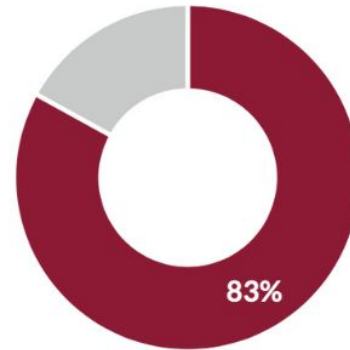
Students from all backgrounds have access to co-curricular activities (e.g., drama, theater, and band)..



Students from all backgrounds have access to extra-curricular activities (e.g., sports, clubs).

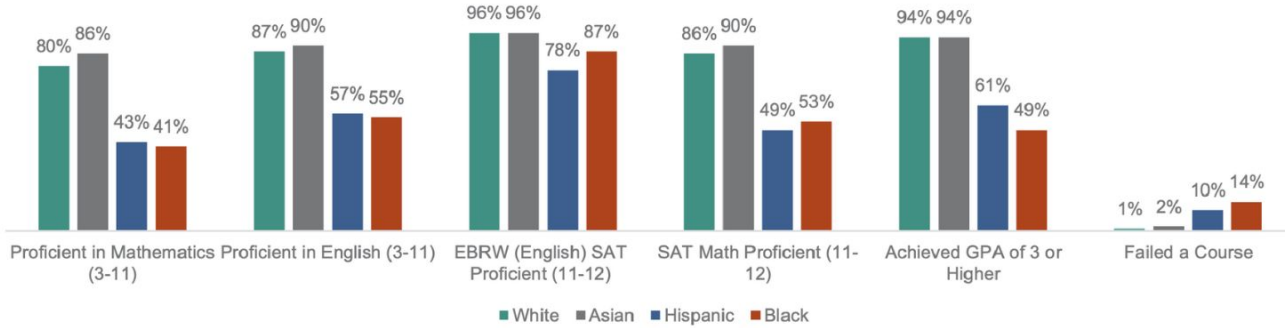


Students from all background have access to all classes.

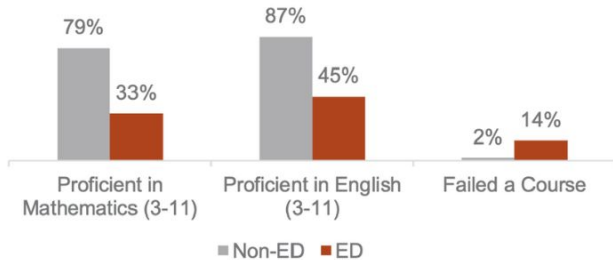




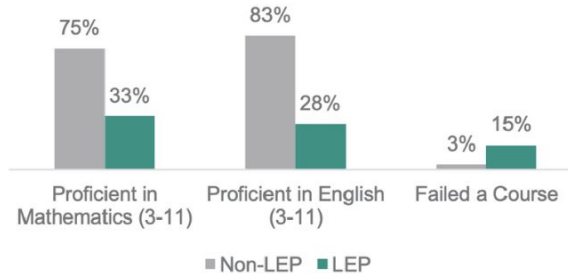
Academic Outcomes by Race/Ethnicity



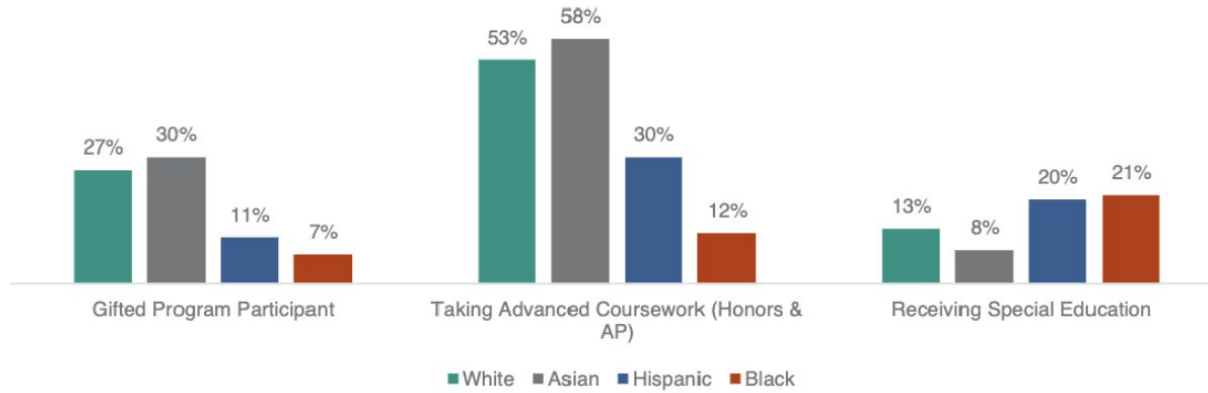
Academic Outcomes by ED Status



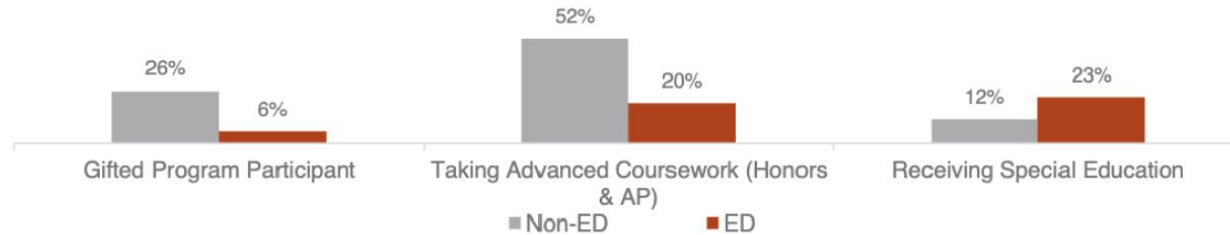
Academic Outcomes by LEP Status



Program Participation by Race/Ethnicity



Program Participation by ED Status





Priority Areas

Promote a diverse workforce within the district to reflect individuals representing the district's diversity.

ACCESS AND SUCCESS

**RECRUITMENT &
RETENTION**

**STAKEHOLDER
ENGAGEMENT**



**PROFESSIONAL
DEVELOPMENT**

**MULTILINGUAL
PROGRAMMING**

PRIORITY AREAS



ACCESS AND SUCCESS

Sustain a K-12 educational system that offers fair and unbiased access to all students, in all essential subjects, support, and advancement opportunities.

- 1.1 Ensure equitable access to all course programming
- 1.2 Ensure that all schools have access to equitable resources
- 1.3 Refine systems to ensure a culturally responsive and inclusive curriculum
- 1.4 Refine data systems on student performance, demographics, and participation



PROFESSIONAL DEVELOPMENT

Increase and improve cultural awareness and competence of all teachers, administrators and staff through professional learning.

- 2.1 Increase the sense of belonging in the classroom by implementing effective instructional strategies that promote inclusivity and engagement for all students
- 2.2 Improve student learning outcomes by providing training to educators on assessment systems, with the aim of using assessment data to drive small group tiered instruction for students



MULTILINGUAL PROGRAMMING

Continue to build an equitable system that supports the academic success of multilingual learners by ensuring that all students have access to high-quality instruction and resources, regardless of their language proficiency or background.

- 3.1 Refine and implement a comprehensive program that provides high-quality ESL instruction through the adoption of appropriate instructional materials, alignment of scope and sequence, and ongoing professional development to support multilingual-friendly classrooms
- 3.2 Ensure equitable access to high-quality ESL education through effective scheduling and communication measures



STAKEHOLDER ENGAGEMENT

Include and affirm the voices of staff, students, families, and communities in order to inform district and building leadership efforts.

- 4.1 Promote a diverse and inclusive environment through various events and initiatives that raise awareness and understanding of different cultures, backgrounds, and identities
- 4.2 Ensure effective communication and engagement with all stakeholders through various means of communication and educational resources



RECRUITMENT & RETENTION

Promote a diverse workforce within the district to reflect individuals representing the district's diversity.

- 5.1 Foster a diverse, equitable, and inclusive workplace culture that values and supports all employees, creating an environment where they feel valued and respected, and their contributions are recognized and rewarded
- 5.2 Develop and implement targeted retention strategies based on feedback and data analysis to address any issues and improve employee satisfaction, morale, and retention rates



Access & Success



Ensure equitable access to all course programming.

Ensure that all schools have access to equitable funding and resources to provide students with the necessary tools to succeed.

Refine systems to ensure a culturally responsive and inclusive curriculum

Refine data systems to collect and analyze data to identify and address disparities and inequities.

Expand access to honors and AP courses in grades 9-12.

Restructure eligibility criteria for Learning Workshop/Basic Skills (LW/BS) to include universal screening aligned with core instruction.

Conduct a review of course trajectories in core subjects for entry points and movement between course levels.

Access & Success



Ensure equitable access to all course programming.

Ensure that all schools have access to equitable funding and resources to provide students with the necessary tools to succeed.

Refine systems to ensure a culturally responsive and inclusive curriculum

Refine data systems to collect and analyze data to identify and address disparities and inequities.

Conduct a review of Title funding allocations to ensure equitable distribution of resources to schools with high percentages of students from historically marginalized communities and effective resource allocation for all eligible students within the served populations.

Create and disseminate a staff-facing strategy bank for all instructional staff K-12 to provide culturally responsive student, small-group, and whole-school strategies that support the learning and success of all students, particularly historically marginalized students.

Access & Success



Ensure equitable access to all course programming.

Ensure that all schools have access to equitable funding and resources to provide students with the necessary tools to succeed.

Refine systems to ensure a culturally responsive and inclusive curriculum

Refine data systems to collect and analyze data to identify and address disparities and inequities.

Embed a culturally responsive rubric into the curriculum review process to ensure that instructional materials and practices reflect the cultural backgrounds and experiences of all students.

Pilot Tier III literacy instructional materials for Learning Workshop/Basic Skills Instruction programs to ensure that instructional materials and practices are aligned to core instruction and reflect the cultural backgrounds and experiences of all students.

Access & Success



Ensure equitable access to all course programming.

Ensure that all schools have access to equitable funding and resources to provide students with the necessary tools to succeed.

Refine systems to ensure a culturally responsive and inclusive curriculum

Refine data systems to collect and analyze data to identify and address disparities and inequities.

Infuse subgroup data analysis into data protocols.

Create a data-based decision tree for literacy extension and intervention.

Explore data analytic systems to ensure all student data representing the whole child is accessible for instructional decision making.

Key Performance Indicators (KPIs)



1.1 Ensure equitable access to all course programming.

Expand eligibility of students enrolled in honors and AP courses in grades 9-12, with a goal of improvement over time

Analyze course level enrollment data and student population demographics

Number of students who successfully advance trajectory tracks

Enrollment in Tier III programming and tracking of student cohort exits and success rates

Key Performance Indicators (KPIs)



1.2 Ensure that all schools have access to equitable funding and resources to provide students with the necessary tools to succeed.

Track student achievement in reading and math proficiency for all eligible students participating in Title I programming, with a goal of improvement over time

Monitor Title II funds allocated to professional development opportunities with a goal of improving teacher self-efficacy based on pre and post surveys

Monitor achievement gap between historically marginalized student groups and their peers, with a goal of reduction over time

Collect feedback from instructional staff who report that the student strategy bank supports their ability to provide differentiated instruction to all students based on pre and post surveys

Key Performance Indicators (KPIs)



1.3 Refine systems to ensure a culturally responsive and inclusive curriculum that reflects the diversity of the student population, promotes critical thinking and inquiry, and fosters an appreciation of different perspectives and experiences.

Administrating pre and post surveys to administrators and curriculum writers to measure the understanding of culturally responsive pedagogy, with a goal of improvement over time

Monitor the number of students who demonstrate growth in literacy skills through the use of Tier III materials, with a goal of improvement over time

Monitor number of students who transition from Learning Workshop/Basic Skills to general education classrooms without a decline in academic performance

Analyze student success rates in Learning Workshop and Strategies programs based on universal screeners

Key Performance Indicators (KPIs)



1.4 Refine data systems to collect and analyze data on student performance, demographics, and participation in school activities to identify and address disparities and inequities.

Monitor academic achievement of students who are enrolled in strategies courses in grades 6-9

Collect feedback from teachers on the use of the universal screener(s) to identify students in need of academic support

Track percentage increase in the number of students meeting or exceeding academic standards at each grade level in the aggregate and disaggregated by subgroup

Monitor the effectiveness of Tier I plans developed through grade level data analysis with a goal of increased academic achievement in the targeted areas

Professional Development



Strengthen classroom culture by implementing effective instructional strategies grounded in inclusion and engagement for all students.

Train educators to use assessment tools to design and implement small group tiered instruction for students.

Pilot assessment tools with a small group of teachers and gather feedback for improvements.

Provide training to all teachers on assessment tools, including how to collect and analyze data to inform small group tiered instruction for students.

Provide additional training on differentiation and student groupings, including how to use assessment data to group students by their needs and how to adjust instruction accordingly.

Professional Development



Strengthen classroom culture by implementing effective instructional strategies grounded in inclusion and engagement for all students.

Train educators to use assessment tools to design and implement small group tiered instruction for students.

Provide instructional belonging training to all K-12 staff members.

Offer a book study program for elementary/secondary cohorts that focuses on belonging and dignity.

Explore blended learning and microcredential opportunities on diversity, equity, cultural competence, bully-free schools, and assessment literacy based on school district goals.

Key Performance Indicators (KPIs)



2.1. Strengthen classroom culture by implementing effective instructional strategies grounded in inclusion and engagement for all students.

Feedback score from staff and students on sense of belonging in the classroom, as measured by surveys or feedback mechanisms, with a goal of improvement over time

Number of staff members who participate in the professional development offerings and their feedback on the program's effectiveness in promoting a sense of belonging in the classroom

Increase in staff members' cultural competency, as measured by pre- and post-training assessments, with a goal of improvement over time

Key Performance Indicators (KPIs)



2.2 Train educators to use assessment tools to design and implement small group tiered instruction for students.

Feedback from the select group of teachers who pilot assessment tools, indicating the tool's effectiveness in driving small group tiered instruction

Feedback from teachers who receive additional training on differentiation and student grouping, indicating the training's effectiveness in preparing them to use assessment data to group students by their needs and adjust instruction accordingly

Increase in student learning outcomes, as measured by pre- and post-assessment scores, with a goal of improvement over time

Multilingual Programming



Refine and implement a comprehensive program that provides high-quality ESL instruction for all students

Ensure equitable access to high-quality education through effective scheduling and communication measures.

Implement Summer Bridge program in grades 6-10.

Create Heritage Literacy Course at SHS to support Newcomer population.

Provide Two-way instant translation devices at each school location to assist with content access in non-sheltered courses.

Explore prioritized ESL scheduling at the elementary level to continue efficiency of scheduling our ESL programs.

Multilingual Programming



Refine and implement a comprehensive program that provides high-quality ESL instruction for all students

Ensure equitable access to high-quality education through effective scheduling and communication measures.

Develop multilingual-friendly classrooms through initial professional development in Sheltered English Instruction training with consultant/coach for 20 elementary teachers and 40 secondary teachers.

Initiate partnership with post-secondary institution to increase local capacity for ESL-endorsed instructional staff.

Adopt instructional materials to support instruction in ESL classrooms and adjust scope and sequence based on implementation year.

Develop accountability and intervention model for students in the ESL program.

Key Performance Indicators (KPIs)



3.1 Refine and implement a comprehensive program that provides high-quality ESL instruction through the adoption of appropriate instructional materials, alignment of scope and sequence, and ongoing professional development to support multilingual-friendly classrooms.

Percentage of students that demonstrate growth by increasing proficiency levels on WIDA Access testing

Conduct teacher surveys to determine self-efficacy in meeting multilingual learners' needs before and after Sheltered English Instruction training

Review accountability model for ESL department annually to determine programmatic needs and effectiveness

Key Performance Indicators (KPIs)



3.2 Ensure equitable access to high-quality education through effective scheduling and communication measures.

Track student success in pilot scheduling components and compare to peers outside of pilot to determine effectiveness in scheduling methods

Conduct survey to determine use and effectiveness of two-way communication devices for staff and student use

Track progress of students in summer bridge program through universal screeners and WIDA Access scores

Stakeholder Engagement



Promote a diverse and inclusive environment through various events and initiatives that raise awareness and understanding of different cultures, backgrounds, and identities.

Ensure effective communication and engagement with all stakeholders through various means of communication and educational resources.

Develop Open-Ended “Listen and Learn” sessions for staff/students/families.

Provide translation devices for public-facing school staff at each school.

Create and publish a series of community-facing educational videos focused on preventing and addressing harassment, intimidation, and bullying to increase community understanding of HIB policy.

Stakeholder Engagement



Promote a diverse and inclusive environment through various events and initiatives that raise awareness and understanding of different cultures, backgrounds, and identities.

Ensure effective communication and engagement with all stakeholders through various means of communication and educational resources.

Expand diversity related activities across schools.

Expand District Equity Committee as open committee to all employees to review progress and track key performance indicators.

Create parent and guardian programming to educate school communities on district efforts and inclusive practices.

Key Performance Indicators (KPIs)



4.1 Promote a diverse and inclusive environment through various events and initiatives that raise awareness and understanding of different cultures, backgrounds, and identities.

Percentage increase in participation and engagement in diversity-related activities across schools	
Number of successful elements from Primary Center SEF Grant implemented into elementary classrooms	
Number of students who report feeling a sense of belonging and inclusion in their school environment based on surveys or feedback mechanisms	

Key Performance Indicators (KPIs)



4.2 Ensure effective communication and engagement with all stakeholders through various means of communication and educational resources.

Number of staff and student participants in open-ended "Listen and Learn" sessions, with an aim to increase participation over time

Percentage increase in the use of translation devices by public-facing school staff, with a goal of achieving full utilization

Feedback score from communication surveys, with an aim to improve the score over time, indicating better understanding of stakeholder needs and effective communication

Recruitment & Retention



Foster a diverse, equitable, and inclusive workplace culture that values and supports all employees, creating an environment where they feel valued and respected, and their contributions are recognized and rewarded.

Develop and implement targeted retention strategies based on feedback and data analysis to address any issues and improve employee satisfaction, morale, and retention rates.

Identify in-person and virtual recruitment locations and platforms that attract diverse applicants.

Explore university partnerships to bolster student teaching experiences and diversify the employee pipeline.

Develop rubrics for the hiring process to ensure consistency and remove bias.

Recruitment & Retention



Foster a diverse, equitable, and inclusive workplace culture that values and supports all employees, creating an environment where they feel valued and respected, and their contributions are recognized and rewarded.

Develop and implement targeted retention strategies based on feedback and data analysis to address any issues and improve employee satisfaction, morale, and retention rates.

Develop employee resource groups to provide a supportive and inclusive environment for employees to connect, share experiences, and build relationships.

Collect and analyze data on applicants for all positions within Summit Public Schools, with the goal of diversifying our candidate pool over time.

Develop and implement policies and practices that promote equity, such as transparent opportunities for advancement, and provide support for employees who may face barriers to success, such as discrimination or bias.

Key Performance Indicators (KPIs)



5.1 Foster a diverse, equitable, and inclusive workplace culture that values and supports all employees, creating an environment where they feel valued and respected, and their contributions are recognized.

Expand number of staff members who participate in training and education on diversity, equity, and inclusion, as well as opportunities for engagement and dialogue, with a goal of increasing participation over time and improving cultural competence

Monitor and analyze policies and practices that promote equity to assist employees who face barriers to success, in our effort to create a supportive and inclusive workplace

Survey staff on their sense of belonging and inclusivity in the workplace, with a goal of improvement over time

Key Performance Indicators (KPIs)

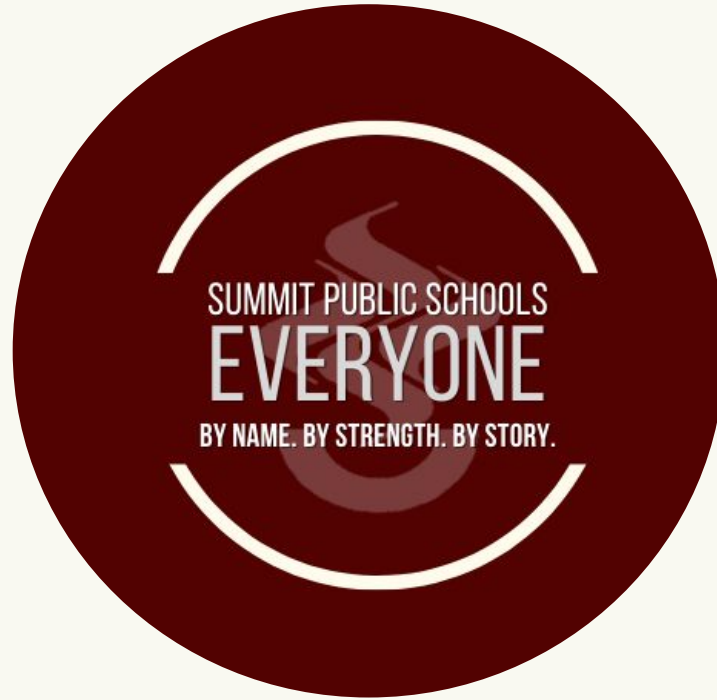


5.2 Develop and implement targeted retention strategies based on feedback and data analysis to address any issues and improve employee satisfaction, morale, and retention rates.

Survey employees on the effectiveness of retention strategies designed to improve sense of belonging, morale, and retention rates of highly effective staff

Analyze our recruitment strategies, including job postings and promotional materials, to ensure they reflect the district's commitment to equity with a goal of expanding a diverse candidate pool

Analyze data from the hiring process to track the effectiveness of rubric integration



Thank you.