

MAMARONECK SCHOOLS

District Equity Plan (DEP)

Priority Area #1: Developing inclusive and antiracist curriculum, instruction, and assessment K-12 (Adapted from the CRSE Framework Principle #3 pages 34, 39)

GOALS

1. Conduct a K-12 curriculum and assessment audit with a focus on diversity, equity, and inclusivity (e.g., racial literacy, anti-racist mindsets, and social justice). Additionally, an audit of the “hidden curriculum” which can include school spaces, course offerings, and programs.
2. Provide all faculty and staff with professional development on culturally responsive pedagogy and inclusive practices that affirm and support the diverse identities and experiences of our students.
3. Empower all students, particularly Black, Indigenous, and Students of Color, to be co-creators/designers of curriculum material by centering their voices through focus groups, surveys, and interviews and providing continuous space and time for students to share their experiences, feedback, input, and suggestions for a more representative, relevant, and just curriculum.
4. Create K-12 content leadership team(s) to research, to develop/adopt, and to enact anti-racist and social justice curriculum. This would include creating opportunities for educators to plan within and across curriculum areas to support this work in the classroom.
5. Identify and support educators who are implementing strong culturally responsive and equity strategies within their classrooms and create ways for them to serve as teacher-leaders.

Priority Area #2: Strengthening and creating opportunities, access, and educational quality for all students in our diverse community (Adapted from the CR-S Framework Principle #2 pages 34, 39)

GOALS

1. Collect and review various forms of data (e.g., academic, disciplinary, attendance, advanced courses, surveys, etc.) and analyze for any inequities and/or opportunity gaps. Identify and acknowledge these areas in conjunction with an external equity auditor.
2. Support building level advisory programs for all students (K-12) to promote social-emotional learning, anti-racist mindsets, and foster an inclusive learning environment in person and remotely.
3. Create an academic support system and an equitable selection process to diversify student enrollment into rigorous academic courses (e.g., 8th grade accelerated Algebra I Regents course, Advanced Placement courses, etc.) for college and career readiness for all.
4. Develop a K-12 restorative practice and Positive Behavioral Instructional Support (PBIS) system to build a collective school community environment.
5. Incorporate a K-12 Multi-tiered Student Support System (MTSS) to ensure equity for student academic success.

Priority Area #3: Prioritizing student and community input to dismantle inequitable policies and reframing for equity (Adapted from the CRSE Framework Principle #1 pages 32, 33, 38)

GOALS

1. Partner and engage community organizations in the work of the District Equity Team (e.g., Community Resource Center, Larchmont-Mamaroneck RADAR, Faith-based organizations, Alumni, Community Advocates, etc.).
2. Work in collaboration with the Board Policy Committee, community members and District Equity Team to review and redefine policies based on antiracist mindsets and viewed through an equity lens. (e.g., District Code of Conduct, transportation policy, professional Code of Conduct, school safety code, attendance policy, job postings/recruitment of staff/hiring/interview procedures, new staff mentoring, new teacher orientation, professional programs).
3. Revisit the District Enrollment Task Force findings and collaborate with the community to establish a district policy that assigns K-5 students to elementary schools based on an equitable and inclusionary model (representative of the community's diversity), not designated by geographical locations (neighborhoods).
4. Create District regulations that ensure all stakeholder groups are equally represented in District communications, publications, and modalities (virtually and in person).
5. Honor the diversity of our school community by providing and supporting programs, experiences, and opportunities that are reflective of all students and families. This would include community educational forums on diversity, equity, and inclusion.
6. Create safe and braving spaces by partnering with and/or creating affinity organizations for Black, Indigenous, People of Color staff and students (e.g., WABSE, 100 Hispanic Women of Westchester, NYSED My Brother's Keeper Program, etc).

MAMARONECK SCHOOLS

District Equity Team Strategic Work Plan (2021-2022)

PRIORITY AREA 1 - Developing inclusive and antiracist curriculum, instruction, and assessment K-12

Goal # 2: Provide all faculty and staff with professional development on culturally responsive pedagogy and inclusive practices that affirm and support the diverse identities and experiences of our students.

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
1. Mamaroneck Equity in Education Leaders (MEELs) will form building-level equity teams that will assist in facilitating professional development (PD) during faculty meetings and/or after school.	Building Administrators, Department Chairs, and Faculty.	Oct 2021	Building Administrators, MEELs	Dec 2021 Create and disseminate surveys that measure relevance to teachers' practice, ease of implementation, etc.
2. MEELs will collaborate with building-level equity team members to share resources, strategies, etc., to be included in presentations made at faculty meetings, and made available on the faculty's Google Classroom.	Building Administrators, Department Heads, and Faculty.	Oct 2021	Building Administrators, Department Chairs, Building-Level Equity Team Members MEEL access to "teacher" role on Faculty Google Classroom DEI Resource and Ongoing Learning "topics" on Faculty Google Classroom	Nov 2021 At each DET meeting, provide a summary of past and future PD offerings that were shared at faculty meetings.

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>3. Equip and empower members of the building-level equity teams to implement and support school-wide initiatives.</p> <ul style="list-style-type: none"> a. Use the book “Belonging Through a Culture of Dignity” by Floyd Cobb and John Krownapple for leadership development at MEELs’ monthly meetings. b. MEELs will co-chair their building equity teams and share strategies learned from the book study. c. MEELs will attend SEED (Seeking Educational Equity and Diversity) workshops sponsored by the District 	<p>Building Administrators, Faculty, Support Staff, Students, and Families.</p>	<p>Nov 2021 - Jun 2022</p>	<p>Building administrators, Department Chairs, MEELs, Faculty, Building-Level Equity Team Members.</p>	<p>Updates at each DET meeting of MEEL-led initiatives around DEI and CRSE.</p>
<p>4. District Equity Coordinator (DEC) and District Equity Team (DET) co-chair will lead DEI-focused presentations at Administration Council meetings at least twice per year.</p>	<p>Superintendent, Assistant Superintendent of Instruction, Central and Building Administrators, Coordinators, Directors, District Equity Coordinator, DET Co-Chairs, and MEELs.</p>	<p>Sep 2021 Feb 2022 May 2022</p>	<p>Superintendent, Assistant Superintendent of Instruction, District Equity Coordinator, DET Co-Chairs,</p>	<p>Provide a snapshot of the Admin. Council meeting agenda during DET meetings and post said agendas on DET Members’ Google Classroom</p>
<p>5. Conduct a K-12 curriculum and assessment audit with a focus on diversity, equity, and inclusivity (e.g., racial literacy, antiracist mindsets, and social justice). Additionally, an audit of the “hidden curriculum” which can include school spaces, course offerings, and programs.</p>	<p>Building Administrators, Faculty, Staff, Students, and Families</p>	<p>Sep 2021 to Jun 2022 Focus on Social Studies on the secondary level. (Other subject areas will be focused on in the future).</p>	<p>Assistant Superintendent of Instruction, Center for Professional Education of Faculty, (CPET [Columbia University]), DET-Co-Chair</p>	<p>DET Co-Chair provides updates at each DET meeting.</p>

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>6. Seek out and schedule providers of professional development for central administrators, coordinators, directors, building administrators, faculty, and support staff.</p>	<p>Central administrators, Coordinators, Directors, Building Administrators, Faculty, MEELs, and Support Staff.</p>	<p>Nov 2021 - Jun 2022</p>	<p>Building Administrators, MEELs</p>	<p>Nov 2021 Present a schedule of professional development opportunities and post said opportunities on the DET Google Classroom.</p> <p>Mar 2022 Survey/Seek feedback from workshop participants</p> <p>Jun 2022 Survey/Seek feedback from workshop participants</p> <p>Encourage faculty to attend CRSE workshops. Target 50%.</p>

PRIORITY AREA 2 - Strengthening and creating opportunities, access, and educational quality for all students in our diverse community.

Goal #2: Support building level advisory programs for all students (K-12) to promote social-emotional learning, anti-racist mindsets, and foster an inclusive learning environment in person and remotely.

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>1. Revamp the HMX advisory program creating a daily advisory schedule and introducing theme-based lessons from “The Responsive Advisory Meeting Book.”</p>	<p>MEELs, HMX Director of Student Life (DSL), Faculty, and Students.</p>	<p>Sep 2021</p>	<p>Building Administrators, Director of Student Life, Faculty, Advisory Guides for Faculty.</p>	<p>Sep 2021 Implement the use of “The Responsive Advisory Meeting Curriculum”</p> <p>Nov 2021 Create and distribute faculty and student surveys that measure interest, motivation, and efficacy.</p> <p>Jan 2022 Present staff and student survey data.</p> <p>Schedule school-wide activities around themes explored in advisory.</p>
<p>2. MHS MEELs will collaborate with the principal, and advisory team.</p>	<p>Faculty, Students</p>	<p>Nov 2021</p>	<p>Building Admin, Advisory Team, MEELs, DET Co-chair</p>	<p>Nov 2021 Meet with the Advisory Team and Principal to brainstorm DEI-focused themes.</p> <p>Jan 2022 Implement DEI themes into the Advisory curriculum.</p>
<p>3. For the 2021-22 school year, create and follow a monthly schedule in order to amplify the various cultural experiences in our school community.</p>	<p>Faculty and Students</p>	<p>Nov 2021 Create calendar</p>	<p>MEELs, Building Admins, Director of Student Life</p> <p>Sample calendar found here.</p>	<p>Nov 2021 Calendar developed with all DEI/CRSE themes for each month</p> <p>Updates on each month's</p>

		<p>Jan 2022 DET community members will brainstorm a district-community event/s to support</p> <p>Feb - April 2022 Planning of district DEI event</p> <p>May - June 2022 Event takes place and feedback provided</p>		<p>theme and celebrations provided at each DET Meeting</p> <p>Time allotted to the planning of DET-supported community event/s</p> <p>Support Event/s</p> <p>Post-event survey disseminated</p>
Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
4. Measure the impact of the elementary, middle, and high school SEL programs using various data collection and analysis.	Faculty and Students	Nov 2021 - June 2022	Elementary Faculty, District Equity Coordinator, Elementary Building Administrators	<p>Nov 2021 Share discipline data for the 1st quarter as a baseline for data analysis with an equity lens</p> <p>Jan 2022 MEELs report on school-wide program implementation and success.</p> <p>March 2022 Update on discipline data</p> <p>June 2022 Final report from student and staff surveys focused on discipline</p>
5. Provide safe space opportunities for faculty to reflect on their own personal implicit bias, how that may impact the school community, and provide Anti Bias and Anti Racist (ABAR) strategies.	Faculty and Support Staff	<p>Nov 2021 MEELs will develop a virtual and/or in-person DEI "Lunch and Learn" series timetable</p> <p>Dec - Apr 2022 Invite faculty and support</p>	MEELs, Building-Level Equity Team Members, DSL, DET Co-chair, District Equity Coordinator	<p>Dec 2021 - April 2022 Provide attendance report for each event (virtual meetings allow for various District personnel to participate)</p> <p>Disseminate surveys after each meeting</p>

		staff to DEI “Lunch and Learn” series. Have a different topic each month.		Resource examples: The norms and compass for Courageous Conversations, Sample videos and articles
Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
6. Collect and review various forms of data (e.g., academic, disciplinary, attendance, advanced courses, surveys, etc.) and analyze for any inequities and/or opportunity gaps. Identify and acknowledge these areas in conjunction with an external equity auditor.	Building Administrators, Faculty, Support Staff, and Students.	2021-22 Academic School Year	Equity Audit Steering Committee	June 2022 Auditor will provide the District with
7. Equip faculty to engage in conversations around diversity, equity, and inclusion with each other and their students. a. Begin various “book study” groups for District faculty and support staff and focus on texts that encourage diversity (sample list HERE). This can model the 2019 HS faculty book study initiative. b. Participants can select a book and participate in monthly discussions led by building-level equity team members.		Dec 2021	Assistant Superintendent of Curriculum & Instruction, District Equity Coordinator, DET Co-chair, MHS MEELs, MHS Building-Level Equity Team	Jan 2022 Building-level equity teams can provide a schedule and a list of book study groups. May 2022 Reflection statement of the impact of the book study from each participant.

PRIORITY AREA 3 - Embedding community reflection and input to dismantle inequitable policies and reframing for equity.

Goal #1: Partner with and engage community organizations in the work of the District Equity Team. (e.g., parents, students, Community Resource Center, Larchmont-Mamaroneck RADAR, Faith-based organizations, alumni, community advocates, and youth police officers).

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
1. DET will brainstorm and implement district/community-wide DEI event(s) and facilitate community forums focused on DEI and ongoing learning around antiracist mindsets.	Community Stakeholders	Nov 2021 Use data from the 2021 Ongoing Learning Committee's survey to inform planning supporting district-wide events.	DEC, DET Co-Chair, DET Community Members	Nov 2021 DET Community Members will brainstorm and begin to plan community events. Jan 2022 Provide updates on events that will take place. Feb - June 2022 Mamaroneck faculty submits a list of events in their school for DET community member access.

Goal #2: Partner with the Board Policy Committee, community members, and District Equity Team to review and revise the District Code of Conduct to include antiracist mindsets and an equity lens (this includes creating a racial and ethnic-based anti-bullying policy). To be approved and adopted by the Board by June 2022.

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
1. Join the Board of Education Liaison to the in perusing the District Code of Conduct with an equity lens and make suggestions to be adopted at the close of the 2021-22 school year.	Community Stakeholders	Nov 2021 - April 2022	Board of Education Liaison, Superintendent, DEC, DET Co-Chair, DET Members	Jan 2022 At this DET meeting, share the policies to be reviewed by providing rationale and resolutions
2. The DET liaison to the Board of Education will collaborate with the Board Policy Committee to review suggestions made by the DET for the District Code of Conduct.	Community Stakeholders	Jan - May 2022	Board of Education Liaison, Superintendent, Asst. Superintendent of Instruction, DEC, DET Co-Chair.	Jun 2022 Report updates at DET meeting.

