

Swampscott Public Schools C.O.R.E Plan

Five-Year Strategic CORE Plan for Diversity, Equity, Inclusion, and Belonging (DEIB) 2021-2026 with 2023-24 Action Plan

Vision Statement

Swampscott Public Schools is committed to a **C**ommunity of belonging with an intentional celebration of individual differences that puts **O**ppportunity, **R**espect and **E**quity at our core.

C - Community (of belonging)

O - Opportunity (for all)

R - Respect (for diversity)

E - Equity (for everyone)

We envision a school **C**ommunity in which all feel welcomed and represented. The Swampscott Public Schools embrace and celebrate diversity and ensure that students, families and staff work together in inclusive settings to promote equitable access to **O**pportunities and equitable student outcomes. We envision a school community built on **R**espect for ourselves, each other, our schools, and our environment. Swampscott Public Schools explicitly and intentionally commit to **E**quity, anti-bias, and anti-racist education that is meaningful and visible in decision-making.

Priority Areas and Essential Components

Priority Areas:

1. Curriculum and Instruction
2. Professional Learning
3. Policies, Procedures, and Structures
4. District and School Culture

Essential Components:

1. **Communication to staff, students, families, and the community**
At each stage of the work communicate information to those impacted as well as the greater community.
2. **Student voice and ownership**
Student perspectives cannot be overlooked and instead must be considered central to all work and actions.
3. **Shared responsibility among staff leading the work**
Sharing responsibility to plan, implement and progress monitor the plans will allow for collective voice and ownership.

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DEIB Priority Statements (click title to go to that priority)

<u>1. Curriculum and Instruction</u>	<u>2. Professional Learning</u>	<u>3. Policy, Practices, and Structures</u>	<u>4. District and School Culture</u>
A culturally responsive, sustaining curriculum¹ fosters engagement, achievement, rigor, and critical consciousness for students. An environment that promotes diversity, equity, inclusion and belonging for all students, families, and staff starts with curriculum and pedagogy that is centered on increased awareness and evidence-based practices.	Diversity, equity, inclusion, and belonging professional development addresses the knowledge, skills, attitudes, and mindsets of participants about identity, bias, and social structures. Professional development that reaches all staff ensures that classrooms, non-academic spaces, and whole school communities are safe working and learning environments for all staff and students.	Policies, practices, and structures (both physical and organizational) are the foundation for institutional culture. Beliefs and values are reflected in how business is conducted and these aspects can determine the inclusiveness of the institution. With consideration of the evidence of outcomes such as retention of diverse staff, achievement of all student groups, and sense of belonging of adults and youth, the need to improve policies, practices, and structures has become clear.	The plan's first three priorities strengthen the district's culture of diversity, equity, inclusion and belonging. Yet, building culture also requires a steady commitment to activities that examine and address our values and beliefs about DEIB. We will have an intentional focus on making our decisions through a DEIB lens and carefully track the evolution of everyone's sense of belonging.

¹ Culturally responsive-sustaining education: Culturally Responsive-Sustaining (CR-S) Education draws on decades of research in asset-based pedagogies that recognize that cultural differences (including racial, ethnic, linguistic, gender, sexuality and ability) should be treated as assets for teaching and learning. This approach to education, according to Dr. Django Paris, counters dominant narratives about difference as deficits or as characteristics of students and families that should be remediated or assimilated (Paris, 2012). Using this approach to education, all families are believed to have cultural capital, or knowledge, abilities, and networks that can, and should, be leveraged in classrooms. While schooling has traditionally privileged the capital of families from dominant backgrounds, CR-S positions educators to acknowledge, value, and leverage the wealth of knowledge found in communities that have been marginalized (Paris, 2012). ([source](#))

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Priority 1: Curriculum and Instruction

Background

Every learner deserves to have a safe educational experience with a rigorous and engaging curriculum. A student-centered approach that nurtures students' cultural strengths requires a culturally responsive, sustaining curriculum. SPS will continue to review and strengthen curriculum and instruction in an effort to promote students' access to relevant, high-interest content that reflects real-world experiences, diverse multiple perspectives, and is representative of our students, their families, our community, and the world.

Goals:

By 2025-26 50% of the courses at each grade level/department will have been reviewed and revised to enhance alignment of materials with the SPS Culturally Responsive and Sustaining Content/Materials Rubric.

By 2025-26, 50% of teachers will have “strong” culturally responsive and sustaining instructional practices as measured by practice surveys and instructional observations.²

Objectives:

Year 1 2021-22:

1. Build the capacity of the review team, establishing definitions and common understandings around culturally responsive education.
2. Establish standards and processes for the regular review of curriculum materials to ensure they are culturally responsive and sustaining; apply to all new curriculum purchases for FY23.

Year 2 2022-23:

1. Develop the capacity of educators to apply the CORE Curriculum Content/Materials Rubric to day to day instructional content decisions.

² Culturally responsive pedagogy: It is an approach that empowers students intellectually, socially, emotionally, and politically by using cultural references to impart knowledge, skills, and attitudes. (Ladson-Billings) Culturally sustaining pedagogy: Requires supporting young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence (Paris, 2012)

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2. Expand student and family participation and input into the development of curriculum and instruction.

Year 3 2023-24:

1. Incorporate CORE awareness and skills into the SEL curriculum development, and all other curricular content areas throughout the district.
2. Recommend and implement changes to increase culturally responsive and sustaining pedagogy.

Years 4 to 5:

1. A complete systematic review of all curriculum materials to ensure they are culturally responsive and sustaining.
2. Provide professional learning opportunities and feedback to support the expansion of culturally responsive pedagogies.

Priority 1: Curriculum & Instruction

Action Steps	Lead and team members	Timeline	Progress Notes
Year 3: 2023-24			
Focus A: Prepare for and establish standards and processes to ensure culturally responsive, sustaining curriculum materials and content.			
1. Establish a Curriculum Review Team. The team will consist of the Director of Teaching and Learning, Curriculum Specialists, interested administrators and students.	Director of Teaching and Learning	 September 2021 COMPLETED	Curriculum Review Team Completed, December 2021
2. Develop a shared understanding of what is culturally responsive, sustaining teaching and curriculum. <u>Examples of concepts and common language to establish among the team include</u> but are not limited to: “windows, mirrors, and doors”, biases, stereotypes and microaggressions, deficit vs. asset perspectives, critical consciousness, missing history, and misrepresented history.	Curriculum Review Team	 December 2021 COMPLETED	Curriculum Review Team began meeting in November 2021 to begin this learning, which is ongoing. Resources we have reviewed and discussed . For the vision developed based on this

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			learning see Action Step #4 below.
3. Collect student and faculty input about experiences with curriculum materials and content. Examples to consider: Does the curriculum reflect student identities and experiences? Are diverse, multiple perspectives part of instruction? What narrative is conveyed about people's experiences?	Curriculum Review Team	 December 2021 PARTIALLY COMPLETED	Revised target date of April 2022 Results of student survey (SHS juniors and seniors) Decided to have department/grade level discussions with faculty instead of survey in fall 2022, see action step #7
4. Draft a vision statement for a culturally responsive, sustaining curriculum and teaching in Swampscott Public Schools.	Curriculum Review Team	 January 2022 COMPLETED	C & I Guiding Principles V.1 2021
5. Adopt or develop rubrics for the review of curriculum materials and content.	Curriculum Review Team, Director of SEL	 March 2022 COMPLETED	Materials & Content Review Rubric
6. Expand the Curriculum Review Team to involve more students.	Curriculum Review Team	 October 2022 COMPLETED	Reached out to all student organizations connected to this work (SOCA, ROC, GSA, ADL) at SMS and SHS, and met with some to discuss interest in Curriculum and PD work (see Priority 2). No firm interest from any student organizations.

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7. Introduce the C & I Guiding principles and content/materials rubric to faculty through department and grade level meetings and have them apply it (in discussion) to their current course materials/content.	Curriculum Specialists	 October 2022 - May 2023 COMPLETED	Four Culturally Responsive and Sustaining Practice (CRSP) Workshops completed by all faculty by department/grade level in October/November 2022, February, March and April, 2023 Slide decks for the 4 sessions: Session #1 Session #2 Session #3 Session #4
8. Consult SEPAC, ELPAC, METCO PCO and Family Advisory Council and develop opportunities to engage families in contributions to culturally responsive/sustaining curriculum and instruction.	Director of Teaching/Learning, Family Engagement Coordinator	 January 2023 COMPLETED AUGUST 2023	Interest form send to all families through the CORE Corner newsletter beginning in March 2023 Follow up interviews with all families who expressed interest to identify opportunities for them to participate in the CORE work.
9. Survey stakeholders (students, families, faculty, school committee) to gather input on C & I Guiding Principles.	Curriculum & Instruction Subcommittee	 November 2022 REVISED: FALL 2023	Asked families about the guiding principles in January 2024 family survey - 80% to 90% felt each principle was “very” or “extremely” important.

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			No input yet from students, faculty, or school committee.
10. Gather additional input through focus groups if needed, review and revise C & I Guiding Principles based on stakeholder input, and connection to district Equity Questions.	CORE Leadership Team	January 2023 REVISED: JAN 2024	
11. Communicate C & I Guiding Principles to staff, students, families, school committee and the community.	CORE Leadership Team	April 2023 REVISED: APRIL 2024	Version #1 has been shared with faculty through the CRSP workshop series (fall/winter 2022-23). Work on Version 2# pushed to 2023-24 school year.
Focus B: Conduct regular review of curriculum materials/content			
1. Apply the rubrics, standards, and processes to new materials slated for purchase for FY23 and beyond.	Curriculum Specialists, Director of SEL	 April to June 2022 COMPLETED FOR FY23 CONTINUING ANNUALLY	AP Language Text Review SMS Math Text Review - Grade 8 , Grade 5
2. Review Program of Studies for inclusion of C & I Guiding Principles in course descriptions and content.	SHS Principal	 February 2023 PARTIALLY COMPLETED	Reviewed and revised 2023-24 SHS Program of Studies to emphasize variety of pathways to graduation to support equitable outcomes for all students (pp. 8 to 10).

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			Departments have not yet reviewed or revised their sections of the Program of Studies through this lens.
3. Determine a schedule for completing the reviews of current materials and a process for ongoing regular review by June 2026.	Curriculum & Instruction Subcommittee	 December 2023	Requested that each SMS and SHS departments create a plan. Plans submitted by...
4. Develop a process for capturing the before and after versions of units of study that illustrate the application of the content/materials rubric and C & I Guiding Principles	Curriculum Specialists	 December 2023	Change tracker for 2023-24 created but clear process for tracking responsibility not yet established.
5. Utilize the resources DESE provides for ensuring equity is embedded in the new Innovations Pathways program	IP Leadership Team	May 2024	
6. Share progress in curriculum revisions with the community through at least 1 CORE Corner spotlight per year	Curriculum & Instruction Subcommittee	Annually beginning in 2023-24	
Focus C: Develop a common understanding of progress toward Culturally Responsive/Sustaining Curriculum, Instruction & Learning			
1. Review and revise 5-year goals for Curriculum & Instruction Focus Area of this Plan	CORE Leadership Team	 December 2022 COMPLETED October 2023	Adopted for Version 3 of the plan (see page 4)
2. Conduct a public education campaign to connect our C & I Guiding Principles and SEL competencies to Vision of the Graduate and expectations of employers and colleges	Curriculum & Instruction Subcommittee, Director of	October 2022 - May 2023 REVISED to	

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	SEL/MH, and Communication Subcommittee	2023-24	
3. Develop and implement an instrument to assist educators in reflecting on their culturally responsive and sustaining practices	Curriculum & Instruction Subcommittee	May 2024	
4. Develop a method for assessing student progress toward the competencies in the SHS Vision of the Graduate	SHS Building Leadership Team	June 2024 Revised to June 2025	
Focus D: Expand opportunities for CORE learning among students beyond the classroom			
1. Expand on book clubs at SMS to read and discuss culturally diverse texts, with input on texts from students	SMS Principal	 December 2022 COMPLETED	Two book clubs for 7th/8th graders and 6th graders began in 2021-22, and continue in 2022-23 and 2023-24
2. Expand SHS' SOCA into a mixed-race space to engage in conversations on race and identities.	Metco Director	 December 2022 COMPLETED	Added Room of Color (boys group) and Girls of Color Affinity Groups in 2022-23.
3. Develop curriculum guidelines for teaching about civic holidays at the elementary level that recognize the complexity of history in age appropriate ways.	Director of Teaching and Learning	August 2023 Revised August 2024	
4. Develop a plan to expand and institutionalize heritage month recognition to promote awareness of the true journey/history of the	CORE Leadership Team	 March 2024	Developed and disseminated elementary lesson plans for Native

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heritage groups being recognized – engaging students/families in this work.			American Heritage month. Added SPS History/Heritage months to SPS Calendar for FY25
5. Develop elementary field trip opportunities to expose students to cultural diversity within our region	Elementary Principals	June 2024	
Focus E: Develop and Implement common expectations for Culturally Responsive and Sustaining Instruction			
1. Develop district SEL curriculum with the CORE lens	Director of SEL & Director of Teaching and Learning	 May 2025	Harmony curriculum adopted K-4 fall 2023. Slow roll out for full implementation by 2025. Secondary approach will be to embed SEL instruction within the core curriculum.
2. Define high quality teaching with SEL and CORE lenses	Curriculum & Instruction Subcommittee , Director of SEL & Mental Health	May 2024	

**Priority 2: Professional Learning for
Community, Opportunity, Respect, Equity**

Background:

All student groups are positively impacted by staff development in diversity, equity, inclusion and belonging (DEIB). Professional development (PD) is a key strategy for fostering equity and culturally responsive sustaining schools. It addresses the knowledge, skills, attitudes, and mindsets of participants about the impacts of diversity, equity, inclusion, and belonging in schools and classrooms.

These PD opportunities establish a common language, a shared understanding of the roles identity and bias play in our society, and increase awareness of social and institutional structures. Ongoing professional learning and development support for teachers, administrators, and all staff will enable them to identify and apply strategies that foster a sense of belonging and create equitable, inclusive school and classroom communities.

Goals:

1. By SY-2026, 100% of school staff will have participated in CORE PD and will demonstrate an understanding of CORE/DEIB.
2. By SY-2026, 100% of school staff will be active in creating a sense of belonging for students and families.
3. By SY-2026, 100% of staff will have access to structures within their school community that supports ongoing learning and strategizing around CORE work within buildings and classrooms (such as professional learning communities (PLCs), affinity groups, equity pauses³ embedded in internal meetings, etc.)

Objectives:

Year 1 (2021-22):

1. Administrators and CORE teacher-leaders will complete their Foundational CORE PD.
2. Define the Foundational PD expectations for administrators, teachers, other educators, and non-academic staff.

Year 2 (2022-23):

1. Create at least two structures to support the ongoing CORE learning for staff who have completed the Foundational PD.
2. Develop and implement the first round of Foundational CORE PD for all staff

Year 3 (2023-24):

1. Review, revise, and implement staff evaluation tools to ensure they assess staff's awareness and practices around diversity, equity, inclusion, and belonging and promote culturally responsive, sustaining practices and school communities.
2. Develop CORE professional learning spaces accessible to all staff to support ongoing growth and development.

³ Equity Pauses refers to intentionally creating time in meetings for proactive reflection on aspects of equity. Proactively creating space to discuss aspects of equity will increase the familiarity and comfort level with topics that are often difficult to discuss.

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Years 4 to 5: 1. All faculty will complete the DESE Foundations for Inclusive Practice PD series. 2. All staff will complete their assigned Foundational CORE PD, and it will be integrated into the onboarding process moving forward.			
Priority 2: CORE/DEIB Professional Learning			
Action Steps	Lead and team members	Timeline	Progress Note
Focus A: Build the capacity of leadership to lead CORE work			
1. District, school, and teacher leaders complete CORE training to establish a foundational base at the leadership level. a. Establish a shared understanding of identity, bias, and systems b. Explore the needs across the district and individual buildings c. Identify needed changes for leading and establishing DEIB work	CORE Leadership Team	 Through May 2022 COMPLETED	24 hours of SEED training began on 11/10/21, and was completed on 8/2/22
2. Identify teacher-leaders to participate in foundational CORE PD with the administration.	Superintendent	 October 2022 COMPLETED	Hired 6 Teacher-leaders 11/2/22
3. Create or identify a glossary of terms and concepts to build common vocabulary of communication about CORE-related topics	CORE Leadership Team/ Communications Subcommittee/ Principals	 Revised for June 2023 COMPLETED	12/22 Curr. review team started work on a glossary At the summer 2022 retreat we adopt DESE's " The Massachusetts Department of Mental Health Race, Equity, & Inclusion GLOSSARY "
4. Train facilitators to lead CORE/DEIB PD for all staff during Convocation Days and Foundational PD for the school year	CORE PD Subcommittee		Facilitators identified and provided with

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a. Provide additional training/support for facilitators who completed abbreviated SEED training or anyone who desires additional support to fulfill their roles as facilitator		September 2022 COMPLETED	lesson plans and materials to implement CORE foundational PD
5. Identify, develop and implement additional PD for CORE leadership team to solidify foundational knowledge	4 SEED Facilitators Revised: Participants of IDEAS Conference	June 2024 Revised: August 2024	-Participants of IDEAS Conference to present take-aways at June CORE Leadership Meeting -Additional PD for Leadership Team to be run by new SEED facilitators in Summer 2024
Focus B: Provide differentiated and foundational PD to all staff			
1. Survey staff to find out who has had what CORE related training already	PD Committee	 November 2021 COMPLETED	Survey Completed 5/22 Results
2. Determine expectations (hour and timeframe) regarding the foundational learning for all staff and the processes for meeting the expectation. Communicate this to the staff community.	PD Committee, CORE Leadership Team	 January 2022 COMPLETED	PD Committee Notes from 4/26/22 contain the Committee's recommendations See also link to notes in next action item.
3. Identify the content of the CORE Foundational PD for all staff	CORE PD Subcommittee	 September 2022	Planning Meetings 8/15/22, 8/26/22, 9/6/22

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		COMPLETED	Lesson Plans (6.3 hours): Session 1 Session 2 Session 3 Session 4 Session 5 Session 6 Lesson Plans revised and expanded for 2023-2024 (9 hours): Session 1 Session 2 Session 3
4. Offer fall and spring session of CORE Foundational PD to all teachers	Director of Teaching & Learning	 April 2024	282 administrators, teachers, tutors and ESPd have completed CORE Foundational training as of March 2024. Training non-teaching staff + new educators will take place in 2025.
Focus C: Provide Ongoing Support for CORE Learning and Growth of Staff			
1. Develop and publicize a list of additional opportunities for PD for staff around Culturally Responsive and Sustaining Practice	Director of Teaching and Learning	 October 2022 COMPLETED	PD Choices memo to teachers Fall 2022 PD Choices memo Fall 2023

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2. Recruit, select and train 2 additional SEED Facilitators with National SEED Institute	Director of Teaching and Learning	 December 2022 COMPLETED	Recruited and elected 2 additional SEED facilitators, who completed their SEED training March to May 2023.
3. Solicit participation from Students of Color Association (SOCA), SOCA Jr. at SMS, Diversify Our Narrative, Room of Color, Gay/Straight Alliance, Anti-defamation League, etc. to a. Explore the role students can and want to play with CORE staff learning. b. Consider peer-led CORE learning opportunities for all students.	SHS and SMS Building Leadership/ METCO Director/ Faculty Advisors to students groups	 December 2022 COMPLETED	Reached out to all student organizations connected to this work (SOCA, ROC, GSA, ADL) at SMS and SHS, and met with some to discuss interest in Curriculum and PD work (see Priority 2). No firm interest from any organization.
4. Explore and plan for additional opportunities for collaboration and discussion among staff who have taken CORE-related PD, such as: a. Case studies and protocol for discussion b. Intentional spaces ⁴ to unpack what is learned and collaborate around newly tried classroom practices, c. Affinity groups.	CORE PD Subcommittee	April/May 2024 Revised: June 2024 and continuing through June 2025	Various Sessions ran in April/May '24. Picture book explorations could be repeated/expanded in the '24-'25 school year.
5. Offer regular, facilitated “office hours” for questions/discussion of CORE-related topics	CORE PD Subcommittee	November 2023	2 sessions of CORE Office Hours ran in May 2024.

⁴ Intention spaces refers to a planned meeting time that is intended to bring together staff who are interested in continuing their professional learning through discussion, case studies and problems of practices.

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		Revised: June 2024 and continuing through June 2025	
6. Provide ongoing support for staff to develop their core knowledge and skills through buildings-based staff meetings a. Identify 10 words per year that all staff will be expected to explain/define b. Explicitly teach, apply, review and assess the targeted vocabulary at building staff meetings	Building Principals	 Annually starting in 2023-24	First wordset distributed October 2023. Second wordset distributed January 2024.
7. Review and revise the educator evaluation process to include explicit reflection of culturally responsive and sustaining practice competencies	Superintendent, Educator Evaluation Committee	June 2024	(Update to be confirmed at June meeting)

Priority 3: Policy, Practices, and Structures

Background: Above and beyond practices in curriculum and instruction, there are a wide variety of other policies, practices and structures that can enhance or impede diversity, equity, inclusion and belonging in the school community. A thorough understanding of inequities in students and staff experiences and outcomes, and a thoughtful analysis of root causes of these inequities helps identify beneficial and detrimental policies, practices and structures, and lays the groundwork for improvement.

A diverse staff that reflects our student body and community will enhance our ability to achieve our CORE goals, and increase our overall effectiveness as an organization.

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Goals:

1. By SY 2026, attendance, course selection/leveling, graduation, grading, and discipline policies and procedures will give equal opportunities for all students to be successful at similar rates regardless of group membership.
2. By SY 2026, the proportion of staff hired in the Swampscott Public Schools between 2021 and 2026 who are staff of color and/or who speak the languages of our students will be proportionate to the representation of students of color and students whose first language is not English in the Swampscott Public Schools.

Objectives:

Year 1:

1. Review disaggregated student data in these areas: achievement, attendance, discipline, grading, course selection/leveling, graduation, and special education. Identify and prioritize disproportionality among subgroups.
Complete a root cause analysis of prioritized disproportionality.

Year 2:

1. Revise or use course selection process at SMS and SHS to increase representation of underrepresented groups by 10% for 2023-24.
2. Collect and analyze data from families about belonging, engagement and achievement to establish improvement goals and action steps.
3. Establish recruitment and hiring practices to diversify applicant pools for all positions.

Year 3:

1. Build relationships with external organizations to support the diversification of the applicant pools.
- 2.

Years 4 to 5:

1. Implement changes in policies, practices and structures to address areas of disproportional student opportunities or outcomes.
2. Track changes in participation and performance disparities over time to evaluate the effectiveness of the policy, procedural and structural changes.
3. Create structures to support retention of faculty of color and native speakers of languages other than English.

Priority 3: Policy, Practices, and Structures

Actions Steps	Lead and team members	Timeline	Progress Notes
Focus A: Review and revise recruitment, hiring, and retention procedures			
1. Participate in the ECLC (Essex County Learning Community) Pipeline project to diversify applicant pools in Essex County.	Superintendent		First meeting 2/8/22- Update regarding pipeline

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		Begin October 2022	progress October 15, 2022 FY23 Update needed
2. Analyze staff and student demographics to establish staff diversity targets for administration, faculty, and support staff. a. Check DESE Report Card for demographically similar districts	HR Director	January 2024	2023 DESE Report Card 2022-2023 Race/Ethnicity/Gender State staffing Report
3. Review and revise advertisement procedures to increase the diversity of applicant pools. - Identify and discuss with other SPS employees to help support this effort - Post jobs on METCO website, and websites such as HBCU and “Handshake”, go in person to colleges or job fairs. - Reach out directly to colleges/universities e.g. UMASS Boston/UMASS Amherst - Explore Endicott, Merrimack, Salem State and other college fellowship opportunities - LGBTQIA+ sites/NAGLY/BAGLY/GLAAD local orgs - Connect with other organizations that assist with job placement for marginalized groups	HR Director/ Central office	 October 2022 to June 2024	1. Position nows posted on METCO website (Spring 2023) 2. Advertised METCO Director on NAME's (National Association for Multi-Cultural Education) website 3. Salem State fellowship program (Fall 2023) 4. \$500 cost for attending job fairs (City of Salem) gone twice with little interest 5. Attended DESE virtual job fair 6. Explored The Massachusetts Partnership for Diversity in Education (not possible with budget constraints (Spring 2023))

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			7. Little interest/action when we posted on Handshake 8. Posting positions on Indeed (tend to get more diverse applicants)
4. Review and revise job posting language	Staff Diversity Subcommittee	April 2024	1. Total Jobs - Gender Bias Decoder 2. Removing the “how” of a requirement (i.e. the “how this is accomplished”) in favor of stating what needs to be accomplished can make a significant difference. 3.
5. Create a set of questions to choose from during interviews that will provide insight into a candidate’s familiarity with the CORE/DEIB principles and the priorities established by the district. Present questions to applicants prior to interviews.	HR Manager & Staff Diversity Subcommittee	April 2024	1. Preliminary questions about CORE/DEIB identified. Cultural Competency 2. Created a shared of interview questions, June 2023 3. DEI Interview Questions
6. Create a set of scenarios to present to candidates in a second or third round interview that provides insight into the CORE/DEIB skill set of the candidates.	HR Manager & Staff Diversity Subcommittee	June 2025	1. (Racist) Terms of Endearment 2. Two Moms

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			3. Insufficient Accommodations
7. Review process to select candidates to interview (e.g. blind reading of resumes) and the questions asked at interviews across buildings and departments to review for equity and promotion of diversity in hires.	HR Manager	April 2023	Pool of candidates is very limited, typically interviewing everyone
8. Complete a root cause analysis of why the applicant pool is not diverse.	HR Manager	October 2022	Identifying Barriers to Recruiting and Retaining a Diverse Workforce
9. Research and/or attend PD on strategies to address retention of staff of color in predominantly white workplaces. a. Share learning with District Leadership Team b. Implement learning by end of the school year	HR Manager	December 2022 and ongoing	Society of Human Resources Management–certified Global workforce-a highlight for Swampscott
10. Review and update all SPS websites - district, and individual school sites. - Explain SPS is engaged in DEIB/CORE plan If more diverse candidates research us, there is no mention of CORE work we are engaged in. Is this a culture/climate thing?	CORE Communications Subcommittee	By June 2024	We will review all levels and the associated website pages and determine which ones should have an SPS CORE header. (Powerschool - TalentEd) We will also develop that header and then run it through other sub committee & Steering.
Focus B: Review disaggregated student data; identify any exciting systemic inequities and disproportionalities that exist			
1. Determine the subgroups for focused disproportionality analysis, and disaggregation methods a. Examine subgroup overlap b. Determine years of data to analyze	District Leadership Team	 September 2021 COMPLETED For Year 2- Ask Pam for her feedback on priority areas	10/19/21 subgroup meeting (Harris, Ogunbona, Donato, Raymond, Bacon) to determine subgroups and years to examine Notes Goal ongoing, complete again

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2. Analyze disaggregated student data to understand trends in student achievement. Look back three years. - Are there gaps in student achievement by a subgroup that need to be explored? - Examine MCAS history, core subject course grades for 5 to 12, common assessments K-8, AP performance, graduation rates.	Director of Teaching and Learning/ Asst. Supt for Student Services	 November 2021 COMPLETED	Completed 3/23/22 Analysis tables Powerpoint with additional tables DEIB Leadership Team Analysis Take Aways (for this action step and the two following)
3. Analyze attendance and discipline data to look for disproportionalities. Look back three years. - Examine overall attendance rate and excessive absence rates. - Examine office referrals, detentions and in-school and out-of-school suspension. Ensure that all principals/admin are inputting data through Aspen or other agreed upon system. - Use 2018-19 as the base year and look backward - Identify opportunities to modify current data collections systems to collect additional data relevant to disproportionality in disciplinary involvement	Building Principals, Director of Technology, Data Specialist Director of SEL	 December 2021 COMPLETED	Attendance Data Note: Data on discipline rates was limited.
6. Communicate findings of any disproportionality found in student participation and performance to staff, students, families, and the community.	Superintendent	 Fall 2022	Some results shared with families/community/staff in the June 2023 CORE Corner
9. District level and building level data teams will review attendance, discipline, counseling, bullying, academic performance at least annually	Asst. Superintendent, Associate Director of Special Education, Director of SEL, and principals	 Dec 2022 COMPLETED March 2023	Discipline working group....on going- Goal to be complete for Leadership Retreat Handbook Draft

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Focus C: Increase proportional representation of students subgroups in higher level courses			
1. Analyze class level assignment starting at the secondary level and recommendations for leveled classes: a. Are subgroups of students disproportionately placed in lower/higher level classes? b. Are students disproportionately recommended for certain level classes? c. What is the academic trajectory for students in subgroups who are placed in lower-level classes?	SHS and SMS Principals	 February 2022 COMPLETED	Course Taking Data
2. Select one area of disproportionality and complete root cause analysis with particular attention to the impact of current policies and procedures. -	District Leadership Team and SHS BLT/SMS admin	 March to May 2022 COMPLETED	We selected “course selection” as our focus area for root cause analysis. Spring 2022 Completed some root cause analysis - maybe need to revisit during summer retreat Middle School FY23: MS counselors met with 8th graders for small group 1:1 for course selection, and visited TASK and ELL groups concerning Algebra: still being reviewed Course-taking Disproportionality Subcommittee formed and began meeting fall 2023.

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			Revised SHS course recommendation process for spring 2024.
3. Conduct empathy/equity interviews with students and staff to learn more about the reasons students are not recommended for or interested in taking more challenging courses, and how enrolled students are supported once enrolled in a course.	SHS Asst. Principal & Priority 3a Subcommittee	 December 2023	Survey of Students on Course Level Decisions Conducted January 2024 - Results
4. Revise and standardize the course recommendation process and SHS to elevate student voice	Priority 3a Subcommittee and BLT (SPS Department heads and Administration)	 January 2024	Standardized Course Level Recommendation Form developed for all departments Disseminated to teachers
5. Conduct a marketing campaign to boost AP enrollment at SHS a. Meet with AP teachers to i. share research ii. discuss wider recruitment into AP courses iii. Discuss alternative methods for evaluation of AP courses other than the AP exams iv. Share best practices with AP teachers to support student success in AP classes b. Develop a marketing campaign to widen diversity to recruit students into AP courses c. Implement campaign with students during course selection	SHS Administration, with AP students and Teachers	February 2024	AP teacher meeting 2/9/24
6. Investigate and review SMS process for recommending honors and other advanced courses for rising 9th graders	SHS and SMS Principals	November 2023	Done Winter 23/24
7. Review and revise policy around requirement to take the AP exam and process to evaluate the effectiveness of AP classes	SHS Administration	December 2023	

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8. Review records of family course recommendation overrides and student AP course performance to examine demographics and revise process to address any disproportionality	Course-taking Subcommittee	May 2024	
Focus D: Enhance and expand Multi-tiered Systems of Support (MTSS)			
1. Standardize entry and exit criteria, progress monitoring practices, and evidence-based interventions for reading and mathematics tiered support services at the elementary level	Director of Teaching and Learning & Reading/Math Interventionists	 June 2023 COMPLETED	Entry Exit Criteria for Reading Math
2. Develop Multi-Tiered Systems of Support (MTSS) in literacy and mathematics at Swampscott High School	Director of Teaching and Learning & SHS Administration	 September 2024	Fall 2023: Math MTSS fully staffed, working on tightening up intervention curriculum; Literacy MTSS partially staffed, and beginning work on intervention curriculum
3. Develop Multi-Tiered Systems of Support (MTSS) in literacy and mathematics at Swampscott Middle School (MTSS)	Director of Teaching and Learning, Asst. Superintendent of Student Services, & SMS Administration	 September 2025	Fall 2023: Extra math instruction for identified students in grades 5 & 6, preliminary work on standard intervention curriculum
4. Develop Multi-Tiered Systems of Support for SEL, Mental Health, and Behavior K-12	Director of Counseling & SEL	June 2025	
Focus E: Develop diversified pathways to high school graduation			

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1. Develop opportunities for career and technical education open to Swampscott High School Students	Director of Teaching & Learning and SHS Administration	 June 2024 REVISED June 2025	- Innovation Pathway in Advanced Manufacturing implemented September 2021 - After Dark Program with Essex Tech implements September 2021 - Innovation Pathways in Business and Finance implemented September 2023 - Future Educator internships offered spring 2023, and 2024 - added to Program of Studies for 2024-25 - Consistent communication w SMS admin, revised schedule for SMS student meetings/opportunities Spring 2023, Fall 2024 - Increased SMS communication to all students/families
2. Revise SHS Program of Studies to highlight diverse pathways to graduation	SHS Administration and Guidance Staff	 March 2023 COMPLETED	Revised SHS Program of Studies (see pp. 8-10)
3. Expand and support opportunities for SHS students to earn college credits	SHS Administration and Guidance Staff	 June 2025	Added SHS on-campus college level writing course from NSCC fall 2023. Funded summer 2023 course at NSCC for 4 students.

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			Funded spring 2024 course at NSCC for 1 student.
4. Develop and implement a college, career and life readiness curriculum for grade 7 to 12 to enhance relevance of secondary education to post-secondary plans	Director of Teaching and Learning and CCLR Team	 June 2025	Version 1 of new CCLR curriculum developed and implemented in 2022-23 School Year Version 2 rolling out 2023-24 school year
Focus F: Consolidate into One Elementary School			
1. Secure community approval for a single new elementary school	Superintendent & School Committee	 June 2021 COMPLETED	New elementary school on track to open Fall 2024
2. Develop plan for administration and organization of teaching and learning for the consolidated school, reflective of CORE values, with stakeholder input	Superintendent	May 2024	
3. Develop plan for administration and organization of counseling services, with stakeholder input	Director of Counseling & SEL	May 2024	
Focus G : Review and Revise School Committee Policies with an Equity Lens			
1. Share the SPS Equity Questions with School Committee	Superintendent	January 2024	
2. Develop a prioritized list of policies for review	School Committee Chair	June 2024	
3. Review and revise at least two policies to improve equity	School Committee	June 2025	

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	Policy Sub-Committee		
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Priority 4: District and Schools Culture

Background: All the goals and objectives of Priorities 1, 2 and 3 will support the development of a culture in the Swampscott school community that celebrates and supports the social and cultural backgrounds of all community members - students, families and staff. However, we can also directly address and reinforce the values and beliefs that will help sustain a diverse, equitable, and inclusive environment.

Goal:

1. By 2026, 95% of students, staff and families will report that they feel a strong sense of belonging in the Swampscott school community.
2. By 2026, 95% of students, staff and families will report that the Swampscott Public Schools is consistently working towards an ever more equitable and inclusive school community.

Objectives:

Year 1:

- Identify and share promising practices for supporting welcoming and diverse school and classroom communities
- Invest resources and capacity to sustain efforts that support the district's CORE work

Year 2:

- Identify and share promising practices for supporting welcoming and diverse school and classroom communities
- Conduct annual surveys to gauge progress towards Priority 4 goals
- Invest resources and capacity to sustain efforts that support the district's CORE work

Year 3:

- Collect data from staff about belonging and engagement
- Expand activities that support and enhance a sense of belonging among students and families

Year 4-5:

- Continue to expand the use of Restorative Practice approaches to conflict and harm
- Establish cycles for repeated equity audits
- Develop School Committee Policies to support CORE philosophy and goals (e.g. calendar, bussing, etc)

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Action Steps	Lead and team members	Date Due Timeline	Impact indicators Status/Notes
Focus A: Cultivate practices to support a culture that promotes CORE (Community, Opportunity, Respect and Equity)			
1. Review and solidify the equity-centered questions from the SHS Safe and Supportive Schools work, including their purpose. Draft questions from SSS - Does it acknowledge and promote DIVERSITY? - Does it provide EQUITABLE opportunities for all students to succeed? - Does it promote BELONGING in this community and beyond?	CORE Leadership Team	 October 2021 COMPLETED	Work Completed 1/26/22 to 3/23/22 SPS Equity Questions
2. Operationalize the application of the questions from #1. - Communicate the questions across buildings and departments. - NOT YET - Establish a process for monitoring the use of the questions and the benefits and challenges. - NOT YET	District and Building Leadership	 January 2022 PARTIALLY COMPLETED	2022-23 CORE Leaders piloting the questions in various settings
3. Complete the DEIB Vision Statement - Create a draft vision statement - Seek input from staff, students, families, and the community - Revise and finalize the vision statement	CORE Leadership Team	November 2021 COMPLETED  August 2022 COMPLETED	Draft Vision Statement Completed at CORE Leadership Retreat August 2022 - see beginning of this plan
4. Establish an annual calendar of activities that create cross community awareness and belonging between Boston resident students, their families and Swampscott students and families. Include after school activities and clubs available at each school.	METCO Director, Athletic Director, Asst. Superintendent for Students Services, Building Principals	December 2023	Update Fall 2023: Work has begun to revive the METCO Family Friends program

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5. Identify current district, school, classroom and extra-curricular practices that promote a culture of belonging.	CORE Leadership Team	 January 2023	- Some work done with CRSP info gathering at Faculty/PD meetings - 2022-23 Inventory of student/family welcome activities fall 2023
6. Collect research and practices from outside of the district that will enhance existing CORE culture.	CORE Leadership Team	 January 2023 Ongoing	-Presentation by Jamele Adams (Situare) Winter 2022. - DESE webinars on Newcomers - MSAA conference.
7. Develop strategies to communicate to the broader community about the ongoing CORE work. for example - Set up a CORE website - Develop protocol for inclusion for CORE updates and activities that promote belonging in all school newsletters (e.g. sports game would not make it, but Pep Rally might) UPDATE FALL 2023: Committees have collaborated, suggest themes for organizing communication with internal community (faculty/staff) and also family communication - PS Newsletters, updates, family engagement meetings/coffees, etc. - Research DESE Definition of DESE- how does that compare with our SPS? - Our SPS vision is consistent, aligned, and equivalently and appropriately ambitious in the pursuit of student learning and support THEMES: WELCOME, COMMUNITY, HERITAGE, STAYING CONNECTED, CELEBRATIONS	CORE Communication Subcommittee & Family Engagement Subcommittee	 June 2024	- Shared CORE Plan and progress with various constituencies - SEPAC 2/28/22, ELPAC 4/12/22, Boston PCO 4/13/22 (and various PTO meetings) - Presentation Slides - CORE Website launched Spring 2023 - Published "CORE Corner" in principals'

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			<i>newsletters March to June 2023</i>
8. Establish Restorative Practices and Circles at the middle school in response to office discipline referrals.	SHS/SMS Building Leadership	May 2024	<i>Training Completed prior to CORE plan, will revisit 2023-2024</i>
9. Conduct a public service campaign to inform and encourage members of the school community to notice, respond to and report behavior that is unwelcoming or rooted in bias. a. Student to student, or student to adult b. Adult to adult c. Assess the need for additional training and support to develop the appropriate skill sets to respond to behavior that is unwelcoming or rooted in bias.	Asst. Supt for Students Services/ Director of SEL	 May 2022 COMPLETED	All families received the Bullying Prevention Plan and incident reporting on google on the website, internally. New process/documents will continue annually in future years New reporting PSA and training for students at SHS will be implemented early fall 2024.
10. Complete implementation of the SHS Safe and Supportive Schools Plan a. On-board new SHS Director of Guidance b. Re-assemble SHS Team to complete remaining actions steps	SHS Director of Guidance	 June 2023	New SPS Guidance Director and Director of Teaching & Learning need to review the plan

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11. Implement Monday Meet-Ups from the Harmony SEL curriculum at the elementary level.	Director of SEL and Mental Health, Elementary Principals	 October 2023	
12. Develop a calendar of Heritage/History months to acknowledge district wide. Plan and track acknowledgements activities at each building.	Director of Teaching and Learning, Buildings Principals	October 2023 to June 2024	
13. Create a hub with books, youtube read alouds, and resources to support the development of SEL skills and CORE values	Director of Counseling and SEL, Director of Teaching and Learning, Colleen Reed	June 2024	
14. Gender neutral bathroom available and announced to all students at start of year	SMS/SHS Building Administrators	August/ September 2023	
15. Offer Universal Connections Questions to all teachers for use in advisory, learning community, and regular classes	SMS/SHS Building Administrators	August 2023	
16. Counselors make outreach to GSA and students of color to inform students of available services	Director of Counseling and SEL, SMS Counseling Staff	November 2023	

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17. Refine Learning Community (LC) curriculum and expand differentiation for each cohort freshman through senior)	SHS Building Administrators, LC Coordinators	SY23-24	
18. Investigate ways to showcase communities and strengths of all students, including students of color, METCO students, LGBTQIA+ students, ELL students, etc.	Building Administrators	SY23-24	
19. Create “welcome” signage in multiple languages at each school	Building Administrators	September 2023	
Focus B: Expand access to and diversity of voices that contribute to CORE work in the Swampscott Public Schools			
1. Budget the financial/human resources to provide stipends or other incentives for staff who lead an event, activity, or new initiative that addresses the district’s CORE goals.	Director of Finance	 February 2022 COMPLETED	In FY22, funded the CORE teacher leaders and the facilitators of the SEED PD for the CORE Leadership Team. Note: This is an annual need.
2. Identify allies within and outside the school community who can begin to join efforts toward change in CORE practices (E.G.. PTO/PTF and school council meetings, other parent venues, etc.)	CORE Leadership Team	 May 2022	Connected with SURE and Tammy Fee Meneides (SURE has co-sponsored our

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		PARTIALLY COMPLETED	first two annual Heritage Festivals)
3. Participate in the family engagement learning activities offered by DESE.	Director of Teaching and Learning/ Family Engagement Coordinator	 January-June 2022 COMPLETED	1/22 Update: - SPS - Team recruited , attend 8 meetings with DESE Consultants - SPS Family Engagement Action Plan completed May 2022 - Continues to work with DESE Family Engagement consultants in the 2022-23 (Family Engagement Survey and training for SPS Leadership team) and 2023-24 school year
4. Meet annually with student organizations to solicit input and interests in working on CORE issues. Students of Color Association (SOCA), SOCA Jr. at SMS, Diversify Our Narrative, Room of Color, Gay/Straight Alliance, Anti-defamation League, etc.	CORE Leadership Team	Annually starting 2023-24	
Focus C: School Climate and Culture Data			
1. Analyze existing data and put it all in the same place (VOCAL, Yale Educator Survey from last year, school climate survey from HS in 2019, Belonging surveys)	Director of SEL/ Leadership Team/Family Engagement/ METCO Director	 January 2023	Completed October, 2022, Link

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2. Develop and administer a survey of students and staff to collect baseline data on sense of belonging and school culture. a. Finalize Belonging Survey for HS, MS, and Elementary b. Determine Date to Complete Belonging Survey, do all logistics (family notification, passive consent, time to administer, notification of teachers) c. Administer survey	Director of SEL/ Leadership Team/Family Engagement/ METCO Director	 January 2023	Completed November - December 2022
3. Administer Belonging Survey and share results annually	Director of Counseling and SEL/Leadership Team	November 2023	
4. Develop a procedure/ structure for the regular review and analysis of belonging data from students, families, and staff and apply results to develop action steps to enhance sense of belonging	Director of SEL/ Leadership Team/Family Engagement/ METCO Director	 February 2023 PARTIALLY COMPLETED	Completed for students and families Feb 2022, but staff belonging data
5. Complete annual review of Belonging data	Director of Counseling and SEL/Leadership Team	February 2024	
Focus D: Improve Family Engagement			
1. Develop Family Engagement Action Plan a. In addition, consider an increase participation (educator and caregiver) in ELPAC meetings, METCO PCO meetings, SEPAC meetings (could be any educator)	Director of Teaching & Learning, Family Engagement Coordinator, Director of SEL	 June 2022 COMPLETED	1/2022 Joined DESE Family School Partnership Initiative (FSPI), with 11 member SPS Team. SPS Family Engagement Action Plan

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2. Review, revise and administer the family engagement survey developed in 2020-21 by the Family Advisory Council.	Director of Teaching and Learning & Family Advisory Council, Director of SEL	 October 2022 COMPLETED	Final Survey Draft
3. Report findings of family engagement survey to stakeholders.	Director of Teaching and Learning	 December 2022 COMPLETED	Presented family survey results to District Leadership Team 12/12/22 Presentation of results to Family Zoom 1/10/23 at to METCO PCO 1/23/23
4. Review and revise the Family Engagement Action Plan to implement additional family engagement/partnership opportunities based on family survey results.	Director of Teaching and Learning and Family Advisory Council	 June 2024	Fall 2023 revised new student/family welcome process Shared handouts on family engagement opportunities (and general district information) at fall 2023 curriculum nights
5. Develop level specific (elementary, middle, and high school) student handbooks with CORE lens, using equity questions.	Elementary, SMS & SHS Admin, Communications Sub-committee, Family Engagement Sub-committee	 May 2022 REVISED June 2024	Work postponed until 2023-24 - this is a year long process with data from a recent audit.

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6. Administer a second family survey to collect additional information and assess changes to family sense of belonging	Director of Teaching and Learning and Family Advisory Council	 December 2023 COMPLETED	
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