Vision For Inclusive Excellence

Inclusive excellence leverages diversity (experience, perspectives, race, ethnicity, religion, socioeconomic status, gender or gender expression, ability, etc.) to provide the foundation for educational and institutional excellence. An inclusive community attracts and retains a broad and deep talent pool of prospective students, teachers and trustees. St. Luke’s advances its mission by fostering an inclusive learning environment where students and adults develop as well-balanced, confident leaders who can succeed in a diverse, globally integrated world.

The Vision for Inclusive Excellence is realized when...

1. Every individual in our community continuously pursues and demonstrates effective communication and interpersonal skills,

2. Every individual in our community learns in the rich context of a diverse population of students and faculty who come to appreciate one another’s experiences, perspectives and talents through collaborative work, inquiry, dialogue and action,

3. Every individual in our community belongs, is valued, and has a stake in the life and purpose of St. Luke’s.
To achieve this vision, St. Luke’s will focus its resources—human and financial—around three key areas: **Community, Culture, and Curriculum.**

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| **Community** | A strong pipeline to St. Luke’s for diverse faculty, staff, trustees, and students.  
*Responsible parties: Assistant Head of School for Leadership and Innovation, Director of Admissions and Financial Aid, Head of School* | For our faculty, staff, trustees, and students to be more representative of the racial, ethnic, and cultural richness of our broader community. This is most critically needed in full-time classroom teachers and on the Board of Trustees. | Expand current recruitment pipeline for diverse faculty.  
Evaluate issues with retaining diverse faculty through exit surveys and Growth and Renewal tracking.  
Pursue plans to build a coalition of FAA schools, led by St. Luke’s, to share resources and work collaboratively toward this shared goal.  
Identify and develop strategies for increasing the pool of qualified diverse student applicants – thinking broadly about inherent and acquired diversity of experiences. |
| **Culture** | A campus culture in which embracing diversity and inclusion are core values understood and shared by all members of the St. Luke’s Community.  
*Responsible parties: Director of Equity and Inclusion, Trustees* | To deepen our students’ understanding and appreciation of differences and preserve an environment that expresses empathy and respect for differences. We know that this will be more effective if they are surrounded by adults, such as parents, Trustees, faculty and staff, and alumni who are supporting and engaging in this learning process. | Engage parents (and other constituencies) in regular conversation about diversity and inclusion where the goal is to share the School’s vision and provide a space for parents to ask questions.  
Identify alumni of color and make a virtual networking space for them to meet.  
Assess our campus climate at least once per year with a keen eye toward evidence of how community understands diversity and inclusion.  
Talk with members of underrepresented groups in our community to better understand their perceptions of campus climate. |
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| **Curriculum** | Thorough faculty understanding and practice of inclusive teaching practices and inclusive excellence in leadership.  
  *Responsible parties: Upper School Council, Middle School Council, Growth and Renewal Team, Director of Equity and Inclusion* | To enhance existing curricula and programs and deepen commitment to inclusive pedagogy and assessment practices. For teachers to be well-versed in the Center for Leadership’s language of inclusive ethos and provide ample opportunities for students to practice perspective sharing, empathy, and mindfulness. | Examine, develop and implement expansion of inclusive teaching practices in all academic departments.  
  Determine minimum expectations for inclusive teaching practices for each division and subsequently departments.  
  Create an inventory of broadly used inclusive teaching practices (across all academic departments and grade levels) and identify areas of strength and weakness.  
  Describe and reflect on commitments to diverse and/or inclusive teaching practices as part of the Faculty Growth and Renewal process.  
  Encourage and support professional development opportunities for teaching faculty that directly enhance their multicultural awareness, provide instruction for inclusive pedagogical practices, and/or enhance their global awareness.  
  Provide on-campus professional development/training for the whole faculty that supports growth in aspects of inclusive teaching practices. |