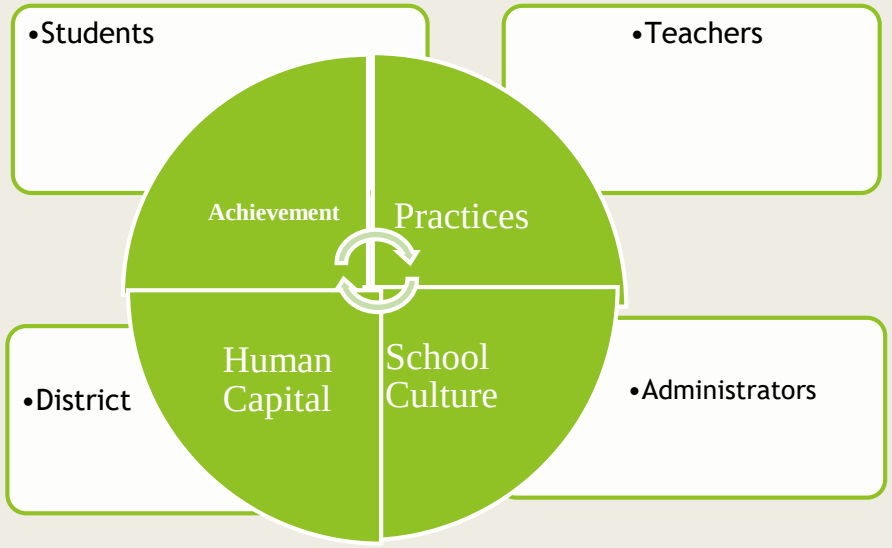
MONTGOMERY COUNTY SCHOOLS DIVERSITY AND INCLUSION PLAN 2017-2020

Status Update
January 6, 2020

Overview

- Diversity: Valuing human differences (race, ethnicity, gender, gender identity, sexual orientation, age, physical ability, attributes, ethical value system, national origin, political and religious beliefs, etc.) among all.

- Inclusion: The entire education process will represent, include, and respect every school and community partner.



Leadership

Goal 1: Increase cultural awareness of all teachers, administrators, staff and students.

- ☐ **Dr. Takeda LeGrand**

Goal 2: Recruit, hire, and retain teachers, administrators and staffs of color.

- ☐ **Dr. Kevin Lancaster**

Goal 3: Increase diverse community, parent, business and stakeholder engagement.

- ☐ **Dr. Dale Ellis**

Goal 4: Develop a comprehensive instructional plan that is inclusive and reflects diversity.

- ☐ **Mr. Traci Grit & Mr. Wade Auman**

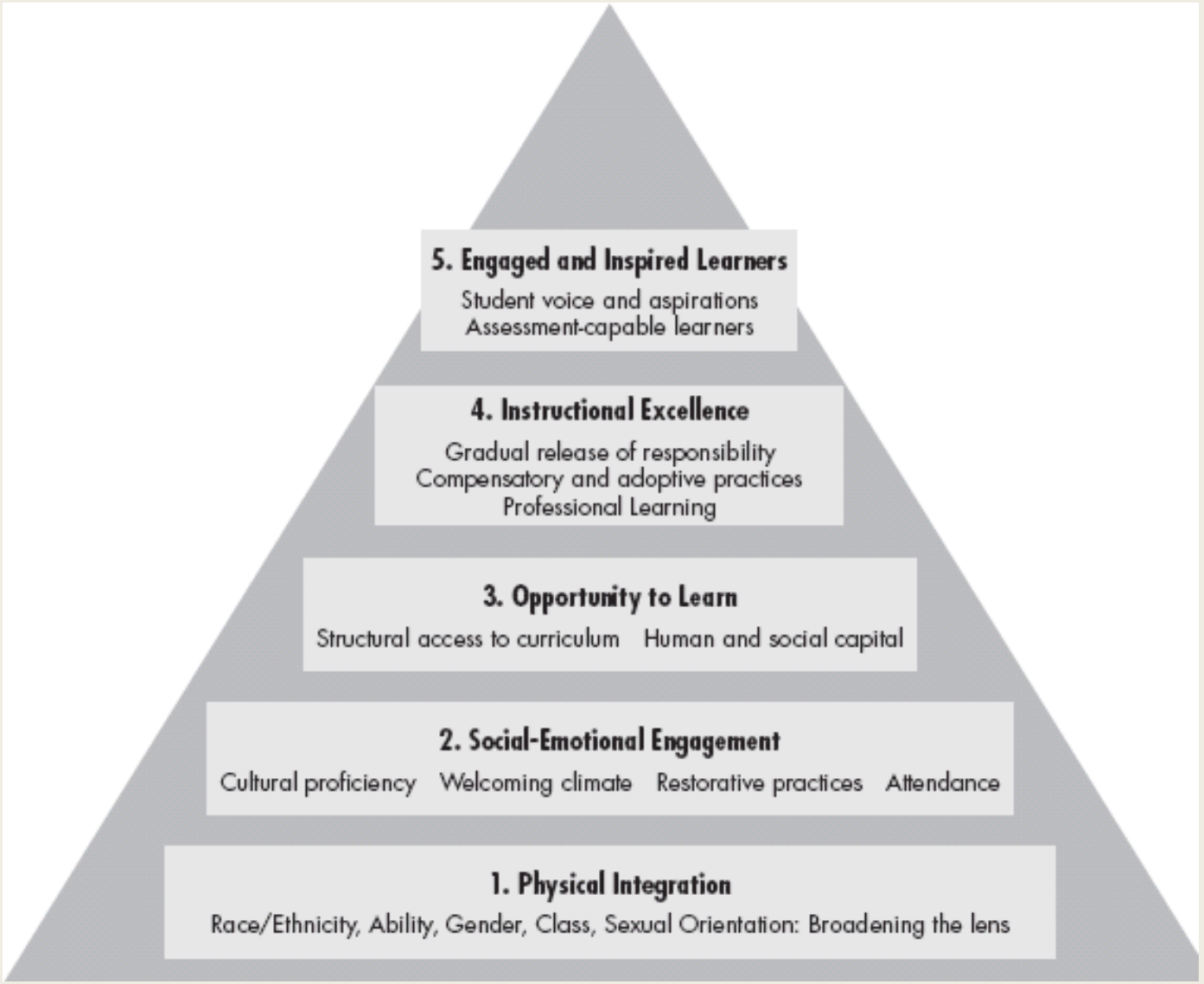
Goal 5: Increase participation of students of color or other minority groups in all curriculum, co-curricular and extracurricular activities and programs.

- ☐ **Mrs. Terri Absher & Mrs. Jessalyn Spell**

Goal 6: Reduce the overuse of discipline practices that remove students from the classroom.

- ☐ **Dr. Jack Cagle & Dr. Chuck Dulin**

Theoretical Model for Implementation



Goal 1: Increase cultural awareness of all teachers, administrators, staff and students.

- **Objectives**
  - *Diversity and Inclusion training*
  - *Train-the-Trainer Model*
  - *Implement a cultural environmental scan walk-through tool*
- **Subcommittee**
  - *JaMese Black, Mary Beth Ingram, Andrew Gardner, Emily Dunn, Jasmine Hill*
- **Activities**
  - *Deahdra Chambers-Social Emotional Learning, James Ford-Equity, Dr. Gerald Neal-Trauma Informed Practices, Dr. Jon Powell-Restorative Practices, Building Equity Book Study, Youth Relationship Building, Breakfast Buddies at Green Ridge*
- **Measurement/Highlights/Trends**
  - *Camp Timberwolf, Individual School-level D&I Plans, Equitable Practices Checklist incorporated into the Classroom Walk-through Tool, The Building Equity Audit-Staff/Student Tools, & Social Circles training in-progress*

S.W.O.T
Goal 1: Increase cultural awareness of all teachers, administrators, staff and students.

- **Strengths**
  - *High quality training*
  - *Work is embedded throughout organized leadership*
  - *Deep commitment to the work*
- **Weaknesses**
  - *Cost associated with high quality training*
  - *Sensitive nature of race as a topic in an education setting*
- **Opportunities**
  - *Focus on train-the-trainer model to sustain work and maximize dollars*
  - *Seek grants or partner with other districts to fund initiatives*
  - *Maintain safe spaces for exploration of practices to close opportunity gaps for all students*
- **Threats**
  - *Onboarding new staff*
- **Next Step**
  - *Work with Human Resources to integrate an Introduction to Equity Session for new hires twice a year*

Goal 2: Recruit, hire, and retain teachers, administrators and staffs of color.

- By 2021, twenty-five percent of our new teacher hires will be minorities. This will allow us to increase our overall minority teaching percentage 5% annually.
- Subcommittee members- Ms. Chanda Stokes, Mr. Enoc Robledo, Mr. Terry Little, Mr. Earle Leake and Kevin Lancaster.
- Our sub committee meets twice a year along with the quarterly Diversity meetings.
- At the beginning of the 2019-20 school year, 32% of our new hires were minorities.
- At the present time 15.9% of our teaching staff are minority.

S.W.O.T
Goal 2: Recruit, hire, and retain teachers, administrators and staffs of color.

- **Strengths**
  - *We have increased our hiring of minority teachers each of the last three years.*
- **Weaknesses**
  - *We are losing more minority teachers due to the following issues:*
    - Classwork needed, testing requirements, “change of heart”, moves to other parts of the state/US
- **Opportunities**
  - *What are we doing to support new teachers in our district and individual schools?*
- **Next Steps**
  - *We have required all schools to send us a written “BT” support plan.*
  - *We are looking at re-establishing an “Affinity” group with a strong minority leader in our district*

Goal 3: Increase diverse community, parent, business and stakeholder engagement.

- **Objectives**
  - *Diversity and Inclusion Taskforce*
  - *Participation in community organizations*
  - *Diverse teams and committees at the district and school levels*
- **Subcommittee Members**
  - *JaMese Black, Mary Beth Ingram, Andrew Gardner, Emily Dunn, Jasmine Hill*
- **Activities**
  - *Diversity & Inclusion Taskforce, Montgomery County Hall of Honor, Rotary, Troy NAACP, Friends-in-Focus, Brutonville Concerned Citizens, Marketing Plan, Montgomery Herald, Literacy Review by the Innovation Approaches to Literacy Team,*
- **Measurement/Highlights/Trends**
  - *Monitoring Template, Internal Equity Audit Team, Dr. Ellis is President Elect-Troy Rotary, Dr. LeGrand is Assistant Treasurer-Montgomery County NAACP, Back-to-School (Friends-in Focus), Dr. Ellis, Katie Hursey, and Takeda LeGrand are founding board members of the MC Hall of Honor, Donation of surplus instructional materials to Brutonville Concerned Citizens, Social Media Score Card with Katie Hursey, Weekly Newspaper Articles, Transition Committee and Subcommittees, Central Office Interview Teams*

S.W.O.T
Goal 3: Increase diverse community, parent, business and stakeholder engagement.

- **Strengths**
  - *Taskforce*
  - *Representation and engagement within the community*
  - *Leadership*
- **Weaknesses**
  - *Parent representation*
  - *Change in community leadership*
- **Opportunities**
  - *Connect with parents at the school-level*
  - *Focus on common goals*
- **Threats**
  - *Time*
- **Next Steps**
  - *Delegate and alternate staff between meetings*

Goal 4: Develop a comprehensive instructional plan that is inclusive and reflects diversity.

- **Objectives**
  - *Train Staff on Diversity and Inclusion Instructional Practices*
    - Principal Development and Training, Leadership Admin Week, Principal Meetings
  - *Implement Diversity and Inclusion Instructional Practices*
    - SIP, CWT, Inclusive Displays, Random Response
    - Middle School TAG, High School Check and Connect, Differentiation Coordinator
  - *Lesson Plan Design*
    - Principal Lead, TAG School Level Planning,
- **Members**
  - *Jeanne Black, April Daywalt, Tracy Grit, and Wade Auman*
- **Measurement/Highlights/Trends**
  - *100% of Administrators Trained During LAW on the New CWT*

S.W.O.T

Goal 4: Develop a comprehensive instructional plan that is inclusive and reflects diversity.

- **Strengths**
  - *All Principals Trained, TAG , Lesson Plans on PDSA boards, Ongoing D&I PD*
- **Weaknesses**
  - *No trend Data on the CWT (Base line data set)*
- **Opportunities**
  - *Instructional Differentiation Strategies from CWT*
  - *Random Response Strategies 60% Q1*
  - *Ensures Bulletin Boards, Displays, Instructional Materials Reflect Diversity 25% Q1*
- **Threats**
  - *Classroom Teacher Awareness*
- Next **Steps**
  - *Gather and analyze Q2 data, Principal Meeting to Set Goals, Instructional Rounds*

Goal 5: Increase participation of students of color or other minority groups in all curriculum, co-curricular and extracurricular activities and programs.

- **Objectives**
  - *Training on age appropriate topics that may affect student choices*
  - *Market opportunities to parents and family*
  - *Diverse student population*
- **Subcommittee Members:** Danielle Hurley, Kristie Lynthacum, Cynthia Martinez, Jessalyn Spell, Terri Absher
- **Activities**
  - *Increase awareness of CTE course offerings (middle and high schools)*
  - *Increase number of high school seniors graduating with Associates Degree*
  - *Improve advertisement and application process for AVID*
  - *Heart and Sole, Girls on the Run*
- **Measurement/Highlights/Trends** – number of middle school students in CTE programs, number of teachers certified to teach AVID Elective

S.W.O.T

Goal 5: Increase participation of students of color or other minority groups in all curriculum, co-curricular and extracurricular activities and programs.

- **Strengths**
  - *Addition of 8 CTE programs at middle schools*
  - *21 CTE programs available to high schools*
  - *46 seniors projected to graduate with Associates Degree (41 at MCEC, 5 at high schools)*
  - *Combining EMHS and WMHS AVID Site Teams, first meeting in January*
- **Weaknesses**
  - *Scheduling CTE courses and AVID due to transportation to MCC*
- **Opportunities**
  - *Montgomery Central High School (scheduling), CTE/CCP Fair this spring, Parent Café meetings, Transition Committee*
- **Threats**
  - *Parent participation in programs and scheduling process*
- **Next Steps**
  - *Montgomery Central High School Registration Guide, One-on-one meeting with students/counselors, creation of four-year plan*

Goal 6: Reduce the overuse of discipline practices that remove students from the classroom.

- **Objectives**
  - *Review the North Carolina Discipline Data Reporting Procedures*
  - *Analyze discipline data and respond to parents and family*
  - *Provide alternative behavior training activities*
- **Subcommittee Members:** Nora Beasley, Dr. Rikki Baldwin, Dr. Chuck Dulin, and Dr. Jack Cagle
- **Activities**-Proactive, Academic, Classroom, Experience (PACE Classroom at Green Ridge), Behavior Support Personnel serve each school in the district. Sanford Harmony Program for males in Grades 2 – 6 who were suspended at least twice last school year 2018-2019 and/or during 2019-2020. Weekly group counseling sessions with Behavior Support and/or School Based Mental Health Providers. Social Circles. Trauma Focused Counselor helps students address, come to terms with, and recover from a traumatic event. Middle School Teacher Advisory Group (TAG) – Character and Relationship Building.
- **Measurement/Highlights/Trends**

School Year	Suspension #	Days Lost	Days Saved (ALP)
2018-2019	560	1293	414
2019-2020			

S.W.O.T
Goal 6: Reduce the overuse of discipline practices that remove students from the classroom.

- **Strengths**
  - *ALP Program, Restorative Practices and Social Emotional Learning (Alternative Discipline), Educators Handbook, PBIS, Mental health/behavioral specialists, Principals are building awareness to alternative discipline practices, Culture awareness training, MLA offers a smaller setting for grades 6-12, PACE offers a smaller setting for grades K-5, Strengthening Families, Social Circles, and MTSS Teams address behavior concerns*
- **Weaknesses**
  - *More younger, inexperienced teachers, Fatigue and exhaustion impacts attitudes of some veteran teachers, Less staff=less supervision, No ISS for elementary schools, and Counselors have limited actual counseling time*
- **Opportunities**
  - *Continue Strengthening Families at all grade levels, Ongoing Professional Development in Classroom Management, and Take counselors out of the special classes' rotation in a portion of the grade levels to allow dedicated time for small group and individual counseling*
- **Threats**
  - *Staff Competency on Matters Involving Concerning Diversity, Inclusion, and Social Justice, and Ability to Adapt to Changing Student Needs*
- **Next Steps…**

Summer 2020

- **Plan**-Review Goals
- **Do**-Review Objectives
- **Study**
  - *What worked and how do we know?*
  - *What didn't work and how do you know?*
  - *Do we need any additional assistance as we look at results and start planning for 2020-2023*
- **Act**
  - *Reflect on the data analysis for the past three years.*
  - *Continue with the Target Goal OR Revise the Target Goal for 2020-2023.*
- Plan-Goals for 2020-2023
- Do-Objectives for 2020-2023

Comments…

