

Improving Climate & Community in a Post-Freddie Gray Baltimore ~ ACCE (Baltimore, MD)

<u>Problem Statement:</u> Following the Freddie Grey unrest in Baltimore City, our school's suspension rate has increased over 200%, 17 teachers have been assaulted, and school climate is at an all time low.

Goal: If teachers are provided with the training and supports to effectively address school climate then student behavior and relationships will improve.

Rationale:

Student
misbehavior is at
an all time high as
a result of the
Freddie Grey
unrest, lack of
administrative
support, and poor
teacher
preparation

Teachers need to be empowered to address these issues at the school level without relying on outside people and institutions to instill this change

Inputs:

Teachers

- All school teachers will participate
- Team of 5 will lead activities

Students

- All students will participate
- Team of 10 students will advise as student leaders

Guidance

 Guidance will participate in this process

Professional Developers

 External Professional

Activities:

Comparative Data Collection

- Compare current year data with prior year data, districtwide data, and state data (possibly also other urban school data).
- Co-Interpretation

Focus Sessions

- Student sessions will be prefaced with an pre-completed e-survey that allows us to collect perception data
- Parent/guardian and community sessions will be prefaced with an pre-completed e-survey that allows

Outputs:

Short Term: 1 month

Begin data collection and focus groups of various stakeholders.

Analyze data for trends and hotspots

Research best practices around social, emotional, and behavior modification (Intelligent design and restorative practices)

Incorporate student voice into research sessions

Medium Term: 6 month

Design a system for implementing teacher led positive school climate initiative

Initiate professional development for teachers around programs

Collect teacher feedback on PD and initiative

Medium Term: end of school year

<u>Outcomes:</u> What will result from the activities and outputs? Can you match these back to your problem statement and goal?

Short Term: 1 month
Collect short-term data (1-2
months) about student behavior,
teacher level intervention,
administrative level intervention,
and overall outcomes of these
interventions.

Track student recidivism—multiple offenses & the outcome of interventions.

Create research based and school specific professional development to address concern areas

Medium Term: by end of school year



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Developers will lead PD sessions

Administration

- Admins will be on board to allow time and fiscal allowance to complete this endeavor.

Parents/Guardians

 A group of Parents/Guar dians will participate on the project

Financial Support

- Apply for grants to gain supports with external professional development
- District and school support

us to collect perception data

Professional Development

- Beginning of the year professional development that outlines the goals of the initiative and introduces intelligent design.
- Restorative Practice professional development and first monthly Professional development (Middle school already trained)
- Mediation and mentoring professional development after the first quarter (Community Mediation Maryland)

Grant Writing

- Find available grants and begin the writing process in the summer
- Incorporate site visits and professional

Implement Restorative Practices, mentorship, and mediations.

Interview students and teachers that will serve as leads for mentor mediation programs

Long Term: 2016-17 School year

Implement Restorative Practices, mentorship, and mediations.

Evaluate restorative Practices, mentorship, and mediations.

Compare data to see successes of program

Evaluate data with district level data to expand programs beyond our school

Share

Implement research based professional development

Collect data around

Long Term: by end of two years

Implement Restorative Practices, mentorship, and mediations.



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development into the proposals

Restorative Practices

- Begin using
 Restorative practices
 immediately in the
 middle school.
- After training, incorporate restorative practices into school discipline system (school-wide).

Mentorship/Mediation

 Begin after professional development half way through the school year.

Student Impact: (If...Then...)

If teachers are provided with the training and supports to effectively address school climate then student behavior, overall relationships, and academic performance will improve.