

The Museum School of Avondale Estates Strategic Actions for Increased Diversity March 2017

The Museum School believes that diversity, inclusiveness and equity are paramount to our school's and our students' success.

We believe that our innovative museum school model, where students engage with various communities within the school's walls and also through our partners, builds a richer learning experience that exposes students to a diverse set of opinions and thinking, which can stem from people of different races, genders, ages, abilities and socio-economic backgrounds.

We believe we can do more to intentionally grow the diversity of our students, faculty/staff and governing board members and build on the strength of our communities.

New Strategic Goals

The following strategic goals were developed in partnership with the DeKalb County Board of Education and the State Department of Education during the school's 2016 charter renewal process. The goals have been enthusiastically supported by the school's leadership and have received unanimous support from the School's Board of Directors.

These goals will be a part of our new five-year charter that will be in effect from July 1, 2017 through June 30, 2022.

Implementation

Like all other important initiatives we've undertaken in the past, the school and its governing board will vigorously engage with our entire community – teachers, parents, local leaders, volunteers, our state and county partners and others – to achieve the annual goals that have been established.

The school's Board of Directors and staff leadership will take organizational steps to elevate the importance of these efforts including:

- Sharing the school's diversity plan with the school community and regularly sharing progress updates.
- We will establish a Staff Diversity team and a Board Level Diversity Committee.
- We will ensure our diversity goals are a core component of our 2018-2022 school strategic plan.
- We will continue to identify and study sources for best practices in school diversity.
- We will expand our year round student recruitment committee to ensure our marketing and recruitment efforts are targeted toward

Key Actions

We have identified specific, measurable actions that will be completed and tracked as part of our overall diversity plan include. These include:

Action	Measures of Success	Timeline for Completion	Responsible
Provide cultural competency/diversity training for all staff	100% of staff complete this training	August 2017 (annually thereafter)	School Leader
Provide cultural competency/diversity training for all board members	100% of board members complete this training	July 2017 (annually thereafter)	Board Diversity Committee Lead
Provide culturally responsive teaching training to all instructional staff	100% of instructional staff complete training	October 2017 (annually thereafter)	School Leader
Evaluate progress against charter diversity goals and any additional actions needed	Progress against goals are assessed and adjusted as needed in a documented public BOD meeting at least twice annually.	April and December Board Meetings Annually	Board Chair with Board Diversity Committee Lead, School Leader
Consider any additional resources needed in budget to achieve diversity goals	Budgeted amount for student and staff recruitment increases annually	March-April, annually	Finance Committee Chair with school leader

Specific Charter Goals & Actions

Per our district- and state-approved charter in effect from 2017 to 2022, we will be concentrating our efforts around three main Diversity Goals. They are:

Diversity Goal 1: Student Composition: The charter school will reflect the socio-demographic diversity of the District with a targeted focus on economically disadvantaged students as defined by the Georgia Department of Education.* To achieve this, during each year of the charter term (or until the school is within 10% of the DeKalb County School District average), the school will increase the total percentage of economically disadvantaged students by at least 4%. The school will continue to offer first preference to the enrollment categories of siblings, children of employees and governing board members.

A new Georgia law permits the use of, and the school will use, a weighted lottery to provide an increased chance of admission to economically disadvantaged students.

*Note: An economically disadvantaged student is defined as a student whose family lives below the poverty line, qualifies for free and reduced lunch, or who qualifies for federal benefits including SNAP, TANF, WIC, Medicaid or PINS.

To reach this goal, the school's Board of Directors and staff leadership will:

- Conduct focus groups with existing economically disadvantaged families to determine key recruitment messages for this audience.
- Leverage year-round student recruitment committee to review and revise marketing/recruiting practices.

- Analyze student application and parent agreement for any necessary adjustments to remove unintentional barriers for ED families.
- Review and define weighted lottery polices and procedures annually and communicate information about the weighted lottery clearly annually.

Specific, measurable actions that will be completed and tracked as part achieving this goal include:

Action	Measures of Success	Timeline	Responsible
Conduct thorough asset-mapping exercise to identify places and organizations including Pre-K partners serving ED families to share school info.	At least 10 new recruitment partners or locations identified each year	Reviewed and revised annually no later than September	School Leader, with Student Recruitment Committee
Distribute application and provide application assistance, open houses and other recruitment events throughout extended application period	The school will host at least 5 events targeted towards recruiting and assisting ED families in applying each year.	January - February annually	School Leader with Student Recruitment Committee
Review and ensure goal was achieved during weighted lottery and communicate findings to BOD and DeKalb County charter office	Summary report issued within 30 days of lottery date	Mid-March annually	Board Chair
Analyze entire recruitment process and progress towards goal. Adjust methods as needed.	Progress against goal assessed and adjusted as needed in a documented public BOD meeting at least annually. Increase in # of ED applications documented.	April annually	Board Diversity Committee with School Leader and Student Recruitment Committee

Diversity Goal 2: Board of Directors Composition: The Charter School’s board of directors will reflect the socio-demographic diversity of the community it serves. To achieve this, the board will elect at least two new socio-demographically diverse members by the end of the charter term.

To reach this goal, the school’s Board of Directors and staff leadership will:

- Annually assess board member transition plans and build/revise comprehensive long range board member succession plan.
- Share information about board recruitment and involvement with diverse audiences at least twice annually.
- Utilize the GCSA Board Bank, United Way VIP program, Leadership DeKalb and other partners to review potential socio-demographically diverse board candidates.

Specific, measurable actions that will be completed and tracked as part of achieving this goal include:

Action	Measures of Success	Timeline	Responsible
Identify, recruit and engage socio-demographically diverse board-level committee members to build pipeline for future board members	Pool of socio-demographically diverse board committee members grows by at least 3 annually.	Ongoing, check-in annually in February	Governance Committee Chair with Board Diversity Committee Lead
As described above, provide cultural competency/diversity training for all board members	100% of board members complete training.	July 2017 (annually thereafter)	Board Diversity Committee Lead
Monitor and report progress towards this goal annually.	Progress against goal assessed and adjusted as needed in a documented public BOD meeting at least annually.	Annually in April	Board Diversity Committee Lead with Governance Chair

Diversity Goal 3: School Faculty and Staff Composition: The Charter School’s faculty and staff will reflect the socio-demographic diversity of the community it serves. To achieve this, during each year of the charter term, at least 30% of the charter school’s newly hired staff will have experience working within the school’s defined community or a community with similar socio-demographic diversity.

To reach this goal, the school’s Board of Directors and staff leadership will:

- Host focus groups with current socio-demographically diverse staff to determine key recruitment messages.
- Review and revise job postings annually to ensure key recruitment messages for socio-demographically diverse candidates are reflected.
- Execute new staff recruitment strategies with HBCUs, the National Alliance of Black Educators, the Hispanic Education Association, the GCSA Job Fair and others.

Specific, measurable actions that will be completed and tracked as part achieving this goal include:

Action	Measures of Success	Timeline	Responsible
Track success of and adapt each new staff recruitment strategy deployed	% of resumes received from each strategy and % of applicants hired from each strategy (as detailed in Goal 7, Measure 2.)	March 2017 (annually thereafter)	School Leader with staff leaders
Monitor and report progress towards this goal annually.	Progress against goal assessed and adjusted as needed in a documented public BOD meeting at least annually.	Annually in September	Board Chair with Board Personnel Committee, School Leader, Board Diversity Committee Lead