

Green Book Initiative

Findings Report for Edna & John Mosley P-8

Overview

This report presents the findings from the comprehensive assessment of Edna & John Mosley P-8, completed on 06/12/2024. The Green Book Initiative Committee found relevant evidence to offer an additional focused approach to the school's communication practices with Black parents/guardians, openness to dialogue, and the cultural competency of its leadership team. The findings are based on the detailed scorecard evaluation, highlighting key areas needing attention to improve inclusivity and support for Black students and their families.

Findings Report:

1. Curriculum Inclusivity and Representation (Score: 3.2)

- a. **Findings:** The curriculum includes some elements of Black culture and history but lacks depth and breadth. This partial inclusion can lead to Black students feeling undervalued in their education.
- b. **Impact:** The limited representation in the curriculum affects Black students' sense of identity and belonging. It can also perpetuate stereotypes and biases among non-Black students, impacting the overall school climate.

2. Equity in Disciplinary Actions (Score: 2.6)

- a. **Findings:** The school's disciplinary actions are not applied equitably, with Black students disproportionately facing harsher penalties. This indicates a need for a more balanced and culturally aware approach to discipline.
- b. **Impact:** Disproportionate disciplinary actions contribute to a negative school experience for Black students, leading to disengagement, lower academic performance, and higher dropout rates. It also strains relationships between the school and Black families.

3. Staff and Leadership Representation (Score: 2.8)

- a. **Findings:** While there is some representation of Black staff and leadership, it is not sufficient to meet the cultural and support needs of Black students. Increasing diversity among staff and leaders is crucial.
- b. **Impact:** A lack of representation can result in Black students feeling isolated and unsupported. It also limits the perspectives and experiences that inform school policies and practices, which can perpetuate systemic biases.

4. Engagement with Black Families and Communities (Score: 2.4)

- a. **Findings:** The school has significant gaps in effectively engaging with Black families and the community, leading to a lack of trust and involvement. However, the school seems open to improving and engaging in meaningful conversations with Black parents/guardians and the community.

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5. **Impact:** Poor engagement leads to Black families feeling disconnected and undervalued by the school. This lack of involvement can hinder the academic and social success of Black students and negatively impact the school's overall community relations.
6. **Policies and Practices (Score: 2.9)**
 - a. **Findings:** Current policies and practices provide some support but need enhancement to be more inclusive and equitable. A thorough review and adjustment of these policies are necessary.
 - b. **Impact:** Inadequate policies and practices can perpetuate inequities and fail to address the specific needs of Black students and families, hindering their overall well-being and success.
7. **Support Systems (Score: 3.2)**
 - a. **Findings:** The existing support systems are relatively effective but can be improved to provide more comprehensive assistance to Black students.
 - b. **Impact:** Stronger support systems can better address academic, emotional, and social challenges faced by Black students, contributing to their overall success and well-being.
8. **Physical Environment (Score: 3.8)**
 - a. **Findings:** The physical environment of the school is generally conducive to learning and supports the needs of students. However, continuous efforts are required to ensure it remains inclusive and welcoming for Black students.
 - b. **Impact:** An inclusive and welcoming physical environment can enhance the sense of safety and belonging for Black students, positively influencing their academic and social experiences.

Overall Score and Context (Score: 3.1 - On Notice)

Recommendations

1. **Improve Communication with Black Parents/Guardians**
 - a. Develop and implement a comprehensive communication plan tailored to the needs of Black parents/guardians, including regular updates on their children's academic and behavioral progress, transparent disciplinary processes, and accessible channels for feedback and concerns.
 - b. Establish a dedicated liaison officer for Black families to ensure consistent and culturally sensitive communication.
2. **Enhance Cultural Competency and Cross-Cultural Communication**
 - a. Mandatory training programs for all staff and the leadership team in cultural competency, focusing on understanding the cultural contexts of Black students and their families.
 - b. Conduct workshops on cross-cultural communication skills to better equip staff to engage with diverse communities effectively.

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3. Focus on Equity in Disciplinary Actions

- a. Review and revise disciplinary policies to ensure they are fair and equitable. Implement restorative justice practices that consider the cultural backgrounds and specific needs of Black students.
- b. Regularly monitor disciplinary data to identify and address any disparities in treatment and outcomes for Black students.

4. Strengthen Engagement with Black Families and Communities

- a. Create a Black Parent Advisory Council to facilitate ongoing dialogue and collaboration between the school and Black families. This council should have a direct line of communication with the school's administration to influence policies and practices.
- b. Organize community events and forums that celebrate Black culture and provide opportunities for parents and guardians to engage with the school in a meaningful way.

5. Leadership Development in Cultural Competency and Power Dynamics

- a. Conduct leadership training focused on understanding power dynamics and their impact on school policies and interactions with Black families and students.
- b. Encourage reflective practices among the leadership team to identify and address implicit biases that may affect decision-making and policy implementation.

Specific Areas of the Scorecard to Target

1. Curriculum Inclusivity and Representation (Score: 3.2)

- a. Enhance the curriculum to include a more comprehensive and accurate portrayal of Black culture and history.

2. Equity in Disciplinary Actions (Score: 2.6)

- a. Immediate review and modification of current disciplinary practices.

3. Staff and Leadership Representation (Score: 3.3)

- a. Increase recruitment and retention of Black staff and leaders to better reflect and serve the student population.

4. Engagement with Black Families and Communities (Score: 2.4)

- a. Develop targeted engagement strategies and enhance community relations.

5. Policies and Practices (Score: 2.9)

- a. Review and adjust policies to better serve Black students and families.

6. Support Systems (Score: 3.2)

- a. Strengthen support systems to provide more comprehensive assistance to Black students.

7. Physical Environment (Score: 3.8)

- a. Continue efforts to maintain an inclusive and welcoming physical environment.

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Conclusion

Edna & John Mosley P-8 has shown areas of both strength and significant need for improvement. By focusing on enhanced communication, cultural competency training, equitable disciplinary practices, and stronger community engagement, the school can create a more inclusive and supportive environment for Black students and their families. The recommendations provided aim to address the specific areas identified in the scorecard, guiding the school toward achieving a higher standard of excellence and inclusivity. The overall score places the school "On Notice," indicating that while there are areas of adequacy, significant improvements are needed to meet the standards of exemplary support and inclusivity for Black students.

Green Book Initiative		Your Status: On Notice	Instructions
Name of Institution	Edna & John Mosley P-8		Enter the score for each category based on the detailed assessments in the respective sheets. The overall score and recommendation will be manually calculated based on the total score.
Criteria	Score	Scoring Key	
Curriculum Inclusivity and Representation	3.2	5	Exemplary
Equity in Disciplinary Actions	2.6	4	Above Average
Staff and Leadership Representation	2.8	3	Average
Engagement with Black Families and Communities	2.6	2	Below Average
Treatment and Involvement of Black School Board Members	N/A	1	Poor
Use for Governance ONLY	N/A		
Policies and Practices	2.9		
Support Systems	3.2		
Physical Environment	3.8		
Score	3.0		
<p><i>In our comprehensive assessment process, each category will be meticulously evaluated using a scale ranging from 1 to 5, where a rating of 1 signifies inadequate support for the thriving of Black students, while a rating of 5 represents exceptional support. Through this methodical approach, we aim to provide a nuanced understanding of the school's safety and inclusivity for Black students. By averaging the scores across all categories, we will generate total scores, offering a comprehensive overview of the school's performance in fostering an environment conducive to the success of Black students.</i></p> <p><i>Green Book Schools/Governance will be expected to achieve a minimum score of 4.5, indicating exemplary support and commitment to inclusivity.</i></p> <p><i>Schools/Governance On Notice will be held to a minimum score of 3.0, ensuring that even institutions requiring improvement maintain a baseline level of support.</i></p> <p><i>Exodus Schools/Governance will be capped at a maximum score of 3.0, reflecting the need for significant enhancements to better support the thriving of Black students. This scoring system enables us to identify strengths, areas for improvement, and opportunities for targeted interventions, ultimately fostering continuous progress towards equity and excellence.</i></p>			