



RACIAL EQUITY, DIVERSITY, AND INCLUSION (REDI) STRATEGIC PLAN

Executive Summary

OVERVIEW

Springfield Prep was founded to address inequities in education and is proud of its work to level the academic playing field. However, our school community has come to acknowledge that the work we do in school is deeply impacted by systemic issues and cannot be viewed in isolation. We have engaged in many conversations with staff members, families, and scholars about how systemic inequities, structural racism, and deeply embedded power dynamics play out in our classrooms and in our school community. We are committed to interrogating these systems and actively working to replace them. We know this will require change—in our thinking, actions, and policies—but believe the end result will be a school community more affirming for all, inclusive for all, and representative of all.

WHY A STRATEGIC PLAN?

Over the past four years, our school has been engaged in REDI work. We brought in national leaders to guide our work, conducted surveys and focus groups, participated in multiple all-staff professional development opportunities, collaborated to develop an Equity Statement, made culturally responsive teaching a focus of our professional development, and audited and updated our hiring processes and retention efforts. This was “Phase 1” of our work.

We made significant progress during Phase 1, but we have not always had a clear vision in mind, benchmarks to help track our progress along the way, or mechanisms to help keep us accountable towards our goals. This Strategic Plan will help us do this and will guide “Phase 2” of our school’s REDI work.

This REDI Strategic Plan was developed over the course of a year by a REDI Working Group, in consultation with the school’s leadership team, board members, staff members, families, and students, and guided by Chante’ Chambers of Chambers North Star Consulting. It outlines clear goals and will help us to stay focused on achieving the outcomes that will make our school a more diverse, inclusive, equitable and anti-racist organization.



REDI STRATEGIC PLAN FOUR KEY PRIORITIES

IDENTIFIED BY THE REDI WORKING GROUP



Through this collective process, we landed on four key priorities, which will serve as anchors as we strive to continuously strengthen equity, impact, and shared experiences across Springfield Prep.

1

Staff Engagement, Growth, & Support

Maintain an inclusive culture that fosters a sense of belonging, feedback and support, and equitable opportunities for professional growth.

2

Recruitment & Retention

Continue implementing ambitious, intentional efforts to attract, recruit, develop and retain a diverse, mission-aligned, high-performing employee body.

3

Student Support & Engagement

Evaluate and develop the conditions that lead to developing the whole scholar, which includes academic success, identity appreciation, character development, life skills, and the resources and knowledge needed for students to thrive at and beyond Springfield Prep.

4

Community Engagement and Partnerships

Build decision-making systems that provide increased transparency, opportunities for perspective gathering and sharing, stakeholder engagement and collaboration, and diverse representation on the school board and parent advisory councils.



What I carry with me always is the weight of ensuring that every student at Springfield Prep knows their identities are celebrated, they are empowered to advocate for themselves and they are fully supported by every staff member in our school.

**-SHAWNA MITCHELL
ELEMENTARY SCHOOL ASSISTANT PRINCIPAL**



	2022–2023 School Year	2023–2024 School Year	2024–2025 School Year
Priority 1	<p>Create a formal REDI Committee to monitor progress for the REDI Plan, school culture, and staff experience.</p> <p>Incorporate additional strategies to receive input from staff members about school decisions and initiatives.</p> <p>Formalize structured support and identity-based connection opportunities for staff, including but not limited to affinity groups.</p> <p>Develop a structured REDI curriculum to provide at new staff orientation and to mid-year hires to ensure that all new staff members are equipped with foundational training in culturally responsive teaching practices.</p>	<p>Update the formal staff evaluation to ensure that there are REDI components embedded within, and ensure these components are embedded in annual professional development.</p> <p>Create a framework to collect and analyze comprehensive data on reported bias-related incidents, and use data to develop intervention strategies.</p> <p>Increase professional development options for staff members, including formal training sessions, customized professional development, Professional Learning Communities (PLCs), modeling and coaching around what culturally responsive practices look like in school settings, staff led PDs, discussions, or activities tailored to staff, student, and needs.</p>	<p>Lead, host or sponsor a quarterly REDI training or engagement opportunity for staff members.</p>
Priority 2	<p>Conduct a comprehensive compensation analysis with a focus on promoting equity across the organization and ensuring competitive salaries and benefits for teachers, staff, and leaders.</p> <p>Apply intentional efforts around Leadership and Board composition with a focus on increasing the representation reflective of the Springfield Prep community.</p> <p>Provide annual training and workshop sessions to staff regarding equitable, competency-based hiring practices, including but not limited to Staff Hiring Committee members and the Hiring Team.</p> <p>Build data systems to monitor strategic recruitment and hiring practices that allow for disaggregation by race and other identity.</p>	<p>Invest in marketing with a focus on telling authentic stories about the workplace and instructional culture to appeal to a broad, diverse population in our recruitment efforts.</p> <p>Conduct exit surveys and interviews and implement a clear mechanism for analyzing the insights, and apply feedback to efforts to improve retention of effective employees who left for reasons other than geographic relocation.</p>	<p>Conduct exit surveys and interviews and implement a clear mechanism for analyzing the insights, and apply feedback to efforts to improve retention of effective employees who left for reasons other than geographic relocation (ongoing).</p>
Priority 3	<p>Re-invest our community in supporting students to see themselves as scholars capable of, interested in, and motivated to do challenging, rigorous academic work.</p> <p>Establish a Student Government to provide students with opportunities to provide recommendations to staff regarding school culture and student experience, learn advocacy strategies, become engaged in planning for school events and initiatives, and help facilitate conversations around student REDI-related issues.</p> <p>Offer opportunities for students to pursue extracurricular interests, such as specials elective courses for grades 6-8 that meet student interest and provide differentiated learning experiences; afterschool clubs and sports programs; and other organizations.</p>	<p>Implement a student survey experience survey for grades 4-8 to understand academic and extracurricular interests and feelings of belonging in school.</p> <p>Define Springfield Prep’s views on the “developing the whole scholar” and create additional structures that allow students to develop the skills and experiences needed to achieve their personal and academic goals.</p> <p>Implement a scholarly habits curriculum in grades 6-8 focused on enhancing learning strategies, study habits, goal setting, and social engagement.</p> <p>Train school culture team members and administrators in trauma informed practices, and embed trauma informed practices in new teacher training and ongoing professional development.</p>	<p>Improve vertical alignment for social emotional curriculum aligned to student needs and school trends, including developing social emotional learning competencies in grades K-5 and providing opportunities for students in grades 6-8 to have opportunities to develop global competencies such as critical thinking, creative problem solving, conflict resolution, collaboration, communication, and citizenship.</p>
Priority 4	<p>Audit our approach to PAC meetings through a series of focus groups, conversations, best practices research, and data analysis to determine what is effective and what modifications are needed to advance the work and partnership.</p> <p>Apply intentional efforts around Leadership and Board composition with a focus on increasing the representation reflective of the Springfield Prep community.</p>	<p>Develop a sustainable community event calendar for the school community that identifies community events, cultural heritage months, and external events in the Springfield community.</p>	<p>Continue with the implementation of the community event calendar for the school community.</p> <p>Assess the interactions and partnership across all three active parent groups.</p>

