

BELONGING THROUGH A CULTURE OF DIGNITY

Moving Into Implementation



Lee's Summit
R-7 Schools

BOARD PRIORITY

**Meet each student where they are by
utilizing an equity lens in decisions,
actions, practices and resource support.**



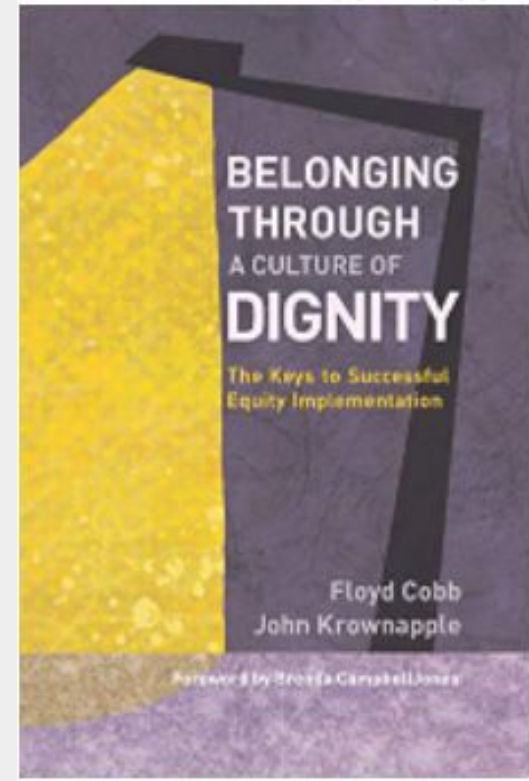
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Building and Department D-Teams

Building and Departments

2-6 members

6 days of professional learning

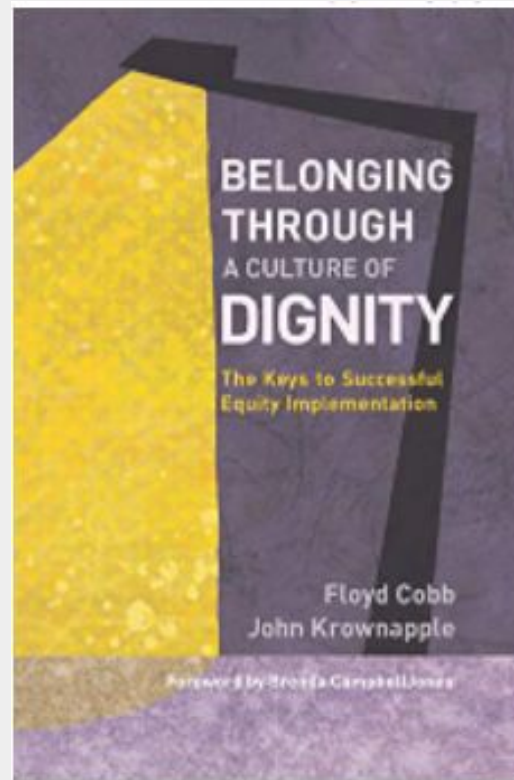


Awareness Days

Belonging, Beyond Access

Dignity, Beyond Respect

Structural Inequity and Exclusion



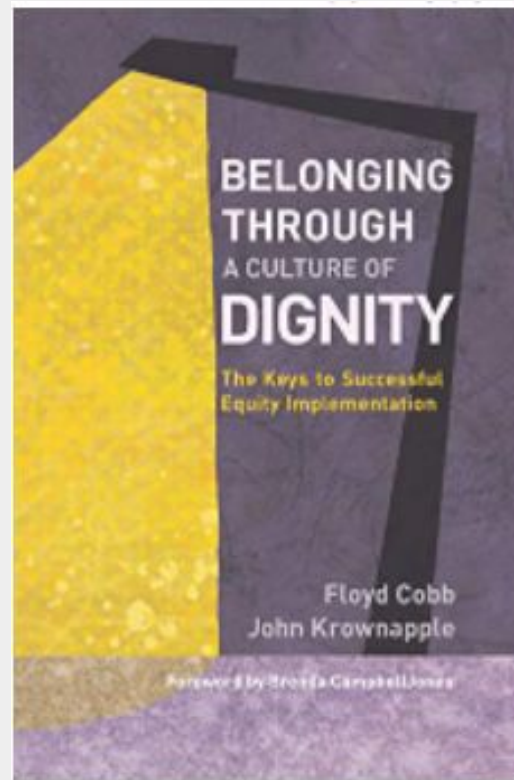
We prepare each student for success in life.

Action Days

Dignity in Action

Dignity in Practice and Policy

Sharing Symposium



We prepare each student for success in life.

Lee's Summit Elementary

Dignity and Belonging
Vision Team

"People will forget the things you do, and people will forget the things you say. But people will never forget how you made them feel."

-Maya Angelou



Lee's Summit Elementary Dignity Challenge



Problem Identified Through Empathy Interviews: Lack of sense of belonging and acceptance for all students/staff due to barriers in our school and school community such as funding and transportation.

Focus Area: Inclusion of staff and student voice and leadership opportunities before, DURING, and after the school day for ALL levels for weekly activity and service time facilitated by ALL staff members.

Main Contributing Barriers: 1) Only certified staff are paid to supervise clubs before or after school for students. 2) LSE students rarely participate in recreational leagues in our community due to cost and transportation difficulties.

Lee's Summit Elementary Dignity Treatments

- Core Building D Team is currently 4 members - 2022 it expands to 9 members of certified and noncertified staff (they will now facilitate all activities)
- Student D Team will be established with faculty and student facilitator
- 16 empathy interviews conducted in Spring of 2022 indicated strong desire for cross grade level club/service time during the school day
- Weekly Activity and Service Club Time will Meet Fridays after Labor Day for 45 minutes. Clubs Determined by Staff and Students. K-2 = Activity Clubs facilitated by staff. 3rd - 5th grade = Service Clubs facilitated by Students
- Empathy interviews completed with ALL 2nd - 5th grade students 1st and 3rd quarters for feedback. Empathy interviews completed with ALL staff 1st and 4th quarters for feedback.

Lee's Summit High School



Tradition ♦ Pride ♦ Excellence

Belonging Through a Culture of Dignity

Problem Statement:

LSHS has an identified lack of belonging and low morale among the staff members in the institution. This is impacting the school culture as staff members interact with one another and with students.

Evidence:

Utilizing information gathered through Fall and Spring staff Panorama surveys and empathy interviews with staff, this need was identified.

Focus Area: School Culture

Belonging Structure: Interpersonal/ Institutional Belonging



Action Steps

- **Fall 2021**

- District provided professional development
 - Five LSHS staff members (2 administrators, 3 teachers, 1 campus supervisor) doing a book study over the text, *"Belonging Through a Culture of Dignity."*
 - 6 scheduled days of action learning
- Building level professional development November 1-2, 2022
- Creation of Principal's Advisory Group
 - Dr. Harrison and selected student leaders working collaboratively to address concerns within LSHS.

- **Spring 2022**

- Certified Group meetings with Dr. Harrison
 - Collaborative effort with teachers to improve building morale
 - Co-creation/understanding of vision/mission/ non-negotiable core values
- Empathy Interviews
 - 24 LSHS Staff interviewed by D-Team

- **Next Steps 2022-23**

- Analyze themes from interviews
- D-Team crafts specific actions based on staff feedback for increasing inclusion and belonging for all adults
- Utilize core values to guide initiative work and "how we do business"

Hilltop School

Dignity and Belonging

“I never lose, I either win or learn.”

~Nelson Mandela

Hilltop Dignity Challenge

Problem Statement/Belonging Challenge: Hilltop School lacks a comprehensive advisory/support program which allows students to comfortably transition in our school/residential campus to understand their educational status and plan for their academic goals and future.

Evidence: Historical data from Student Surveys and Questionnaires

Focus Area: Student Support and Professional Learning

Belonging Structure: Institutional Belonging



Hilltop Dignity Treatments

- Review research from “Effectiveness of Mentoring on Self Esteem High and At Risk Students
- Review structure process of morning triage, which was built into our school schedule
- Build Advisory Time into school schedule
- Develop structure and activities for Student Portfolios to Examine:
 - School transcripts
 - Pre and Post Test scores
 - Career Assessments
 - Evidence of learning (School Assignments and Projects)
 - Student Led conference for Pre-Furloughs Meetings

Summit Ridge Academy



Summit Ridge Academy Dignity Challenge

Problem Statement/Belonging Challenge:

How can SRA create a more inclusive culture that welcomes students and provides opportunities within the school day to connect with other students and staff on a personal level? As evidenced by:

- results on the The Psychological Sense of School Membership (PSSM) Scale Survey (*Belonging Through the Culture of Dignity* book)
- results of Belonging Interviews conducted during the 21-22 School Year

Focus Area:

Inclusion, Independence, & Acknowledgement

Primary Belonging Structure: Institutional and Interpersonal Belonging

Summit Ridge Academy Treatments

- Expanding D-Team & Training entire staff on *Belonging Through the Culture of Dignity* book
- STREAM On-Boarding activities with all new students to help them create their Personal Learning Plan & SHOAL opportunities for all returning students based on interest/desire to learn (1st 3 days of each quarter) <https://sites.google.com/lsr7.net/srarwl/stream>
- Restructuring Friday Schedule to include opportunities for interpersonal interaction (students and staff)
- Re-thinking the Multipurpose Room as a Student Union for students to gather and be with their peers outside of the academic setting. (i.e. not a classroom)
 - Thinking through ways to open it up for students - Supervision, structure, activities
 - How will it be used? Moveable furniture, dividers, etc so space is customizable
- Student voice/choice on activities for 3 day period at start of each quarter
- Look at opportunities to connect SRA students with HS activities, Spirit Week, ect
- The Psychological Sense of School Membership (PSSM) Scale Survey 2 times per year
- Student Belonging Interviews conducted through Success Lab

Summit Technology Academy



Summit Technology Academy Dignity Challenge

Problem Statement:

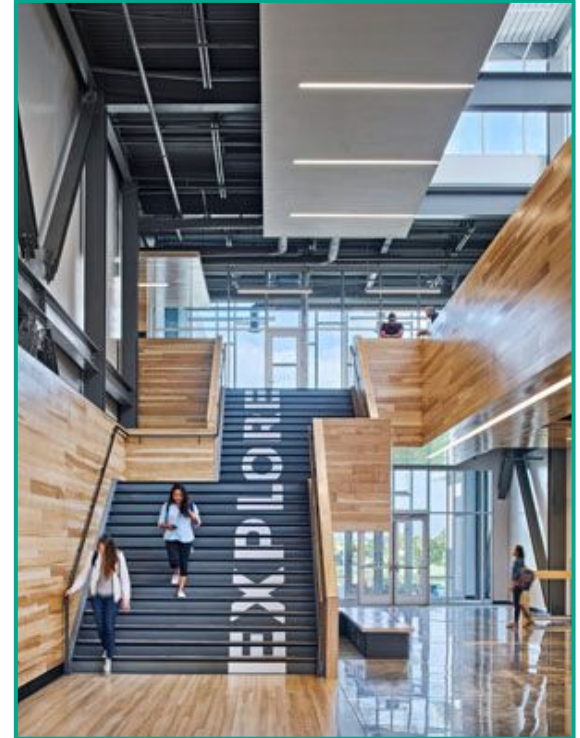
How do we facilitate building relationships and community so that 11th- and 12th-grade students feel **understood**, **safe**, and **included** at STA among students identifying as Black/African American as evidenced by Panorama data?

Evidence:

This need was identified utilizing information gathered through Fall and Spring student Panorama surveys and empathy interviews with students.

Belonging Structure: Interpersonal/ Institutional Belonging

Empathy Interviews: Conducted 37 empathy interviews (7%)



Summit Technology Academy Dignity Treatment

Unexpected Results:

- **No correlation** between a sense of belonging and grades, attendance, gender or in/out-of-district
- 3 students indicated a desire to have **more people of color** within their classes, but majority indicated their level of belonging was **not influenced by race**.
- Students indicated their sense of belonging was more influenced by the instructional practices of the STA teacher, specifically activities that **included student collaboration**

Actions:

- Address the desire to have more students identifying as Black/African American within courses
- Address the desire for instructors to encourage a successful transition to STA



DIGNITY INFRASTRUCTURE NEXT STEPS



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2022-2023 Dignity Infrastructure		
Building & Departments D-Teams	District D-Teams Parents, Staff, & Students	All Staff Professional learning by D-Facilitators
<div>Text: Belonging Through A Culture of Dignity</div> <p><u>FALL</u> 3 days facilitated by Asst. Supt. of Equity & Student Services (Focus: Mapping out dignity process abstract)</p> <p><u>WINTER</u> 2-hr site visits to see the dignity process in action and provide coaching when needed by Asst. Supt. of Equity & Student Services</p> <p><u>SPRING</u> 3 days facilitated by John Krownapple (Focus: celebrations, challenges, & creation of dignity process for the following year)</p>	<div>Text: Belonging Through A Culture of Dignity</div> <p>Quarter 1: (6 hours)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Invitation for participation <input type="checkbox"/> 2 hour virtual session on DIGNITY presented by John Krownapple for each D- Team <p>Quarter 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dispositions of Dignity, Chapter 7 (pg. 159-?) Facilitated by Asst. Supt. of Equity & Student Services <input type="checkbox"/> Listening (pg. 169-174) <input type="checkbox"/> Openness (pg. 166-169) <p>Quarter 3:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dispositions of Dignity Facilitated by Asst. Supt. of Equity & Student Services <input type="checkbox"/> Patience (pg. 165-166) <input type="checkbox"/> Empathy (pg. 161-163) <p>Quarter 4:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shaping Culture of Dignity, Chapter 8 Facilitated by Asst. Supt. of Equity & Student Services <input type="checkbox"/> Four standards of Dignity 	<div>Text(s): Belonging Through A Culture of Dignity and Guiding Teams to Excellence in Equity</div> <p><u>August:</u> 1 hr facilitation (Focus: creating connections through belonging)</p> <p>October/November: 1 hour facilitation (Focus: TBD)</p> <p>February/March: 1 hour facilitation (Focus: TBD)</p> <p>2nd Semester: Creation and implementation of student D- Teams in each building and staff D- Teams in departments</p>

QUESTIONS



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