School Profile, Culture & Improvement Analysis

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NELP Standard 1 (Mission, Vision, and Improvement) calls for educational leaders to collaboratively develop and implement a school mission, vision, and improvement process that promote the success and well-being of each student and adult. Competency 1.1 specifically involves the capacity to prepare and analyze a comprehensive school profile – including context, culture, and performance data – to identify areas for improvement in alignment with core values and vision (National Educational Leadership Preparation [NELP], 2018). In practice, this means aspiring principals must gather relevant data about their school, critically evaluate the school's current mission/vision and culture, and pinpoint priority needs for change. This competency report addresses NELP Standard 1.1 by examining Walls Elementary School's profile and culture and identifying key improvement areas to advance the school's vision and student outcomes.

Overview

Walls Elementary School is part of Kent City School District in Ohio, under the leadership of new Principal Dave Ulbricht who comes with decades of experience. The school serves a diverse student population within the Kent community, which includes a mix of racial, socioeconomic, and ability groups. Walls Elementary's vision statement articulates that "Our school is a place where all people are treated with compassion and dignity — where learning is meaningful, individual growth is valued, and children are empowered for the future" (Kent City Schools, n.d.). Guided by this vision, I conducted a thorough analysis of the school's profile using multiple data sources: the Ohio School Report Cards (state accountability data) and the Kent City Schools 2019–2024 strategic plan. This review provided a holistic picture of Walls Elementary's academic performance, student demographics, school climate, and equity indicators.

Through the profile analysis, two critical areas for improvement were identified. First, disparities in student discipline outcomes emerged as a concern. School district data showed that Black students – particularly Black students with disabilities – were being disciplined at disproportionately higher rates than their White peers. For instance, in the 2023–2024 school year, Black students with disabilities in Kent City Schools had a risk ratio of 3.16 for in-school suspensions for ten days or fewer, compared to 0.36 for White students with disabilities (an enormous gap). This indicates that Black students with special needs were over three times more likely to receive exclusionary discipline than would be expected, whereas White students with special needs were disciplined far less often than average. Such inequitable discipline not only conflicts with the school's vision of compassion and dignity for "all people" but also suggests systemic cultural issues that need to be addressed.

Second, chronic absenteeism was identified as a school-wide challenge affecting multiple subgroups. Attendance records revealed that 17.1% of all students are chronically absent (missing over 10% of the school year) (ODEW, 2025a). There are particularly high rates among students with disabilities (32.1%), Black students (31.2%) and those who are economically disadvantaged (27.8%) (ODEW, 2025a). Compare this all to the chronic absenteeism of White students: 13.9%.[1] This trend is concerning because excessive absences directly undermine meaningful learning and individual growth. It also contributes to achievement gaps. The profile analysis flagged chronic

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[1] It is important to point out that White students make up 68.8% of the school enrollment, while Black students make up only 13.1% and SWD only 22.6% (ODEW, 2025a). This means that there are more White kids contributing to that sub-group's data, giving them more of an opportunity to keep that number higher than the others. Nonetheless, the goal is having equality among the data ensuring there is not a correlation between identities and achievement.

absenteeism as a priority issue to tackle in order to improve student engagement and performance across the board (ODEW, 2025c).

In summary, the overview of Walls Elementary's profile highlighted a generally positive school culture and vision on paper, but also exposed critical areas for improvement – namely, racial disparities in discipline and high chronic absenteeism – that must be addressed to truly "empower" every child for the future. These focal issues became the basis for the improvement planning aligned with NELP Standard 1.1.

Description of Approach, Rationale, and Issues Encountered

Approach

To demonstrate Competency 1.1, I followed a systematic approach to preparing and analyzing the school profile. The process began with data gathering from multiple sources. State accountability data (the Ohio School Report Card) was reviewed for metrics such as academic achievement, student growth, gap closing, and early literacy, as well as subgroup data on attendance and discipline. I obtained a Walls Elementary School Profile summary document, which included demographic information (e.g., enrollment of about 360 students, racial/ethnic composition, % of students with disabilities, % economically disadvantaged) and recent performance indicators. Additionally, the Kent City Schools 2019–2024 Strategic Plan was analyzed, especially the sections on school climate and diversity.

This district plan includes a goal to "continue a culture that is accepting, respectful and appreciative so that every student, staff and community member feels welcomed and inspired to call Kent City Schools home," emphasizing longstanding traditions of inclusion and engagement of underrepresented groups (Kent City Schools, 2019, p. 8). I also consulted qualitative inputs – for example, meeting with teachers to

discuss their perceptions of school culture and pressing student needs. Reflections from staff feedback on school climate were used to contextualize the numerical data. By triangulating these sources, I compiled a comprehensive view of where the school stands and how it aligns with its stated mission and vision.

Rationale

The rationale for this approach is grounded in best practices of school improvement and cultural analysis. Research strongly suggests that understanding a school's unique context and culture is essential for any successful change effort. As Boyd (1992) noted in School Context: Bridge or Barrier for Change?, a school is a complex organism with many interrelated parts, and the culture – the shared norms, beliefs, and relationships – heavily influences teachers' and students' behaviors and openness to improvement. In working to improve outcomes for at-risk students, one must consider how the school's context may be either enabling or obstructing change (Boyd, 1992). Thus, I intentionally examined not just test scores but also discipline patterns, attendance, and stakeholder perspectives to gauge the school's cultural environment.

Another reason for this comprehensive profiling is to ensure that any improvement initiatives are aligned with the school's vision and values. The vision at Walls Elementary centers on compassion, dignity, and empowerment for every child (Kent City Schools, n.d.). By comparing this aspirational vision with the reality revealed by the data (for example, the discipline inequities), I can identify "gaps" between espoused values and actual practices. This aligns with the NELP 1.1 expectation that school leaders use data to evaluate and (re)develop mission and vision statements that reflect core values and equity (NELP, 2018).

Furthermore, current literature on positive school culture guided the analysis of qualitative factors. Epitropoulos (2018) describes key steps to creating a positive school culture, including investing in relationships, having a shared vision, and modeling values consistently. These principles informed my review of Walls Elementary's culture – for instance, looking at whether students and staff feel valued and whether rules and expectations are applied consistently and fairly. All these considerations were aimed at pinpointing improvement areas that, if addressed, would bridge the gap between the current school context and the ideal culture of learning and equity.

Issues Encountered

During the profile analysis process, several challenges and issues were encountered. One issue was data disaggregation and interpretation. While state reports provided overall metrics, I needed to dig deeper into subgroup data (race, disability, etc.) to uncover the discipline and attendance disparities. Some of this data was not readily summarized in superficial public reports, requiring manual analysis and cross-referencing multiple sources. Ensuring the accuracy of these calculations and interpreting them in context was a meticulous task.

Another challenge was obtaining candid insights into school culture. Survey or anecdotal data on school climate had limitations – for example, there was no recent comprehensive climate survey available for Walls Elementary, so I relied on conversations with colleagues. Admittedly, formal surveys of staff opinion but also of other stakeholders (i.e. students and families) would have been beneficial. When conducting future school profiles as an administrator, I will include these.

Some staff members were initially hesitant to speak openly about sensitive issues like racial discipline gaps or the reasons behind chronic absenteeism, perhaps out of fear

of reflecting poorly on the school. I addressed this by assuring confidentiality and framing the inquiry as a collaborative problem-solving effort rather than an evaluation.

Additionally, aligning different data sources presented issues: the strategic plan and vision provided qualitative goals (e.g., inclusivity, mental health supports), whereas the report card data highlighted quantitative gaps. It required careful analysis to connect how, for example, the strategic goal of "purposeful dialogue with underrepresented groups" might relate to the high suspension rate of Black students – essentially translating broad goals into specific, measurable problems at the school level (Kent City Schools, 2019, p.8).

Lastly, time was an issue; the school profile analysis had to be completed within a seven-week course, which meant some longitudinal trends (like multi-year analysis on the cause and mitigation of chronic absenteeism) could not be fully explored. Despite these challenges, I was able to assemble a clear picture of the school's current status and needs. The issues encountered underscored the importance of having robust data systems and open communication channels when evaluating school culture and performance.

Reflection

Importance of this Administrative Competency

Engaging in the preparation and analysis of a school profile – with attention to culture and areas for improvement – proved to be an invaluable exercise in educational leadership. This competency is fundamentally important because it equips school leaders to ground their decisions in evidence and context. By thoroughly understanding the school's strengths and weaknesses, a principal can ensure that the school's mission and vision are not just slogans but are actionable and responsive to actual needs (NELP,

2018). In the case of Walls Elementary, analyzing the profile illuminated critical equity issues that might otherwise have been overlooked if one only focused on overall achievement scores. A leader skilled in this competency will be able to identify gaps (like the discipline disparity) and address misalignments between the school's stated values and the lived experiences of students. This is essential for fostering trust and credibility; stakeholders are more likely to buy into a vision and improvement plan that clearly targets real, data-verified problems.

Additionally, this competency ties directly into ethical and equitable leadership. NELP Standard 1 emphasizes the success of each student, and without disaggregated analysis, some student groups' needs could remain hidden. Therefore, the ability to prepare and analyze a detailed school profile is crucial for advocating for all students and leading meaningful change. It transforms a leader from someone who reacts to surface issues into one who proactively uses data to drive continuous improvement.

Beyond the immediate context, mastering this competency has broader implications. It cultivates a habit of inquiry and reflection in a leader's practice. School administrators must continuously ask: "What is our data telling us, and how does it align with our goals?" This mindset ensures that initiatives (whether academic interventions, behavior programs, or community partnerships) are well-founded. Moreover, by focusing on school culture as part of the profile, the leader acknowledges that school improvement is not solely technical (curriculum, instruction) but also cultural. "When students feel safe, supported, respected, and valued in their environment, the foundation is set for them to learn and achieve their best" (Epitropoulos, 2018). Therefore, this competency is vital because it marries data

analysis with cultural leadership – a combination necessary to lead a school effectively in the 21st century.

Key Lessons Learned

Completing this competency at Walls Elementary yielded several key lessons for me:

- Data must be disaggregated to reveal equity issues: A major lesson was that aggregate data can mask significant problems. For example, Walls' overall suspension rate was not alarmingly high at first glance, but breaking it down by student subgroup uncovered a severe racial disproportionality in discipline. This taught me that effective leaders always "look behind the averages." It reinforced the lesson that equity-focused analysis is necessary to fulfill the promise of educating every child (Center on PBIS, 2022).

- School culture and academic outcomes are deeply interconnected: I learned that factors like discipline practices and attendance are not peripheral to academics but rather integral to them. High chronic absenteeism was both a symptom and a cause of academic struggles. Likewise, a punitive or inequitable discipline culture can undermine student engagement and trust, affecting learning. This echoed Boyd's (1992) point that the culture and norms of a school strongly influence teachers' and students' commitment and success in improvement efforts. Going forward, I will remember that to raise achievement, one may need to first improve climate and culture.

- Alignment with vision and values is a continuous process: A powerful insight gained was the importance of continually aligning school practices with the vision. Walls Elementary has a beautiful vision statement about compassion,

dignity, and empowerment (Kent City Schools, n.d.). The profile analysis revealed where the school was falling short of those ideals (e.g., marginalized groups feeling less dignity due to higher discipline rates). The lesson for me was that a school leader must regularly "audit" how well reality matches the vision. Keeping the vision at the forefront when analyzing data provides a moral compass for deciding what improvements matter most.

- Collaborative inquiry builds shared ownership: I observed that involving other stakeholders (administrators, teacher leaders, counselors) in reviewing the data helped build a shared understanding of the issues. When approached collaboratively, staff began to see the data as "our problem to solve together." This experience taught that how data is communicated and discussed is critical. A transparent inquiry process can transform findings into a unifying call to action.

- Be prepared for data limitations and follow-up: Another lesson was recognizing the limits of data and the need for ongoing follow-up. Not all questions can be answered in one profile analysis. For instance, the why behind chronic absenteeism at Walls still needs further investigation (surveys, interviews with frequently absent students/families). I learned to view the profile as a starting point – a living document that will be updated with new data and deeper analysis over time. A good leader remains curious and does not make assumptions without sufficient evidence.

Best Practice Recommendations

Based on the findings and lessons from this competency demonstration, the following best practice recommendations are proposed for Walls Elementary School (and similarly situated schools) to improve school culture and student outcomes:

Implement Equity-Focused Discipline Reforms

Address the discipline disparity by adopting restorative practices that are culturally responsive. For example, provide professional development for staff on implicit bias and equitable discipline. Research and practice guidance indicate that equity-focused PBIS approaches can reduce racial disproportionality in school discipline (Center on PBIS, 2022, p. 10). Walls Elementary should form a team to regularly review discipline data by subgroup, seek input from families of impacted students, and adjust policies to ensure consequences are fair and educative rather than purely punitive.

Strengthen Attendance Supports and Family Engagement

To combat chronic absenteeism, the school should enhance its multi-tiered attendance support system. This includes clear attendance expectations and positive incentives school-wide (Tier 1), early intervention for students who start showing patterns of absences (Tier 2), and intensive, individualized support for chronically absent students (Tier 3). A focus should be on partnering with families and community resources to address barriers to attendance.

Walls Elementary can launch an attendance awareness campaign (e.g., "Strive for 5" days or fewer absences per year) to motivate students, and celebrate improvements publicly. Additionally, assign an attendance mentor or coach to at-risk students to personally encourage and monitor their attendance. By proactively engaging parents and providing support when absences start to add up, the school can improve attendance rates and, consequently, student achievement.

Foster a Positive, Inclusive School Culture

Continue to build a school culture where every student and staff member feels valued and included, in line with the school and district vision (Kent City Schools,

2019). This involves ongoing professional development on inclusive practices and cultural competency. All staff should work to strengthen relationships with students – a point underscored by Epitropoulos (2018), who argues that strong, caring relationships are the foundation of a positive school culture and lead to better academic and behavioral outcomes. Concrete strategies include implementing regular classroom community-building activities, mentorship programs, and student leadership opportunities that give voice to underrepresented students.

School leaders and teachers must also model the values of respect and kindness every day (being role models who "set the tone," as Epitropoulos (2018) suggests). Celebrating diversity (through events, curriculum, and displays) and recognizing student successes frequently will further reinforce an atmosphere of respect. As the strategic plan calls for "purposeful dialogue and engagement" with underrepresented groups (Kent City Schools, 2019, p. 8), the principal should facilitate forums or listening sessions with families of various backgrounds to hear their perspectives on the school climate. By actively cultivating an environment where students feel safe and empowered, Walls Elementary can help all children thrive academically and socially.

Align Improvement Plans with Mission and Data

When developing the school's improvement plan, a leader must ensure it is explicitly aligned with a school's mission/vision and the data-identified needs. For instance, the improvement goals might include "Reduce the discipline risk ratio between Black and White students by implementing restorative practices" and "Increase overall attendance rate to 95%, with a particular focus on supporting students with disabilities (SWD) and economically disadvantaged students." Tying these goals to the vision of

"compassion and dignity" makes it clear that the work is about living up to the school's core values. Moreover, set measurable targets and monitor progress closely.

Regularly communicate to staff and the community about progress on these improvement efforts, which builds transparency and collective accountability. This recommendation echoes the idea that a shared vision and consistent follow-through are key to positive culture (Epitropoulos, 2018). As a practice, the School Leadership Team should review relevant data (discipline referrals, attendance reports, survey results) at least quarterly to celebrate improvements or adjust strategies as needed. In summary, use the school profile analysis as a roadmap – the issues identified should directly inform the school's action plans and resource allocation in the pursuit of equity and excellence for all students.

By implementing these practices, Walls Elementary can move closer to its vision of being a school "where learning is meaningful, individual growth is valued, and children are empowered for the future," fulfilling the promise of its mission for every student (Kent City Schools, n.d.).

<div align="center">**Artifacts**</div>

Artifact 1.1A - Walls Elementary School Profile Data Report (2023–2024) (See Appendix A)

A compiled report of key data points including demographics, state report card results, subgroup performance, discipline incident counts, and attendance rates. This artifact includes charts disaggregating suspension and chronic absenteeism data by race, disability, and economic status, which were used to identify the improvement areas.

Artifact 1.1B - Kent City Schools Strategic Plan Excerpt (2019–2024) (See Appendix B)

Pages from the district's strategic plan highlighting Goal #2 – Climate, Diversity & Mental Health. This artifact shows the district's commitment to an inclusive culture and was referenced to align school-level findings with broader strategic priorities (Kent City Schools, 2019).

Artifact 1.1C - Walls Elementary Vision Statement and Mission Documentation (See Appendix C)

A copy of the school's vision statement (Kent City Schools, n.d.) and related mission documents. This was used as a touchstone to compare the school's current state with its aspirational goals, ensuring that the improvement initiatives remain anchored in the school's core values.

School Improvement Plan Draft (Competency Project Output) (See pp. 9-13 of this paper)

A draft section of the school improvement plan developed as part of this competency demonstration. It translates the analysis into action steps, specifying objectives to reduce discipline disparities (through PBIS and restorative practices) and improve attendance (through an attendance mentoring program and family outreach), along with timelines and responsible parties. This artifact demonstrates how I would apply the profile analysis to real-world planning, exemplifying Standard 1.1's call for data-informed mission and improvement process development (NELP, 2018).

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Appendix A - Artifact 1.1A

Walls Elementary School, Kent City District, and State of Ohio Report Card Data (2021–2025)

I. Walls Elementary School General & Staff Data

Principal	David A. Ulbricht
Address	900 Doramor St, Kent, OH 44240-2633
Phone	(330) 673-6862
Career Technical Planning District	Six District Voc Ed Compact CTPD
Enrollment (All Students)	359
Students with Disabilities (%)	22.5%
Economic Disadvantage (%)	52.8%
Chronic Absenteeism Rate (2024-2025)	17.1%
Attendance Rate (All Students)	93.7%

Achievement Component Star Rating (2024-2025)	3 Stars
District Mobility (All Students)	10%
Positive Behavior Intervention	District has implemented a positive behavior intervention and support framework in compliance with Ohio Revised Code.

Enrollment Demographics (2024-2025)

Student Group	Enrollment #	Percent (%)	Attendance Rate (%)
All Students	359	N/A	93.7%
Asian or Pacific Islander	15	4.3%	91.7%
Black, Non-Hispanic	47	13.1%	92.3%
Hispanic	14	4%	93.3%
Multiracial	35	9.9%	93.4%
White, Non-Hispanic	247	68.8%	94.1%
Students with Disabilities	81	22.5%	92%

Economic Disadvantage	189	52.8%	92.1%

II. Walls Elementary Academic Achievement and Staffing

Achievement Component Trend

Year	Achievement Component Star Rating	Performance Index Score	Percent of Students Advanced	Percent of Students Accomplished
2024-2025	3 Stars	88.3	23.2	22.7
2023-2024	4 Stars	88.9	22	25.9
2022-2023	3 Stars	88	19.1	27.6

Teacher Staffing & Evaluation

Year	Full Time (FTE) Teachers	% Teachers with ≥ BA	% Teachers with ≥ Master's	% Inexperienced Teachers	% Skilled	% Accomplished	% Not Completed
2024-2025	23	100	68.9	4.4	25	75	0
2023-2024	21	100	61	19.5	20.8	75	4.2

2022 - 2023	22	95.3	58.1	27.9	24	72	4

Educator Category (2024-2025)	Number of Educators (FTE)	Walls Avg Students per Educator	State Avg Students per Educator
General Education Teachers	19.0	18.9	21.0
Special Education Teachers	2.0/4.0/6.0[2]	179.5/89.75/59.83	72.0
Gifted Intervention Specialists	0.5	718	1,767.0
Music Teachers	1.0	359	402.0
Physical Education Teachers	1.0	359	373.0

III. Walls Elementary Expenditure Per Pupil (EPP)

School Expenditure per Equivalent Pupil (Building vs. District Share)

Year	Expenditures per Equivalent Pupil (Building Total)	School Level Spending - State and Local Funds	School Share of District Level Spending	State-Level Expenditures per Equivalent Pupil

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[2] State data indicates that Walls Elementary only has two intervention specialists, when in fact it has four intervention specialists plus one positive behavior program and multiple disabilities units, for a total of six intervention specialists. I'll do a second calculation to show the data based on four and six intervention specialists FTE.

2023 - 2024	$13,769	$11,326	$1,184	$12,397
2022 - 2023	$12,418	$10,076	$1,161	$11,916
2021 - 2022	$11,812	$9,466	$1,161	$11,306

IV. Kent City School District Expenditure and Special Education Data

District Expenditures per Equivalent Pupil (EPEP)

Year	Operating EPEP	Instruction EPEP	Pupil Support EPEP	Administration EPEP
FY 2024	$13,906	$8,754	$1,070	$1,474
FY 2023	$13,389	$8,477	$1,040	$1,457
FY 2022	$12,528	$7,914	$930	$1,400

Kent City District Total Expenditures

Fiscal Year (FY)	Operating Expenditures	Instruction	Pupil Support	Administration
FY 2024	$57,191,497	$36,003,419	$4,398,714	$6,061,081

FY 2023	$54,448,359	$34,472,083	$4,229,462	$5,926,994
FY 2022	$50,615,222	$31,976,445	$3,756,550	$5,656,343

Kent City District Special Education Compliance (2023–2024)

Indicator	Target	Result	Status
R/LA Alternate Assessment Participation	≤1.00%	1.17%	Not Met
Math Alternate Assessment Participation	≤1.00%	1.15%	Not Met
Science Alternate Assessment Participation	≤1.00%	1.81%	Not Met
LRE: Regular Classroom ≥80%	≥67.00%	69.38%	Met
LRE: Separate Facilities	≤3.54%	7.61%	Not Met
Child Find: Timely Initial Evaluations	100.00%	100.00%	Met

Kent City District Disproportionality: Discipline (Risk Ratios - Target ≤2.50)

Discipline Type	Black SWD Risk Ratio (2022-2023)	White SWD Risk Ratio (2022-2023)	Black SWD Risk Ratio (2023-2024)	White SWD Risk Ratio (2023-2024)	Black SWD - Status (2023-2024)	White SWD - Status (2023-2024)
In-School Suspensions (≤10 days)	1.67	1.09	3.16	0.36	At Risk Year 1	Met
Out-of-School Suspensions/ Expulsions (≤10 days)	1.58	0.80	1.96	0.59	Met	Met
Total Disciplinary Removals	1.59	0.84	2.24	0.54	Met	Met

V. Walls Elementary Disaggregated Gap Closing Data

2024-2025 Gap Closing Subgroup Performance Index (PI)

Disaggregation	ELA PI	ELA Subgroup Ach. Pts	Math PI	Math Subgroup Ach. Pts
All Students	90.238	1	84.217	1
Black, Non-Hispanic	67.727	1	62.381	1
Economic Disadvantage	77.738	1	73.494	1

Students with Disabilities	68.542	1	54.12	1
Multiracial	93.684	1	84.211	1

2024-2025 Gap Closing Points Breakdown (All Students)

Measure/Indicator	Points Earned	Possible Points
Achievement English Language Arts	6	6
Math Achievement	6	6
English Language Arts Growth	3	4
Math Growth	3	4
English Learners (OELPA)	5	5
Gifted Progress (Value Added)	5	5
Gifted Performance Indicator (Index)	5	5
Gifted Identification and Services	0	5

VI. State of Ohio Report Card Summary (2024–2025)

Statewide Performance & Absenteeism Trends

Measure	2022 Value	2025 Value	Insight
ELA Performance Index	81.86	**83.29**	Reached a five-year high.
Math Performance Index	73.00	**77.97**	Reached its highest level in five years.
Chronic Absenteeism Rate	30.2%	**25.1%**	Trending downward across the state.

Statewide Proficiency Rates by Demographic Group (2024–2025)

Demographic Group	ELA Proficiency (2024-2025)	Change in ELA Proficiency (since 2023-2024)	Math Proficiency (2024-2025)	Change in Math Proficiency (since 2023-2024)
All Students	60.4%	-0.5	55.3%	+1.8
Students with Disabilities	21.3%	-0.7	20.6%	+1.0
English Learners	39.4%	-3.1	40.7%	+2.5
White, Non-Hispanic	68.9%	-0.1	64.4%	+1.4

Black, Non-Hispanic	36.3%	-0.1	28.9%	+4.3
Hispanic	43.6%	-1.9	39.9%	+2.2
Economically Disadvantaged	49.1%	+2.1	43.5%	+5.2

District and School Overall Rating Distribution (Counts)

Star Rating	District-Level Count	School-Level Count
1 Star	0	35
1.5 Stars	0	48
2 Stars	13	204
2.5 Stars	44	426
3 Stars	102	539
3.5 Stars	159	613
4 Stars	147	648

4.5 Stars	95	439
5 Stars	47	283

Appendix B - Artifact 1.1B

Goal #2 – Climate, Diversity & Mental Health

Continue a culture that is accepting, respectful and appreciative so that every student, staff and community member feels welcomed and inspired to call Kent City Schools home. Continue to build upon longstanding traditions of acceptance and inclusion through purposeful dialogue and engagement of traditionally underrepresented groups.

Objectives:

A. Continue to recruit and retain diverse staff members to more accurately reflect the student population of Kent City Schools.

Action Steps	Team Leader	Timeframe	Notes
Evaluate current systems	Tom L.	May 2019	
Develop recommendations	Tom L.	July 2019	
Implement recommendations	Tom L.	January 2020	
Measure and report success	Tom L.	June 2020	

B. Create opportunities for extended supports for all students in need; provide specific supports to traditionally underrepresented demographics.

Action Steps	Team Leader	Timeframe	Notes
Assess current opportunities	Todd P.	January 2020	
Develop recommendations	Todd P.	March 2020	
Implement recommendations	Todd P.	August 2020	
Measure and report success	Todd P.	June 2021	

C. Provide ongoing staff training and professional development in inclusive practices and supports.

Action Steps	Team Leader	Timeframe	Notes
Evaluate current platform	Justin G.	January 2020	
Develop recommendations	Justin G.	April 2020	
Implement recommendations	Justin G.	November 2020	
Measure and report success	Justin G.	June 2022	

D. Develop and promote collaborative opportunities that increase interaction and exposure to diverse groups within the Kent community.

Action Steps	Team Leader	Timeframe	Notes
Evaluate current opportunities	Mary Lynn B.	January 2020	
Develop recommendations	Mary Lynn B.	April 2020	
Implement recommendations	Mary Lynn B.	August 2020	
Measure and report success	Mary Lynn B.	January 2021	

E. Offer a comprehensive program of services for students and families with mental health needs; continue to provide staff training in mental health awareness and support classroom strategies that promote a healthy, whole-child outlook.

Action Steps	Team Leader	Timeframe	Notes
Evaluate current programming	Janice S.	June 2020	
Develop recommendations	Janice S.	January 2021	
Implement recommendations	Janice S.	August 2021	
Measure and report success	Janice S.	August 2022	

Appendix C - Artifact 1.1C

900 Doramor Street
Kent, Ohio 44240
Phone: (330) 676-8300
Attendance Line: (330) 676-7603
FAX: 330-676-8305

Principal:
David Ulbricht
Secretary:
Christa Allen

Vision Statement

Our school is a place where all people are treated with compassion and dignity — where learning is meaningful, individual growth is valued, and children are empowered for the future.

Find Us

Walls Elementary
900 Doramor St.

Schools

Kent City School District

Davey Elementary

Holden Elementary

Longcoy Elementary

Walls Elementary

Stay Connected