

## **Blake Elementary Template and Rubric Racial Equity Improvement Plan Development Tool**

PRE-REFLECTION			
Topic	Directions	NOTES	SCORE (Circle Score)
1. What is the racial inequity you are going to address with your Racial Equity Improvement Strategy?	Specifically, what is the racial disparity that will be intentionally addressed in your school this year?	The racial disparity we will intentionally address is racial disproportionality in suspension rates for Black students, as well as reading proficiency rates for Black students.	<ol style="list-style-type: none"> <li>1. <i>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</i></li> <li>2. <i>Identified issue is somewhat relevant to school</i></li> <li>3. <i>Identifies meaningful inequity that is very relevant to school.</i></li> </ol>
2. How do you know this? What data demonstrate inequity?	What data demonstrate this inequity? Use CSS, Data Books, KDE, or another reliable and valid source.	<p>According to our Equity Scorecard there were 61 suspensions in the 2017-2018 school year. Of these 61 suspensions, 26 were Black students, 23 were White students, 5 were Latinx students, and 7 were students identified as two or more races.</p> <p>The suspension rate was 6.7% (9 students suspended out of 134 total population) for Black students who qualify for free/reduced lunches. The suspension rate was 3.7% (1 student out of 23 total population) for Black students who pay for lunch.</p> <p>The suspension rate was 5.5% (9 students suspended out of 163 total population) for White students who qualify for free/reduced lunches. The suspension rate was 3.5% (1 student out of 23 total population) for White students who pay for lunch.</p> <p>The suspension rate was 5.5% (5 students out of 88 total population) for Latinx students who qualify for free/reduced lunches.</p> <p>The suspension rate was 7.7% (4 students out of 52 total population ) for students who identify as two or more races, and who qualify for free/reduced lunches.</p>	<ol style="list-style-type: none"> <li>1. <i>Insufficient data to define inequity.</i></li> <li>2. <i>Need more or more reliable or valid data to define inequity.</i></li> <li>3. <i>Data clearly highlight inequity that will be addressed through strategy.</i></li> </ol>

<p>3. What is the long-term outcome you hope to impact?</p>	<p>Please note that this may not be the same as the data you are tracking (described below). For example, your strategy may involve increasing the number of Black students in Gifted and Talented (G&amp;T). However, if that number is not impacting achievement, the strategy has no meaningful impact. In this case, your long-term outcome would be to improve KPREP scores among Black students, by increasing enrollment in G&amp;T programming among Black students</p>	<p>Our Equity Score Card also revealed that 19.4% of Black students scored proficient in reading, as opposed to 34.2% of White students.</p> <p>Our plan will focus on reducing the number of Black students suspended from school for behavior events, as well as increasing reading proficiency for Black students who qualify for free or reduced lunch. The long term outcome will be better academic performance from Black students.</p> <p>The first goal is to reduce the number of suspensions among Black students to 13 or less by May 2019, which would be a 50% reduction from the previous school year.</p> <p>The second goal is to increase the reading proficiency rate of Black students who qualify for free or reduced lunch from 19.4% to 22% or higher, as measured by the May 2019 K-PREP assessment.</p>	<ol style="list-style-type: none"> <li>1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i></li> <li>2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i></li> <li>3. <i>Identified long-term outcome is feasible given the inequity identified in Question 1, it is relevant to school, and it demonstrates an innovative approach to addressing racial equity.</i></li> </ol>
<p>4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you are addressing?</p>	<p>Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities</p> <p>Consider and discuss how you can use the REAP to reflect.</p>	<p>Our teachers had not been trained in Restorative Practices prior to the 18-19 school year, and had very little professional development in trauma-informed care. Additionally, PBIS strategies and general classroom management expectations were not consistently used among all classrooms. We also have a relatively young staff, with several of our teachers having 5 years or less in teaching experience. In recent years, the number of faculty and staff who best represent the school's student population has decreased, with some of our Black teachers moving on to high-performing schools or leadership positions within the district, or in other states. We have had low attendance in professional trainings offered by JCPS Diversity, Equity, and Poverty, and teachers need training in culturally relevant teaching strategies. Using the REAP process to reflect, unintended consequences could be lower academic performance on MAP, K-PREP, and classroom assessments for non-White student groups.</p>	<ol style="list-style-type: none"> <li>1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></li> <li>2. <i>Response indicates some reflection of root causes.</i></li> <li>3. <i>Response demonstrates extensive and insightful reflection on the root causes of observed racial inequities.</i></li> </ol>

		<p>*It should be noted that our administrative team granted IC behavior rights to staff members other than the principal and assistant principal in 17-18, and behavior responses were greatly over-reported. For example, brief (5 minutes or less) talks in the hallway between students and a success coach, or a brief visit to a classroom, may have been reported as behavior responses when an administrator was not involved. Our monthly snapshot and DMC reports showed dramatic increases in incidents reported in the first few months of the school year, until this was corrected with only administrators entering behavior. In addition, a great percentage of behavior incidents and resolutions or responses were for four of our students with disabilities, who had extremely disruptive and/or violent behaviors. The 2017-2018 school year was the first year that Blake used ISSP for our students as a resolution, because we were told this was an option after following progressive discipline protocol. We were unaware that these counted in the total suspension rate. In our school, administrators have always reported our behavior incidents and resolutions accurately. This has contributed to Blake's behavior data being higher than the district elementary average.</p>	
<p>5. What are the best practices to address your identified inequity?</p>	<p>Consider practices and interventions at other schools and how your peers can support you. You might also review research-based best practices from Department of Education, JCPS Code of Conduct, or other sources to address the inequity you identified.</p>	<p>Effective teaching is the most powerful tool for engaging and motivating students to reach their potential, and our staff has engaged in professional learning about Hattie's high-yield pedagogical practices that support student engagement and lead to each students' success. The implementation of Hattie's strategies is monitored through Power Walks classroom visits and observations by administrators. Our GCC, math coach, and literacy coach will work with PLCs, provide walkthrough feedback, and model best practices using John Hattie's high-yield strategies (and KDE novice reduction website) to increase student engagement and achievement. We realize that low levels of engagement with learning are a root cause of student misbehavior.</p> <p>Mrs. Glenn will consult with the principals who received year-long coaching in 17-18 in Behavior Support and Intervention Systems Model. Our school is currently implementing this model of Restorative Practices, and we will be improving our RP and PBIS comprehensive frameworks being implemented with our students and staff. This will allow us to develop proactive and positive ways to improve culture, increase engagement, and foster relationships. We will work to address antecedent behaviors, restore potentially damaged relationships, and assist students in finding replacement behaviors, while also taking accountability for their actions. School-wide social skills instruction and social-emotional learning will help students recognize and manage their emotions, develop care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.</p> <p>The staff will participate in six hours of professional development in trauma-informed care, provided by Dr. Marks-Johns and Shay Johnson. All staff members will recognize and be sensitive to the fact that trauma can affect learning, behavior, and relationships; and that a holistic approach to helping students feel safe, physically, socially, emotionally, and academically will enhance academic competence, self-regulation, and physical and emotional well-being.</p>	<ol style="list-style-type: none"> <li>1. <i>Response demonstrates little research into best practices.</i></li> <li>2. <i>Some evidence that research conducted, but more needed.</i></li> <li>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></li> </ol>

		<p>We have applied for a DEP mini-grant so that teachers and staff can participate in a facilitated book study to focus on racial equity for marginalized groups, and culturally-competent teaching practices.</p>	
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PLAN IMPLEMENTATION			
Topic	Directions	Notes	Score (circle score)
6. Describe your plan.	<p>Describe the plan you intend to implement that addresses the challenges you reflect on above. Explain how your plan addresses the root causes of the inequities. Be sure to explain why you chose this best practice over others you outline above.</p> <p>Your plan will be included in your CSIP, and your assistant superintendent will be responsible for monitoring the implementation of your plan. The plan must be developed using <u>data and clear metrics for accountability</u> and include <u>inclusive input</u> from families, teachers, etc.</p>	<p><b>Behavior Support and Interventions Systems</b>            Blake has recently become a Behavior Support Systems School in 18-19. Our entire staff attended a two-day training on Restorative Practices in August, and we will have ongoing coaching and support from Adam Thomas, MTSS Behavior Resource Teacher, one day per week, as well as monthly job-embedded PD and coaching from Shermont Fox, IIRP trainer. The RP circles and check-ins are required in 100% of our classrooms, and this is monitored by administrators and members of our SST. Parents have been informed about RP in school newsletters, and will continue to be updated throughout the year at Open House and in newsletters from teachers and the principal. The SBDM Council will also be informed about the RP model in meetings. Feedback will be provided to teachers and staff by our RP Coach, PBIS resource teacher, administrators, and behavior coach.</p> <p><b>Positive Behavior Interventions and Support</b>            This is our third year as a PBIS school, and we have a PBIS Leadership team, who meet regularly to discuss student behavior data, which we will analyze by race, sex, free/reduced, and ECE status, in order to monitor for potential disparities. Our team consists of certified and classified staff with a diverse racial</p>	<ol style="list-style-type: none"> <li>1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i></li> <li>2. <i>Plan addresses inequity identified above, but needs more development.</i></li> <li>3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i></li> </ol>

		<p>makeup. This is also reported to the staff monthly, as well as SBDM. Parents and guardians are also made aware of PBIS practices in school newsletters.</p> <p>Under our current PBIS school-wide system, Blake staff members give out golden paw tickets (to whole classes) and red tickets (to individual students) as an incentive for modeling safe, respectful and responsible behavior expectations. Levels of prizes may be earned by children and whole classes with their tickets. This year, we have started a PBIS store, where students can cash in tickets for Bulldog Bucks once a month, buying school supplies, small toys, and other incentives. We will seek donations from the community for our store.</p> <p><b>Full-time Mental Health Counselor</b> This is our third year with a full-time mental health counselor on our staff, as well as two outside counseling agencies, Bluegrass Counseling Associates, and Kentucky Counseling Center, to support students' social-emotional needs. Over 60 children were in need of mental health services at Blake last year, and over 50 were served. Parents must give consent, and are kept informed about students' counseling plans, which are monitored by our MHC.</p> <p><b>Peace Education Navigators Program</b> Our FRYSC Coordinator will continue the Peace Education <i>Navigators</i> program for a second year, which is a boys mentoring group led by a Black male, focusing on conflict resolution and problem solving skills.</p>	
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		<p><b>Certified Behavior Coach and Classified Home/School Coordinator</b> Blake hired a full-time certified behavior coach this year, as well as a full-time classified home/school coordinator, who will support classroom teachers with RP implementation, push-in modeling and behavior management coaching for teachers, as well as proactive, preventative measures with students who require behavior support.</p> <p><b>School Wide Social Skills Instruction and Increasing Student Engagement</b> Tier 1 interventions include strengthening core instructional practices, teacher professional development to help increase student engagement, and daily social skills instruction school-wide. Students who require Tier 2 or Tier 3 behavior interventions will receive wraparound support through 20 minute social skills intervention groups, two to five days a week, behavior support plans, daily check-ins with coaches, incentive systems, and a parent involvement component, led by the home school coordinator and administrators, if necessary. This will all be monitored frequently by the core members of the SST, and the ECE department will be consulted as necessary.</p> <p><b>Student Support and Interventions Team (SST)</b> The Student Support and Interventions Team (SST) is made up of the certified behavior coach, home school coordinator, FRYSC coordinator, counselor, mental health counselor, assistant principal and principal. The certified behavior coach and</p>	
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		<p>home school coordinator are first responders when teachers call for SST assistance, and class removal is not an option unless the student is violent or extremely disruptive. The objective of our SST responders is to keep students in class. Our PAC room will only be utilized in cases where children are having extreme meltdowns, screaming, crying, hitting, kicking, cursing repeatedly, or throwing chairs, for example.</p> <p><b>MAP to Instruction Process and Intentional Planning using the Literacy Frameworks</b> Our instructional coaches will collaborate with our teachers to ensure PLCs use the MAP Learning Skills Continuum, as well as the JCPS literacy curriculum framework and instructional framework when planning individualized learning targets and instruction for students. Students who need small focus group instruction will be identified, teachers will personalize their learning, and daily formative checks will be used to ensure growth. Reading interventions will also be provided to students identified as tier 2 and tier 3 readers, and those who scored novice on K-PREP. .</p> <p><b>Frequent Walkthrough Feedback and Coaching for All Teachers</b> The addition of the certified behavior coach and home school coordinator has allowed the principal and assistant principal's primary focus to be improving instruction and the implementation of JCPS systems work.. By providing frequent <i>Power Walks</i> feedback and teacher observations, our teachers will</p>	
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		<p>grow in pedagogy and best practices. We have a core team of 6, including our GCC, math coach, literacy coach, and counselor, so each of our certified teachers receive at least 3 walkthroughs per week in their use of <i>The Fundamental Five</i> and Hattie's high-yields strategies. Teachers will participate in coaching sessions according to district guidelines.</p> <p><b>Compassionate Schools Project</b> This is Blake's third year as a Compassionate Schools Project school. All students in grades K-5 attend CSP as a special area for 50 minutes, once a week. In this class, they learn mindfulness practices and how to self-regulate their emotions, health, and well-being. Since we have completed the two-year research portion of the project, we are now considered a control group school by the University of Virginia. The principal will ask for data from the past two years to be shared with the school. Parents are informed about CSP in school newsletters.</p> <p><b>Trauma-Informed Care Professional Development</b> The SEL department will provide 6 hours of training for our staff in trauma-informed care. The professional development will include surveys for effectiveness and update training will be offered.</p> <p><b>Guidance Lessons and Bullying Prevention</b> Our school counselor will provide guidance lessons to students in all grade levels, including topics such as goal setting, regulating emotions, and anti-bullying curriculum. She has</p>	
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		<p>developed a system that enables students to request to speak with her whenever they have a problem, to increase all students' sense of belonging. The effectiveness of this system will be measured in the Comprehensive School Survey. For additional bullying prevention support, we will consult with the district specialist for possibilities in scheduling training for parents and guardians. Our FRYSC Coordinator used grant money to provide 6 weeks of Drama by George anti-bullying lessons for all 4th and 5th grade students, Students will complete a survey at the end, to determine the effectiveness of the program.</p> <p><b>PBIS Coding Team Feedback</b> Beginning in August, PBIS coding teams, from the University of Louisville, will visit the school periodically to give feedback on instruction, classroom management, and student engagement.</p> <p><b>First Steps Next Program</b> We participated the First Steps Next behavior interventions research study for K-3rd graders, led by Dr. Andy Frey, from U of L, last year. We will continue this year with three kindergarten students, who were identified as preschoolers. All teachers who participated in this research study last year have the intervention materials to use again this year. Parents of the participants must also opt-in for a parent intervention applied in the home, and monetary incentives are provided to teachers and parents for participation.</p>	
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		<p><b>Racial Equity Book Study</b> The principal applied for a mini-grant to support our racial equity plan, so that our staff may participate in a book study. We will read <i>For White Folks Who Teach in the Hood...and the Rest of Y'all Too</i>, by Christopher Emdin, to learn about culturally-relevant teaching practices that we must use to make positive achievement gains for our most marginalized groups.</p> <p><b>Racial Equity Analysis Protocol (REAP)</b> When administrators are making decisions that impact students, the REAP instrument will be used to screen ideas or initiatives that may marginalize or negatively impact a group of students. This is for both new and established initiatives and practices. If practices prove to marginalize any student group, school leadership will amend or end the practice.</p> <p><b>Racial Equity Professional Development</b> Implicit Bias PD will be provided to all staff through online modules and coaching. This will be completed by June 2019. Culturally Proficient Teaching PD will also be completed by administrators, with a book study of <i>Black Male(d)</i>, by Tyrone Howard. Equity Institutes will also be attended by all certified school staff, with classified staff strongly encouraged to attend as well.</p>	
7. Data tracking	What are the data points you will use to track your progress? This can (and likely will) be different from the data you identified in Question 2. Use the Equity Scorecard, JCPS data, KDE data, or another reliable and valid data source to track your progress.	We will use the Data Management Center behavior data/equity scorecard, as a reliable and valid data source to track our progress in reducing suspensions of Black students. We will use MAP data to track	1. <i>It is unclear how data will track progress.</i>

		<p>student growth in reading proficiency, as well as daily formative checks by teachers to ensure that students are on track for improvement.</p>	<ol style="list-style-type: none"> <li>2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i></li> <li>3. <i>Progress will be reliably and validly measured with identified data.</i></li> </ol>
8. Timeline	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>The SST team will track our behavior data monthly and report the findings to our stakeholders, including our assistant superintendent, executive administrator, school staff, and SBDM.</p> <p>MAP data will be tracked three times per year and reported.</p>	<ol style="list-style-type: none"> <li>1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i></li> <li>2. <i>Timeline is somewhat appropriate.</i></li> <li>3. <i>Timeline is sufficient to meet stated goals while also being ambitious so that there is a sense of urgency to make progress on strategy.</i></li> </ol>
9. Responsible individuals or group.	<p>Who will be primarily responsible to ensure plan is implemented fully and with fidelity? Who will be primarily responsible for tracking and reporting data to assistant superintendent?</p>	<p>The SST team, including behavior coach, MHC, home-school coordinator, FRYSC coordinator, counselor, assistant principal, and the principal will be responsible for ensuring the behavior/suspension reduction component of the plan is fully implemented with fidelity. The literacy coach, GCC, and teachers will be responsible for tracking student growth toward proficiency in reading.</p> <p>The principal and assistant principal will be responsible for tracking and reporting data to Dr. Hartstern.</p>	<ol style="list-style-type: none"> <li>1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i></li> <li>2. <i>Responsible party is somewhat acceptable.</i></li> <li>3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i></li> </ol>
10. Stakeholder engagement and relationship building	<p>What stakeholders (e.g., parents, business, students, JCPS Central Office, community organizations) have you engaged to support this plan? What are partnerships or relationships will need to be nurtured or developed to ensure success with your plan? Explain.</p>	<ul style="list-style-type: none"> <li>• SBDM Council</li> <li>• Blake parents and guardians</li> <li>• Jill Banta, FRYSC Coordinator, for anti-bullying program oversight</li> <li>• Navigators Program</li> <li>• Drama by George</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></li> </ol>

		<ul style="list-style-type: none"> <li>• Dr. Paige Hartstern, Zone 2 Assistant Superintendent</li> <li>• Mr. Michael Terry, Zone 2 Executive Administrator</li> <li>• Shermont Fox, IIRP Coach and Instructor</li> <li>• Adam Thomas, MTSS Behavior Support, for RP feedback</li> <li>• Saundra Hensel, Behavior Support Systems Coordinator, for PBIS Feedback</li> <li>• Dr. LaMesa Marks-Johns, Coordinator of Social-Emotional Learning, for trauma-informed care PD</li> <li>• Pam Sheehan, Bullying Prevention Resource Teacher, for parent bullying resources</li> <li>• Marlene Parish, <i>Academic and Behavioral Response to Intervention (ABRI) Center for Instructional and Behavioral Research in Schools</i>, University of Louisville, for coding feedback</li> <li>• Dr. Katie DeFerrari, Assistant Superintendent for Climate and Culture, for DEP mini-grant</li> <li>• Shashray McCormack, DEP Resource Teacher</li> <li>• Various businesses in the Okolona area for PBIS store incentives</li> <li>• Student advisory council members for advisory on PBIS and feedback on school climate and culture</li> </ul>	<ol style="list-style-type: none"> <li>2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i></li> <li>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></li> </ol>
11. Challenges	What hurdles or conflicts do you anticipate, and how will you address them? Are there logistical	Anticipated conflicts may be concerns or pushback from teachers, staff, or parents	<ol style="list-style-type: none"> <li>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></li> </ol>

	<p>considerations? Will you get pushback from any groups (teachers, parents, students, community)? Consider your responses to earlier questions and how you have engaged stakeholders..how will you engage your supporters moving forward?</p> <p>What PD offerings will you need to ensure success?</p>	<p>when students of color display behavior infractions in which they perceive a suspension may be warranted. They may not understand the need for proactive supports and interventions in order to eliminate racial disparity in suspensions. Moving forward, we will engage our stakeholders by educating them with our book study and transparency in sharing monthly behavior data. PD offerings we will need to ensure success are trauma informed care, as well as the mandatory trainings from DEP for cultural responsiveness.</p>	<ol style="list-style-type: none"> <li>2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i></li> <li>3. <i>Potential threats have been thoroughly considered, and a discussion of how these will be addressed is reasonable and logical.</i></li> </ol>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>Our budget will not need to be modified if we receive a Racial Equity mini-grant for our book study.</p>	<ol style="list-style-type: none"> <li>1. <i>Budget is insufficient to meet demands of strategy.</i></li> <li>2. <i>Budget modification is acceptable but needs some improvements.</i></li> <li>3. <i>Budget modification provides sufficient resources to implement strategy.</i></li> </ol>

POST REFLECTION	Directions	Notes
13. Full implementation	<p>How will you know your plan is fully implemented? What will that look like? Describe (without data) how you envision your school will run differently than it currently does, after this plan has been put into motion.</p>	

14. Adjustment	What are indicators that your plan is not working and needs adjustment?	
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