

**Byck Elementary School
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 that will be addressed this school year is reducing the number of suspensions for our African-American students. Additionally, we will work to increase the proficiency level for our African-American students.	<ol style="list-style-type: none"> 1. <i>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</i> 2. <i>Identified issue is somewhat relevant to school</i> 3. <i>Identifies meaningful inequity that is very relevant to school.</i>
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>Byck Elementary has a total population of 390 students. African-American students total 90% of the population, Less than 5% of the student population is white. About 3% of the population is classified as two or more races, while the remaining percentages are classified as Latinx, American Indian, or Asian.</p> <p>Since the 2015 school year, suspensions at Byck Elementary continue to rise. Historically, Byck has had less than 20 suspensions per year. During the 2016 - 2017 school year, Byck recorded 149 suspensions. During the 2017 - 2018 school year, Byck recorded 349 suspensions. Byck had 120 behavior events for fighting/ striking staff and 320 events for fighting/ student to student. These are the two target areas we are going to reduce for the 2018 - 2019 school year. Using the CSS data books and other factors, only 74% of our students have a sense of belonging and are satisfied with the school. Teachers also report not having the skills to address the needs of the students in the classroom.</p>	<ol style="list-style-type: none"> 1. <i>Insufficient data to define inequity.</i> 2. <i>Need more or more reliable or valid data to define inequity.</i> 3. <i>Data clearly highlight inequity that will be addressed through strategy.</i>

		<p>Byck data also suggests the need for helping teachers gain knowledge and expertise when working with students with disabilities. Nearly 60% of Byck's suspensions were recorded for students with disabilities or students in the referral stage for services under the special needs umbrella.</p>	
<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&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&T programming among Black students</p>	<p>Our outcome is to increase the overall sense of belonging for students in the school. We want students to be satisfied with their school and feel safe and cared for within the school.</p> <p>We want to reduce the overall rate of suspensions in our school. We also want to increase the number of proficient students in reading and mathematics.</p>	<ol style="list-style-type: none"> 1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i> 2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i> 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>
<p>4. What historical or current practices or procedures have caused or perpetuated the disparities or</p>	<p>Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities</p>	<p>Historically, there has been a lack of school-wide systems to support students and teachers in the classroom. Previously, there was not a systematic process for reporting student infractions. This created a lapse in reviewing expectations with students. This also made it difficult to target student behaviors and trouble areas because the data was not correctly entered.</p>	<ol style="list-style-type: none"> 1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i> 2. <i>Response indicates some reflection of root causes.</i>

<p>inequities you are addressing?</p>	<p>Consider and discuss how you can use the REAP to reflect.</p>	<p>During the 2017 - 2018 school year, Byck saw a huge increase of student referrals and student disciplinary actions. Through conversations with teachers and stakeholders, the data reported during this school year was accurate data and reflects the behavior for the past school year. While our reporting system has been more effective, we need to focus on building teacher capacity to reduce the number of suspensions and behavioral infractions for the school.</p> <p>In years prior, Byck has experienced a high turn-over rate and has not had a large applicant pool of seasoned teachers, leaving many classrooms with brand new teachers. Recruiting was a major concern for Byck to prepare for the 2018 - 2019 school year. This year, Byck only has one classroom teacher within her first year of teaching. We still have teachers that need to continue to build their knowledge of strategies in the classroom.</p> <p>As a result, we are focusing on improving the skill set of each of our teachers while also recruiting teachers that have a high success rate in challenging schools. We believe by perfecting our craft, we will increase student engagement in the classroom and this will directly impact the number of off-task behaviors in the classroom.</p>	<p>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></p>
<p>5. What are 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>We have explored various best practice strategies that will address our identified inequality. We have identified three areas of growth that we will need to address in an effort to reach our goal. We need to develop a system to ensure every child at Byck Elementary has an accomplished teacher, we need to address effective classroom discipline strategies (preventive, proactive, and reactive) and we need to engage our staff in culturally responsive teaching practices. We have identified three frameworks to support this endeavor: National Board Professional Learning School, Responsive Classroom, and Culturally Responsive Teaching.</p> <p>We also have a community partnership that we will enhance this year called Global Game Changers. (See description below)</p>	<p>1. <i>Response demonstrates little research into best practices.</i> 2. <i>Some evidence that research conducted, but more needed.</i> 3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></p>

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 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>National Board Professional Learning School: According to research, the National Board Professional Development is one of the best Professional Developments teachers can engage with to improve overall practice in the classroom. This year, Byck Elementary has been selected to be a National Board Professional Learning Pilot School. This means EVERY teacher in our building, regardless of the content they teach, will engage with the Five Core Propositions to be an Accomplished Teacher. The Five Core Propositions are:</p> <ol style="list-style-type: none"> 1. Teachers are committed to students and their learning. 2. Teachers know the subjects they teach and how to teach those subjects. 3. Teachers are responsible for managing and monitoring student learning. 4. Teachers think systematically about their practice and learn from experience. 5. Teachers are members of learning communities. <p>Responsive Classroom: Teachers have already participated in a full six hour professional development for Responsive Classroom. Teachers received the book, <i>The First Six Weeks of School</i>. This will be a year process. Team Leads will attend a Responsive Classroom Conference designed specifically for classroom teachers and members from the Leadership Team will attend a Responsive Classroom Conference designed specifically for administrators in the building. We will use SIG funding to</p>	<ol style="list-style-type: none"> 1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i> 2. <i>Plan addresses inequity identified above, but needs more development.</i> 3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i>

		<p>meet this need.</p> <p>Culturally Responsive Teaching: The majority of our staff members have completed the Trauma Informed Care modules. We have a plan in place for reviewing the modules with staff before moving forward with training. We also have a plan in place for training staff members that have not received the trauma informed care training.</p> <p>While our teachers will be trained with the mandatory PD for Implicit Bias and Culturally Proficient Teaching, we know this is not enough to challenge and disrupt the current reality of our school. To propel this work, we will request grant money to ensure every teacher receives their eBadging by completing Student Led Conferences, Strategies for Engaging Black Boys and Strategies for Engaging Diverse Students Through Literature. These will be mandatory for all staff members as well.</p> <p>We will also offer a Book Study for teachers to engage with the book, <i>The Hate You Give</i>. This book was selected because it challenges readers to view things from an activism perspective. The author of this book will be the keynote speaker at the Responsive Classroom Conference and ties directly into the work we are already doing. This is a very short read.</p> <p>In addition to this reading, staff members will choose either <i>Other People's Children</i> or <i>The Flat World and Education - How America's Commitment to Equity Will Determine Our Future</i>. Participants will engage in monthly discussions centered around the assigned readings.</p> <p>Community Partnership: Global Game Changers Global Game Changers is a student empowerment program that focuses on igniting good in the community.</p>	
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7. Data tracking	<p>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.</p>	<p>Our target areas to address were student sense of belonging, reducing suspensions and improving academic outcomes for our students.</p> <p>In an effort to monitor student sense of belonging, we will use CSS data and TELL survey data results to determine our success rate.</p> <p>We will also use suspension and referral data to track our progress.</p>	<ol style="list-style-type: none"> 1. <i>It is unclear how data will track progress.</i> 2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i> 3. <i>Progress will be reliably and validly measured with identified data.</i>

		<p>To monitor our academic outcomes for students, we will use weekly common assessment data, MAP data, DRA II and other district assessments.</p> <p>To monitor effective teaching practices, we will use the Teacher Development Dialogue Tool to conduct walkthroughs. Every teacher will receive feedback at least one time every two weeks. Our walkthrough schedule has been created and the TDD has been shared and explained with all team members. To begin the process, each teacher will receive feedback after a walkthrough on a weekly basis. Our Admin Team consists of the Principal, Asst. Principal, Counselor, Behavior Coach, ECE Consulting Teacher and GCC. Currently, we have also included our Educational Recovery staff to partner with us. We have not assigned these members specific teachers because we want to ensure capacity can be maintained. There is a probable chance that our ER staff schedules will change once scores are released for the state.</p> <p>In January, we will begin inviting team leads to join the walkthrough team and provide feedback to peers. We would also like to invite our MTSS, DEP, and Behavior Support Resource Teachers to conduct walkthroughs as well.</p> <p>In addition to these, we will also monitor the effectiveness of our GGC in-residence program and after school program with U of L researcher, Dr. Jason Immekus. Dr. Immekus, GGC and I have developed monitoring tools to measure the success of the program. One of the measures Dr. Immekus will be using is our referral and</p>	
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8. Timeline	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>Academic data will be reported weekly in PLCs. We will use a student data folder to track the progress. The PLC protocol we will be using includes improvement for ALL students and plans will be devised for all students. The PLC Protocol is The Architecture of An Accomplished Teacher.</p> <p>Suspension and referral data will be analyzed and reported bi-monthly with the behavior team and monthly with the entire staff.</p> <p>CSS and TELL survey results will be analyzed at the completion of the results.</p>	<ol style="list-style-type: none"> 1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i> 2. <i>Timeline is somewhat appropriate.</i> 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>
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>Our admin team will be responsible for tracking and reporting the information to the Assistant Superintendent. Our Admin Team will also conduct walkthroughs.</p> <p>Specifically, Ms. Shelby (our AP) will be in charge of collecting and reporting behavior referral data and suspension data.</p> <p>Ms. Broadus and Ms. Bratcher (Behavior Coach and Goal Clarity Coach for Classroom Management) will be in charge of tracking and reporting behavior calls to the classroom.</p>	<ol style="list-style-type: none"> 1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i> 2. <i>Responsible party is somewhat acceptable.</i> 3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i>
10. Stakeholder engagement and relationship building	<p>What stakeholders (e.g., parents, business, students,</p>	<p>As identified above, we have engaged all of our teachers in the process. We have also sought the support of</p>	<ol style="list-style-type: none"> 1. <i>Stakeholder engagement is minimal or otherwise</i>

	<p>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>	<p>Global Game Changers, University of Louisville, and Responsive Classroom.</p> <p>We will continue to expand our relationship with our district DEP resource teacher, Shashray McCormack, to support the work.</p>	<p><i>unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></p> <ol style="list-style-type: none"> 2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i> 3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i>
<p>11. Challenges</p>	<p>What hurdles or conflicts do you anticipate, and how will you address them? Are there logistical 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>We do have some hurdles that we will have to work through. This is a changing of mindset as well as professional learning and this will be a challenge for some teachers to adapt. We have thought very carefully about this shift and have hired a Goal Clarity Coach specifically identified in coaching teachers through classroom management. This coach has extensive knowledge in Responsive Classroom, Trauma Informed Care, Culturally Responsive Teaching and more. In addition to this coach, we also have a behavior coach that will support as well.</p> <p>Our PD offerings will be the mandatory Implicit Bias, Culturally Proficient Teaching, Student Led Conferences, Strategies for Engaging Black Boys, and Strategies for Engaging Diverse Students Through Literature. We will also hold an optional book study using the book <i>The Hate U Give</i>.</p>	<ol style="list-style-type: none"> 1. <i>Anticipation of potential challenges is not sufficiently developed.</i> 2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i> 3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i>

		In addition, members of the staff will attend the Equity Institute in October.	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	<p>There is no fee for the training to be a National Board Professional Learning Pilot School. We will have a fee for paying the consultant to work with teachers that choose to pursue candidacy. This fee will be paid for using our SIG funding.</p> <p>Responsive Classroom training will be paid for using our SIG funding as well.</p> <p>We will request the DEP grants for the Professional Development sessions.</p> <p>Global Game Changers is a partnership and is fully funded through Global Game Changers.</p>	<ol style="list-style-type: none"> 1. <i>Budget is insufficient to meet demands of strategy.</i> 2. <i>Budget modification is acceptable but needs some improvements.</i> 3. <i>Budget modification provides sufficient resources to implement strategy.</i>

POST REFLECTION	Directions	Notes
13. Full implementation	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>We will know our plan is implemented when students have a strong sense of belonging for the school. We want students and teachers to feel safe and cared for within the school.</p> <p>We will reduce the amount of suspensions for students and increase student engagement.</p> <p>Teachers will be able to plan effective, engaging, and culturally relevant lessons. Teachers will increase their own pedagogical knowledge of classroom discipline strategies to reduce the level of support needed in the classroom.</p> <p>The administrative team will be able to focus on instructional growth and not just behavioral infractions. .</p>

14. Adjustment	What are indicators that your plan is not working and needs adjustment?	We will know the plan is not working if student behavior continues to be the focus. Student suspensions will also continue to increase instead of decrease and off-task behaviors will continue to be an area of concern.
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