

**Hartstern**  
**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?	<p>The racial inequity that we are addressing is the disparity between Black and White students in the way they are disciplined.</p> <p>Black students accounted for 53.8 percent of the schools Behavior Events, according to the Kentucky School Report Card.</p> <p>Male students accounted for 84.6 percent of the school Behavior Events, according to the Kentucky School Report Card.</p> <p>Increased teacher awareness of culturally responsive classroom management strategies will help decrease the discipline disparity that currently exist between black and white males and between female and male students.</p>	<p>1. 2. Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school. Identified issue is somewhat relevant to school</p> <p>3. Identifies meaningful inequity that is very relevant to school.</p>
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>Kentucky School Report Card</p> <p>53.8% Behavior Events (Black) Behavior Events by Type</p> <p>84.6% Behavior Events (Male) Behavior Events by Type.</p>	<p>1. 2. Insufficient data to define inequity. Need more or more reliable or valid data to define inequity.</p> <p>3. Data clearly highlight inequity that will be addressed through strategy.</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</p>	<p>The long-term outcome we hope to achieve is a decrease in the discipline disparity between Black and White male students and an increase in academic performance of Black males by providing equal access to learning in our school.</p> <p>This will be accomplished by increasing reading and math instructional time and proficiency, as measured by MAP and KPREP data. Additionally, the amount of behavior incidents that interrupt instruction will decrease. We will positively impact student achievement by increasing the amount of academic time on task and decreasing the amount of time spent out of class addressing behavior incidents.</p> <p>Ineffective discipline strategies have a negative impact on student academic performance by resulting in the loss of academic time of all students, but especially Black male students. Culturally Relevant Behavior Management strategies will be used to achieve our goals.</p>	<p>1. 2. Identified long-term outcome is irrelevant to school, or no long-term outcome identified. Long-term outcome is</p>
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	<p>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 longterm outcome would be to improve KPREP scores among Black students, by increasing enrollment in G&amp;T programming among Black students</p>	<p>Effectively implementing Culturally Relevant Behavior Management Strategies will help us improve KPREP scores among Black students and begin closing the achievement gaps.</p>	<p>3. acceptable, feasible, and relevant to school. 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.</p>
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<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>Current practices, as evidenced by the Kentucky School Report Card, show racial disparity of behavior events between Black and White male students, as well as gender differences with female and male students.</p> <p>The District Racial Equity Policy states “ <i>our JCPS Board recognizes that Students of Color (i.e., students who have a racial identity other than White) have been disadvantaged by long-standing inequities in our society, the causes of which are multi-faceted, and reflect <b>historical, social, and institutional factors.</b>”</i></p> <p>A recent Courier Journal Article: <b>JCPS Must Reduce Outrageous Suspensions</b>, state more than 1 in every 11 Black elementary students were suspended during the 2017 school year, compared to 1 in 51 White students. Research shows Black students, especially Black boys, are disciplined more often and are victims to loss of instructional time, more often than White students.</p> <p>Weinstein, Curran and Tolinson-Clarke (<b><i>Culturally Responsive Classroom Management: Awareness Into Action</i></b>) challenge teachers to examine and equip themselves to articulate the values implicit in the western, White, middle-class orientation of U.S. schools, such as the emphasis on individual achievement, independence, and efficiency.</p>	<p>1. 2. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities. Response indicates some reflection of root causes.</p> <p>3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</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</p>	<p>The best practices to address the discipline disparity between White and Black male students, include implementing culturally responsive classroom management and teaching strategies, as well as sound instructional practices, that will improve both academic and behavior outcomes for all students, but specifically Black male students.</p> <p>Professional Development will be provided in the area of research-based Cultural Proficiency and Culturally Behavior Management Strategies, to help teachers respond effectively to conflicts involving Black males that have traditionally led to behavior incidents as reported in the Kentucky School Report Card.</p> <p>We will implement specific strategies identified in the article <b><i>Culturally Responsive Classroom Management: Awareness Into Action</i></b> by Carol Weinstein, Mary Curran and Sandra Tomlinson-Clarke, to help teachers</p>	<p>1. 2. Response demonstrates little research into best practices. Some evidence that research conducted, but more needed.</p>

		<p>increase their awareness and cultural responsiveness when developing classroom rules and consequences.</p> <p>Specific Strategies will include:</p> <ul style="list-style-type: none"> <li>● Helping teachers to develop the ability to view the task of classroom management through a lens of cultural diversity, by first recognizing their own biases and values.</li> <li>● Helping teachers acknowledge the cultural, racial, ethnic and class differences that exist among various groups of people.</li> <li>● Helping teachers increase their understanding of how their classroom management strategies promote or obstruct equal access to learning. When students are sent out of class for behavior problems repeatedly, they do not have equal access to learning.</li> <li>● Helping teachers identify appropriate interventions to assist students with discipline and behavior problems that will protect academic time.</li> </ul> <p><i>When students are not allowed to attend class, they are not given the opportunity to learn.</i></p> <p><i>When students are not given the opportunity to learn, the achievement gaps cannot close.</i></p>	
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	<p>Department of Education, JCPS Code of Conduct, or other sources to address the inequity you identified.</p>		<p>3. Response suggests careful consideration of best practices and reflective insight into practices.</p>
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PLAN IMPLEMENTATION

Topic	Directions	Notes	Score (circle score)
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<p>6. Describe your plan.</p>	<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 <i>data and clear metrics for accountability</i> and include <i>inclusive input</i> from families, teachers, etc.</p>	<p>The Plan we will implement, to address the discipline disparity in behavior events between Black and White male students, identified in the Kentucky School Report Card, will provide professional development and support in the area of Culturally Relevant Behavior Management. Our plan of culturally responsive pedagogy will be based on the three prerequisites of Culturally Responsive Classroom Management and understandings that are the foundation for developing teachers' ability to manage diverse classrooms in culturally competent ways.</p> <ol style="list-style-type: none"> <li>1) Teachers must recognize cultural biases and bring them to a conscious level</li> <li>2) Teachers must recognize that the desire to be fair and impartial sometimes lead teachers to strive for "color blindness" (Nieto, 1994). Teachers must be willing to acquire "cultural content knowledge."</li> <li>3) Teachers must recognize that some structures and practices of schools can privilege select groups of students while marginalizing others.</li> </ol>	<p>1. 2. Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities. Plan addresses inequity identified above, but needs more development.</p>
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		<p>Additional components of the plan will include:</p> <ol style="list-style-type: none"> <li>1. Providing Professional Development on effective strategies for implementing Culturally Responsive Classroom Management.</li> <li>2. Helping teachers, through observations, support and feedback in the area of Culturally Responsive Classroom Management, develop the ability to view the task of classroom management through a lens of cultural diversity.</li> </ol>	<ol style="list-style-type: none"> <li>3. Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</li> </ol>
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>Using the Equity Scorecard, local JCPS district data, student behavior events in infinite Campus, state data, student behavior incidents and events will be monitored monthly on Black males and White males, females and males. TDD 4.0 Walkthrough Data</p>	<ol style="list-style-type: none"> <li>1. 2. It is unclear how data will track progress. Data identified to track progress are not most appropriate. A better data source is available.</li> <li>3. Progress will be reliably and validly measured with identified data.</li> </ol>

8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	Progress Monitoring of Student Behavior will be on a monthly basis with records and reports maintained by Hartstern's Equity Advisory Committee.	<ol style="list-style-type: none"> <li>1. Timeline is unacceptable (unattainable or not aggressive enough).</li> <li>2. Timeline is somewhat</li> </ol>
			<ol style="list-style-type: none"> <li>3. appropriate.</li> <li>Timeline is sufficient to meet stated goals while also being ambitious so that there is a sense of urgency to make progress on strategy.</li> </ol>
9. Responsible individuals or group.	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?	School Principal, Duan Wright will provide leadership and oversight to ensure the plan is implemented fully. He will be responsible for reporting data to the Assistant Superintendent. Additionally two certified staff members, one classified staff member along with one parent and community member will actively participate in the implementation of the plan by accepting the responsibility to make sure monthly reports are available within the identified time frame and ensuring continual progress is made.	<ol style="list-style-type: none"> <li>1. No responsible individual or group identified, or identified party is inappropriate or unreliable.</li> </ol>



		<p><b>**IDENTIFY STAFF MEMBERS**</b></p>	<ol style="list-style-type: none"> <li>2. Responsible party is somewhat acceptable.</li> <li>3. Responsible party will reliably enforce timeline and ensure progress is made.</li> </ol>
<p>10. Stakeholder engagement and relationship building</p>	<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>	<p>D. Murrell, Fifth Grade teacher and T. Griffith, Third Grade teacher, have been identified to provide teacher leadership and serve as a resource to staff as we effectively implement to our Racial Equity Improvement Plan.</p> <p>We have partnered with JCTA to provide support and professional development in the area of School Based Diversity Training. The school SBDM Council, which includes staff and parents, have attended district equity professional development. Certified school personnel have attended a Racial Equity Conference.</p>	<ol style="list-style-type: none"> <li>1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</li> <li>2. Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</li> </ol>

			3. All stakeholders have been included, and relationship building has been sufficiently considered.
11. Challenges	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?  What PD offerings will you need to ensure success?	Funding for Professional Development. Application submitted for Racial Equity Mini-Grant.	1. Anticipation of potential
			2. challenges are not sufficiently developed. Anticipation of potential threats is somewhat developed, but needs more depth.  3. Potential threats have been thoroughly considered, and a discussion of how these will be addressed is reasonable and logical.
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	Our current budget, with a few minor modifications, will be sufficient to implement our Racial Equity Plan successfully.	1. 2. Budget is insufficient to meet demands of strategy. Budget modification is acceptable but needs some improvements.

			3. Budget modification provides sufficient resources to implement strategy.
<b>POST REFLECTION</b>	<b>Directions</b>	<b>Notes</b>	
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.	Teachers will demonstrate a deeper understanding and awareness of cultural responsive classroom management strategies. Reduction in overall Behavior Events by Type, Behavior Events by Grade, Behavior Events by Location, Behavior Events by Context, and Discipline Resolutions resulting in increased instructional time for all students.	
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Indicators that our plan is not working include but are not limited to increase in reported behavior incidents for Black males. Increased loss of instructional time for Black males. Widened achievement gaps for Black male students.	

