

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?	Luhr will be focusing on reducing the percentage of students with disabilities being suspended and for literacy, increasing the percentage of Black students scoring at the proficient and distinguished level in reading to 36.8 percent.	<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.	Our suspension data for students with disabilities (16.4) is higher than the District average (13.6) based on the 17-18 Infinite Campus data. In reading, Black F/R is 27.5 percent proficient and distinguished and White F/R is 44.4 even the White F/L students are out performing the Black paid lunch students (43.8).	<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>
3. What is the long-term outcome you hope to impact?	Please note that this may not be the same as the data you are tracking (described below). For example, your strategy may		<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>

	<p>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 long-term outcome is to increase K-PREP scores among students with disabilities and the percentage of black students scoring at the P/D level in reading.</p>	<p>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>
<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>The majority of our students with disabilities suspensions come from students in our EBD unit or students identified as OHI or EBD. Many of our EBD students have lacked the mental health support they need. We have also had a difficult time maintaining a consistent assistant in the EBD classroom. We have seen an increase in the number of students with autism placed in the EBD unit.</p> <p>Luhr has provided training for certified staff in strategies for working with students with autism. We have also provided training in proactive strategies such as morning meetings and closing meetings to support the students' sense of belonging and to give teachers an opportunity to support students who may already be struggling with their emotions and behavior.</p> <p>REAP will allow us to think through the proposal in specific terms of who will be affected by the plan, any unintended consequences of the plan and who will be the main driver of the plan.</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> 3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i>

		<p>Historically, Luhr has not had a substantial gap between our Black and White students. Our largest gap has been between our students with disabilities and non-disabled students and our students whose native language is not English and those who are native English speakers.</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>In early 2014, U.S. Department of Justice and the U.S. Department of Education issued policy guidance to assist public schools in meeting their obligations to administer student discipline without discriminating on the basis of race. In the guidance, the departments praised schools that “incorporate a wide range of strategies to reduce misbehavior and maintain a safe learning environment, including conflict resolution, restorative practices, counseling, and structured systems of positive interventions.”</p> <p>A 2014 Council of State Governments report likewise strongly supports the use of alternatives to suspension. Research demonstrates that addressing behavior <u>proactively</u> is more effective than exclusionary discipline. Positive behavioral interventions and supports are specifically identified by Congress in the Individuals with Disabilities Education Act (IDEA), as a way to improve outcomes for students with disabilities :</p> <p>Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by— providing incentives for whole-school approaches, scientifically based early reading programs, positive behavioral interventions and supports, and early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children. U.S.C. §1401(c)(5)(F).</p> <p>Specifically, schools need to do the following:</p> <ul style="list-style-type: none"> • Adjust staff expectations: • Reflect a proactive model • Emphasize positive interventions over student removal • Use exclusionary discipline as a last resort • Increase skills in classroom management and behavior change to decrease classroom disruption, including evidence-based techniques of classroom management , conflict resolution, and de-escalation approaches. 	<ol style="list-style-type: none"> 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>

		<ul style="list-style-type: none"> • Provide staff training and professional development on the use of positive behavior interventions and supports. • Explore alternative behavior change models and tools • Use data to measure progress and reflect on current practice • Analyze school and district policies • Provide students with supports such as evidence-based tiered supports and social and emotional learning. • Establish clear, appropriate, and consistent expectations and consequences. • Communicate with and engage school communities. <p>Three evidence-based approaches to consider implementing school-wide:</p> <ul style="list-style-type: none"> • School-wide Positive Behavior Interventions and Supports (PBIS) • Social Emotional Learning • Restorative Practice <p>In regards to reducing the achievement gap for black students: Beginning in May 2008, the newly appointed HB 2722 Advisory Committee took on this challenging charge. Early in the course of its work, the Committee identified five key areas of education that contribute to the achievement gap:</p> <ul style="list-style-type: none"> • Teacher quality – knowledgeable professionals who effectively meet the academic, cultural and social needs of students • Teaching and learning – structured, rigorous and culturally responsive curriculum and instruction • School and district leadership – a commitment to high achievement for all students that intentionally guides policies and practices • Student support – academic, social, psychological and cultural resources students need to succeed • Family and community engagement – partnerships that inform and support academic achievement <p>Closing the achievement gap will require more than implementing a particular program or two. It will require commitment, political will, deliberate actions and the alignment of efforts across the education</p>	
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system. Ultimately, the Committee sees that this work is about changing the education system and the culture of schools for African American students.

Causes of the achievement gap The achievement gap impacting African American students is caused primarily by:

- Inequitable distribution of skilled, experienced teachers
- Insufficient and inequitable school funding
- Inadequate, obsolete, and unbalanced distribution of facilities, technology and, instructional materials
- Inequitable access to demanding, rigorous pre-college coursework
- Institutional racism
- Lack of cultural competence among teachers, school staff, administrators, curriculum and assessment developers and the school system itself

Secondary causes of the achievement gap are:

- Intergenerational poverty
- Families/communities not able (and often not welcomed by the education system) to support or advocate for children
- A lack of supplemental services such as mentoring and tutoring to young people whose backgrounds subject them to the inequities and risk factors listed above

Findings :

- by every measure, from test scores to college attendance rates, African American students are less likely to get the education they need to succeed in today's world.
- More than an issue of poverty, the achievement gap is also about race. Washington Assessment of Student Learning (WASL) data reveal that White and Asian students in poverty score higher than African American students not in poverty.

		<ul style="list-style-type: none">● African American children on average start kindergarten significantly behind their peers in their early learning development – particularly with vocabulary, early literacy skills, number sense, and social behavior. Unless we address this deficit from birth to five, we have no hope of closing the achievement gap as students continue through school.● African American students are under-represented in advanced placement and gifted programs, but over-represented in special education and discipline referrals. They are less likely to be enrolled in rigorous coursework, including the key disciplines of science and math, and more likely to drop out of high school. They are less likely to attend and graduate from college.● There is little alignment between early childhood education, K-12 and higher education that would lead to a seamless system of matriculation.● There are best practices successfully closing the achievement gap for African American students in our state, but there are few opportunities to share these at the state, regional and local levels. Policy makers should recognize that this is a missed opportunity to replicate success and therefore, the impact from current expenditures is far less than it could be.● District-negotiated contracts with unions affect the recruitment and retention of high-quality teachers.● Data are unavailable statewide to provide value-added, disaggregated, longitudinal information about student achievement and student discipline. OSPI is currently working to provide this much needed access to student-specific and teacher-specific data and analysis through the development of the Comprehensive Education Data and Research System (CEDARS).● Lack of broad institutional and political will is a primary impediment to closing the achievement gap for African American students in public schools.	
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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>https://docs.google.com/spreadsheets/d/1Yz6Vaf13pXc3nhots_UjkpNLmxDIYRY8ohXyLr2QOQ/edit#gid=1523445710</p>	<ol style="list-style-type: none"> 1. Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities. 2. Plan addresses inequity identified above, but needs more development. 3. Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .
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>Infinite Campus data on suspensions of ECE students, Winter and Spring MAP data</p>	<ol style="list-style-type: none"> 1. It is unclear how data will track progress. 2. Data identified to track progress are not most appropriate. A better data source is available. 3. Progress will be reliably and validly measured with identified data.
8. Timeline	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>Suspension Data will be monitored monthly.</p> <p>Classroom Academic data will be analyzed in PLC and disaggregated by race monthly</p> <p>Winter and Spring MAP scores</p>	<ol style="list-style-type: none"> 1. Timeline is unacceptable (unattainable or not aggressive enough). 2. Timeline is somewhat appropriate. 3. Timeline is sufficient to meet stated goals while also being ambitious so that there is a sense of urgency to make progress on strategy.

<p>9. Responsible individuals or group.</p>	<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>Lynley Schroering, SRT team, Instructional leadership team</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>
<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>MTSS Academic and Behavior coach, DEP resource teacher, Mental Health Counselor meetings and trainings</p> <p>Parents and other community stakeholders will be included in the review and future revisions of the Racial Equity Plan.</p>	<ol style="list-style-type: none"> 1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> 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 not anticipate any conflicts. Our community is very supportive or our diversity and will continue to support whatever measure we need to take to help all of our students succeed. We will offer PD for our teachers on PBIS components, the MTSS toolkits, and culturally responsive teaching.</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>

12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	https://docs.google.com/spreadsheets/d/1Yz6VafI3pXc3nhtos_UjkpNLmxDIYRY8ohXyLr2QOQ/edit#gid=1523445710	<ol style="list-style-type: none"> 1. Budget is insufficient to meet demands of strategy. 2. Budget modification is acceptable but needs some improvements. 3. Budget modification provides sufficient resources to implement strategy.
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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.	
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	