

**Maupin 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?	Maupin will be addressing the overall number of suspensions of our students. 98% of Maupin students are African American.	<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>The JCPS Envision Equity Data Card and Data Management Center (DMC) provided information related to student suspensions and racial composition.</p> <p>At the end of the 2017-18 school year, Maupin issued 146 out of school suspension days, up from 123 in the previous 2016-17 school year. The 3 most common behaviors that resulted in suspensions were:</p> <ol style="list-style-type: none"> 1. 37% fighting striking students 2. 23% striking staff 3. 15% throwing releasing objects/harm <p>The 2018 CSS provided data related to 4th-5th grade student perceptions related to Social Emotional Learning (SEL),- particularly in the areas of belonging, compassion, and voice. Student response rates follow:</p> <ol style="list-style-type: none"> 1. 61% agree, “students are willing to help other students even if they are not friends (compassion) 2. 79% agree, “I really like other students in my school.” (belonging) 	<ol style="list-style-type: none"> 4. <i>Insufficient data to define inequity.</i> 5. <i>Need more or more reliable or valid data to define inequity.</i> 6. <i>Data clearly highlight inequity that will be addressed through strategy.</i>

		3. 63% agree, "I get opportunities to decide how assignments are done in this class (voice).	
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 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	We want to reduce the overall number of suspensions in our school, while simultaneously increasing the sense of belonging, compassion, and student voice among both male and female students of color.	<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>
4. What historical or current	Reflect on historical occurrences in	Over the past couple years, Maupin student demographics have become increasingly segregated with only 1% of students identifying as White, and 98% African American (AA). Maupin enrollment falls outside the JCPS Diversity guidelines. In 2016-17, 33%	<ol style="list-style-type: none"> 1. <i>Response shows minimal reflection of occurrences that may have</i>

<p>practices or procedures have caused or perpetuated the disparities or inequities you are addressing?</p>	<p>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>teachers were AA, and 81% of students were AA (67% teachers were White and 11% students were White).</p> <p>Maupin has actively recruited and retained AA teachers so that we have a faculty and staff who best represent the school's student population. In the 2018-19 school year, 8 of 13 (62%), K-5 teachers are AA, an increase of 29%. The majority of all staff (classified and certified combined, 59% are AA).</p> <p>In addition to building a staff that is more reflective of the student population, we have prominently displayed images of inspiring local African Americans as a tribute to our neighborhood. A Muhammed Ali mosaic and the words, "Endeavor to be the Greatest" are prominently displayed on the chain-link fence facing Dumesnil St., and a large banner showing the image of Milburn T. Maupin is on the outside gymnasium wall, also clearly visible from Dumesnil St. Additionally, a mural was painted inside the school lobby that depicts local and national AA figures who have made notable achievements and contributions. As a staff, we continue to actively explore the influences of race and poverty. In 2016-17, we did a book study, <u>For White Folks who Teach in the Hood</u>, and professional articles (teacher bias, discrimination -topics related to race and poverty have continued to be distributed and discussed. In 2017-18, PD on Adverse Childhood Experiences (ACES) was provided to staff and a parent workshop -The 7 C's of Resilience was provided to parents through Norton Health.</p>	<p><i>contributed to observed racial inequities.</i></p> <ol style="list-style-type: none"> 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>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>Working with the JCPS SEL Department, in Jan. 2018 we received initial training and materials to provide the PATHS curriculum K-5. We began with minimally implementing the "PATHS Kid of Day" to provide recognition and belonging, as well as calming strategies to deal with strong emotions. Additionally, our staff is scheduled to receive 6 hours of PD over the course of the 2018-19 school year with the Trauma Informed Care (TIC) modules through the JCPS SEL Department. It is our hope that with deeper understanding of ACES, TIC, bias and how to mitigate them, our staff will be better equipped to respond to student challenges with non-exclusionary practices. We will use the REAP tool for analysis of current school policies and practices with assistance of Krista or Delquan in JCPS DEP..</p>	<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>

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>By the end of the school year, all certified staff will have received 6 hours of PD on TIC.</p> <p>Within the first two weeks of school, all K-5 homeroom teachers will have "Routines and Procedures" checks to ensure that systems are in place for successful transitions during the day, that classroom management systems are clear, and PATHS rituals are established. It is our hope that providing predictability and a safe and caring learning environment, we will set kids up for greater success and provide interventions prior to behaviors escalating and creating unsafe environments.</p> <p>The Behavior Team will continue to meet bi-monthly to analyze Behavior Incidents -identify root causes and create action plans, to provide additional coaching and support for teachers and make appropriate referrals for individual students and families. Progress of individual students will be monitored and tracked and assistance of District resources (BCBA's, psychologist), will be garnered if needed. Alternatives to suspension will become priority. Data related to behavior will be</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>transparently shared in Instructional Leadership Team (ILT) and/or faculty meetings so that it is a shared endeavor.</p> <p>On Oct. 23, 2018, Principal Michelle Pennix and her staff shared their strategies, “How to Stop Suspending Black Boys” at the faculty meeting for teachers.</p> <p>Instructional Assistants attended the JCPs Equity Institute on Oct. 8, 2018, and certified staff will attend in the summer of 2019.</p>	
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>We will use the monthly behavior reports to compare suspension rates from the previous year as well as to track monthly suspension rates..</p> <p>We will use the annual CSS student survey responses in the Spring of 2019 to compare responses on areas related to belonging, compassion, and voice.</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>
8. Timeline	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>We will report suspension and behavior data monthly to our Zone 2 Assistant to the Superintendent.</p> <p>Weekly, we will be collecting walk-through data that may also reveal additional insight (student engagement, environment of respect and rapport, managing procedures, etc.) that influence the primary indicators we are tracking.</p> <p>CSS data will be reported in the Spring of 2019</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>

<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>Our school principal will lead the staff implementing the school plan with distributed leadership of our Behavior Team (Assistant Principal, Behavior Coach, counselor, mental health counselor, Centerstone therapist, and FRC) when meeting bi-monthly. Classroom Walkthrough data will be collected weekly by the Leadership Team (Principal, AP, RT, GCC, KDE, Behavior Coach).</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>Stakeholders assisting with this plan include KY Department of Education (KDE) Education Recovery Leaders and Specialists (ERL, ERS).. Maupin was fortunate to host one of the JCPS Community Conversations regarding the JCPS Racial Equity Plan and will further develop relationships with NAACP, Louisville Urban League, PTA and Advisory Councils. And Advisory Committee of students and parents will be developed to gain further insight from these role groups. Additionally, the school guidance counselor, Dr. Kimberly Johnson, will be offering workshops for families and the Louisville Urban League will be hosting Parent Leadership Academy at Maupin Elementary for Maupin families and staff.</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</p>	<p>For the past two years, Maupin successfully obtained permission for</p>	<ol style="list-style-type: none"> 1. <i>Anticipation of potential challenges is not sufficiently developed.</i>

	<p>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>35-40 mobile assessments for students in crisis due to mental health issues and trauma (other requests were also made and denied). Most if not all, received out-patient or inpatient care at mental health facilities. Additionally, most of our suspensions were the result of unsafe environments (striking staff, throwing furniture at staff and students, causing physical injury to staff and students.)</p> <p>As a “Comprehensive Support and Improvement” (CSI) school, which is also outside the JCPS Diversity Guidelines, a critical mass of students assigned to Maupin Elementary carry many stressors related to poverty and ACES (food and housing insecurity -homelessness, incarcerated parents, abuse, gun violence, single parent households, drug and alcohol abuse,etc.) which they carry into the classroom. Retaining teachers year after year has been a challenge. Student removal from the classroom in order to reestablish safety for the class as a whole, has a negative impact for the student who is excluded or removed and is a complex problem to solve..</p>	<ol style="list-style-type: none"> 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>
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12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	The TIC training provided by the JCPS SEL department is at no cost to the school. The PATHS curriculum is already available to teachers as well.	<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>
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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.	When our plan is fully implemented, student suspensions will decrease (even if referrals and treatment plans with mental health providers increase). Students will report greater feelings of belonging, acceptance, compassion and voice. Teacher retention at Maupin will remain steady and improve.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If staff do not fully understand Restorative Practices and TIC, and perceive that students were 'let off the hook' without corrective measures to reduce the likelihood of repeating the dangerous and/or disruptive behavior, and/or parents feel like their child was victimized and the school did not do enough to protect and improve safety, the plan will be seen as not working and adjustments will need to be made.