

Rangeland Elementary

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>According to the 2017-18 IC data 64% of our 3rd - 5th grade students with discipline referrals are Black students. The 2017-18 KPREP data shows that 54% of our Black students scored novice in reading; and 42% of Black students scored novice in math. By the end of the 2019-20 school year we will reduce the percentage of Black students scoring novice in reading to 35% and 23% in math.</p> <p>School level equity plans that clearly address the inequities in the school system. (using the Equity Scorecard to drive the plans).</p> <ul style="list-style-type: none"> ● Classroom management systems to help students remain in the classroom ● Streamlined disciplinary procedures to create school-wide consistencies in behavior plan to alleviate biases ● Proactive vs Reactive Approaches to eliminate triggers that escalate Tier 2 behaviors that turn into Tier 3 behaviors ● Schoolwide Morning Jumpstart allows for equal access to opportunities for champions and scholars. 	<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>Our decision is based on:</p> <ul style="list-style-type: none"> ● In-house PBIS data collection systems are kept to record the incidents that are not severe enough to go into IC(Tier 2 Behaviors) but causes disruptions in the classroom. When done often in any given day, instruction time is lost. IC shows 64% of our 3rd - 5th grade students with discipline referrals are Black. 	<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>KPREP data shows that 54% of our Black students scored novice in reading; and 42% of Black students scored novice in math.</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>The long-term expected outcomes will improve student achievement by:</p> <ul style="list-style-type: none"> ● Reduced behavior infractions ● Increased instructional minutes for students of color by decreasing disproportionality of referrals ● Improved Climate & Culture ● Increased Teacher Self-Efficacy ● Decreased number of students scoring novice in reading and math. 	<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 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</p>	<p>Historical and current practices/procedures perpetuates the inequities includes:</p> <ul style="list-style-type: none"> ● Implicit biases among faculty and staff ● Previous Behavior Management System focused primarily on Tier 3 behaviors leaving classroom teachers the autonomy of dealing with Tier 2 behaviors which unintentionally marginalized students of color. 	<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>

	REAP to reflect.		3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i>
5. What are best practices to address your identified inequity?	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.	Best practices to address inequities include: <ul style="list-style-type: none"> ● Reviewing the JCPS Behavior Modules with Staff ● Using the Teacher Development Dialogue (TDD) walkthrough tool that includes culture and climate and provides immediate feedback. ● SBDM Council attends training on Racial Educational Equity to ensure school is following implementation. ● Implementing the Multi-Tiered Support System (MTSS) Toolkits ● Partnering with the Board Certified Behavior Analyst (BCBA) ● Entire staff will attend the Racial Equity Institute on Nov. 5, 2018 	<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 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>	Our plan is a universal proactive approach to discipline with the intent of reducing Tier 2 and alleviating Tier 3 behaviors with the goal of keeping students in the classroom. Teachers track occurrences of behaviors in the classroom, after the third offense, student spends time in the self-reflection room. The goal is to	<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</i>

		<p>teach replacement behaviors in order to create environments conducive to learning.</p> <p>A parent letter in multiple translations was sent home outlining the behavior plan and procedures with a request of input or signatures of agreement. We had representation from every team in the school on the Behavior Committee which developed this plan.</p> <p>The four equity plans listed in number one are strategies we use to help alleviate the inequities.</p> <ul style="list-style-type: none">● Reviewing the JCPS Behavior Modules with staff to help with Classroom Management.● All teachers use the new Streamlined Behavior System to avoid inconsistencies and alleviate biases.● Our plan to intervene at the Tier 2 behaviors before they escalate to Tier 3 is addressing our Proactive vs. Reactive Approach.	<p><i>(above), and will sufficiently address inequities .</i></p>
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		<ul style="list-style-type: none"> Schoolwide morning Jump Start helps to create a cohesive school wide community and allows us to disseminate information to Champions and Scholars simultaneously to avoid confusion. It allows for equal access to opportunities for champions and scholars. 	
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>Teachers fill out Google Forms for SRT (Tier 3) and the data is automatically graphed based on grade level, infractions, Tiered Level, antecedent and time. This is real time data.</p> <p>We will also be able to progress monitor using data points that track culture and climate, discipline and opportunities and access.</p>	<ol style="list-style-type: none"> <i>It is unclear how data will track progress.</i> <i>Data identified to track progress are not most appropriate. A better data source is available.</i> <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>The classroom and self-reflection room data will be tracked daily. This data will be monitored and analyzed bi-weekly by the Data / Culture & Climate committee.</p>	<ol style="list-style-type: none"> <i>Timeline is unacceptable (unattainable or not aggressive enough).</i> <i>Timeline is somewhat appropriate.</i> <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>The PBIS coach along with the Behavior Committee will ensure the plan is implemented fully and with fidelity. The principal and the Admin Team will be responsible for tracking and reporting data to assistant superintendent.</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>We have engaged the district's MTSS Behavior Resource Teacher and the Board Certified Behavior Analyst (BCBA).</p> <p>We need to nurture and further develop our partnerships with our families and community partners. We want to create a way for our parents of said students to be more visible in the school on the front end in a positive way to cut down on some of the behaviors of the students and build positive relationships with these parents. We also want support from our community partners to help with celebrations and flexible seating for our Self-Reflection room. We will use our community partners to speak with our students about the importance of being in school</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>

		and how this shapes them for jobs and careers in the future.	
11. Challenges	<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>This entire process has been a mind shift for teachers and students alike. Teachers have been accustomed to handling Tier 2 behaviors in the classroom and students are not used to being sent out for engaging in Tier 2 behaviors. In order to support the mind shift, we have to be consistent with our plan each and every day and consistently progress monitor.</p> <p>We are watching Behavior Modules at each Faculty/Learning Opportunity as a proactive approach to professional development. These modules will give teachers tools to use in their teacher toolbox to prepare them for the unwanted behaviors.</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	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>There is no need to modify my current budget; allocations are set aside already for students. However, additional funds are always welcome.</p> <p>We will consider applying for the</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>

		Racial Equity mini-grant to supplement any financial needs.	
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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.	We will know that our plan is fully implemented when we see less students in Self-Reflection room, higher levels of student engagement in the classrooms where students exhibit Self-control, Teamwork, Accountability, Resilience and Respect ; thus becoming a STARR Scholar.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	We will know the plan is not working if we don't see a decrease number of African American students (from 64%) in Behavior Referrals and/or an increased number of African American students scoring novice in reading and math. We will monitor progress along the way through MAP and quarterly IC Behavior Data reports. The Behavior/Climate/ Culture committee will do system checks at their minutes and make necessary adjustments as needed.