

Smyrna 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>We will address racial disparities in suspensions, specifically with the percentage of suspensions of paid ECE.</p> <p>We will address racial disparities in students reading at the Proficient or Distinguished level in literacy, specifically with our percentage of “other” free and reduced.</p> <p>The student population is as follows: Black 30.89, White 45.8, Latinx 13%, Asian 2%, two or more races 8%. 2017-18 FR % was 67.1</p>	<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 scorecard demonstrates that the suspension rate for paid ECE is 6.3%, 2.9% higher than that of paid ECE in the district. The suspension percentage of paid students are 2% higher than free and reduced Black (4.3%), 4.7 higher than free and reduced White (1.6), 6.3% higher than Latinx (0%), 2.9% higher than free and reduced other (3.4%), 1% higher than free and reduced ECE (5.3%), 6.3% higher than Black paid (0%), 2.7% higher than White paid (.9%) and 6.3% higher than Latinx paid (0%.)</p> <p>Our school Equity Scorecard demonstrates that the percentage of free and reduced other students reading at the Proficient or Distinguished level in literacy is 7.1%, 37.9% lower than the district average. Free and reduced other reading proficiency is 21% lower than free and reduced Black, 34.5% lower than free and reduced white, 27.7% lower than free and reduced Latinx, 9.6%</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>

		lower than free and reduced ECE, 28.2% lower than paid Black, and 40.7% lower than paid White.	
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	<p>We want to reduce the overall rate of suspensions in our school, while simultaneously increasing the overall satisfaction percentage with all students.</p> <p>We want to increase the overall rate of students reading at the Proficient or Distinguished level in literacy.</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>
4. What historical or current practices or procedures have caused or perpetuated the disparities or	<p>Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities</p> <p>Consider and discuss</p>	<p>Across all groups except free and reduced Black overall satisfaction percentages are lower than all other JCPS elementary schools. Overall satisfaction encompasses both behavior and academics. We are in the second year of the Compassionate Schools Project, focused goal-setting with students regarding MAP results, implementation of character education program (Core Essentials), TIC, and a shared focus on the responsibility of learning. We have</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>how you can use the REAP to reflect.</p>	<p>modified our intervention/enrichment support services and guidance and classroom support systems, to better support student's behavioral and academic needs.</p> <p>Modifications have been gathered and vetted by the administrative team, ILT, SBDM, teachers and staff.</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>	<ul style="list-style-type: none"> ● Mental Health Counselor position was added and will begin in Sept. 2018 to target students and provide strategies and support as needed to help students become successful and spend more time in class. ● Partnering with Centerstone to provide small group social skills support for K-2 students. ● Moore High School partnership with students to provide opportunities to serve as mentors. ● All certified staff members are participating in Trauma Informed Care training during the 18-19 school year to better equip teachers in being proactive and responding to extreme behaviors. ● Rebranding the image of the school - social media, new and renewed community partnerships ● Administration will meet DEP resource teacher to plan for staff development (Implicit Bias, Strategies for Engaging Black Boys) ● Mini Grant submitted for teacher participation in the Ron Clark Academy. ● Student led conferences will be utilized focused on MAP testing and Goal setting are planned for 10/18. This will reinforce the responsibility of learning and management of self with the intent of increasing our overall satisfaction percentages, reduce suspensions and increase student percentages of proficient and distinguished reading levels. 	<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 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>	<ul style="list-style-type: none"> ● Implementation of School wide behavior expectations ● Mentoring Opportunities ● Teacher Professional Development – TIC ● Reviewing Suspension/Referral Data (weekly, grading period, CSIP) ● Participating in the Ron Clark Academy Training to Improve Culture and Climate ● Staff meetings will be utilized to share articles on Racial Equity and Culturally Responsive teaching will be shared and next steps identified. This will allow staff time for reflection and implementation of strategies fostering a safe, positive learning environment. ● Professional Development will be provided that will bolster 	<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>a positive culture and climate, lowering suspensions. These PD opportunities will also focus on strategies for increased student engagement, specifically in engaging Black boys. As a result literacy levels of Proficient and Distinguished should improve.</p> <ul style="list-style-type: none">• Books representative of our racial profile, portraying positive role models, will be added to our library collection. These will be used during literacy, guidance, and check out in order to bolster culture and climate and celebrate diversity.• Utilize DEP resource teacher to streamline culturally relevant strategies as well as addressing implicit biases that may prevent the success of these strategies.	
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<p>7. Data tracking</p>	<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>	<ul style="list-style-type: none"> ● Monthly Behavior Dashboard reports (referral/attendance) ● 2018 KPREP Data ● We will use the annual Comprehensive School Survey (as reported on the Equity Scorecard) to see if “overall satisfaction” percentage increases. We will track referrals and suspension rates monthly. We anticipate that as our teachers become more invested in culturally responsive teaching we will see an increased percentage in students reporting “overall Satisfaction” and we will eventually see a reduction in behavior referrals and thus suspensions ● We will track the impact of the academic strategies. (MAP, Common Formative Assessments, etc.)through student data 	<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>

		cards/progress monitoring	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	<ul style="list-style-type: none"> • Suspension and referral data will be reviewed weekly and reported monthly. • Academic data (formative/summative , progress monitoring will be reviewed every three weeks in PLCs • Map data will be analyzed 3 times a year • CSS data will be reported one time, when results are released in the spring. Literacy data will be reported at the end of each grading period. 	<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.	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?	<ul style="list-style-type: none"> • Administrative Team (Principal, AP, Counselor, MHC) • Attendance Committee • PBIS/Climate Culture Committee • The principal, AP, counselor, mental health counselor, FRYSC, teachers and staff will implement our plan. The administrative team will 	<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>track the data and the principal will report the data to the Assistant Superintendent</p>	
<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>	<ul style="list-style-type: none"> ● Teachers – Teachers were informed of the District Racial Equity plan during opening PD and will be involved in the revision of the draft document. ● Parents PTA/SBDM – Information regarding the Racial Equality Plan will be shared with parents during the Tile I parent meeting. ● Community – FRC Advisory Council will support the school community by providing resources and support as appropriate. ● Input has been shared by administrative team, ILT and staff. ● We will work with Diversity, Equity and Poverty to design ongoing professional development that focuses on adult practices that 	<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>improve “overall satisfaction” and de-escalates behaviors resulting in referrals.</p> <ul style="list-style-type: none"> ● We will continue the character education program ● We will continue to foster a caring trusting learning environment, building relationships. 	
<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>	<ul style="list-style-type: none"> ● Implementation of School wide-expectations and classroom data tracking/reward system ● Walkthroughs/Feedback ● Teacher acceptance that suspension is not an effective means of discipline. ● Provide on-going Professional Development during the 18-19 school year to teachers in addition to resource teacher support in Trauma Informed Care ● Provide professional development culturally responsive teaching 	<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>

		<ul style="list-style-type: none"> • Ensuring a rotation and sustained funding is available for teachers to participate in the Ron Clark Academy training to assist in implementation of the House system to support a positive and inclusive culture and climate. • Budget for monetary items or professional development • We will continue to have open conversations that will enable our staff to be clear and consistent with this implementation • 	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	Looking at expenditures such as workbooks. Look at ways to use resources more intentionally specifically materials and personnel. Apply for grants that support the identified inequity.	<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
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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 the strategies above are implemented, monitored and data reveals a decrease in suspensions. After the plan is implemented we will have an improved culture and climate. We will have a community of learners who are respectful of each other and own responsibility for their own actions. Teachers utilize Trauma Informed practices to work with students and identify appropriate supports for students academically and emotionally. When our plan is operating successfully staff meetings will be led by teams of teachers sharing what they learned in PD. PLCs will share what strategies (academic and behavioral) are making positive differences. We will be sharing data that shows that positive gains are being made.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	<p>If data reveals that</p> <ul style="list-style-type: none"> ● the number of suspensions has not decreased. ● No increase in student achievement