

## **TEMPLATE AND RUBRIC**

### **Racial Equity Improvement Plan Development Tool**

School:	The Academy @ Shawnee
Principal:	Mrs. Kym Rice

<b>PRE-REFLECTION</b>			
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?	The inequity/disparity we are working on is racial disproportionality in out of school suspensions between Black students and White students. In the 2017-18 school year, Black students (compared to White students) were suspended at an almost 4:1 rate in the high school and 11:1 rate in the middle school.	<ol style="list-style-type: none"> <li>1. Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</li> <li>2. Identified issue is somewhat relevant to school</li> <li>3. Identifies meaningful inequity that is very relevant to school.</li> </ol>
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>JCPS Data Management Center (DMC)-Equity Scorecard</p> <p>Racial disproportionality in suspensions (2016-17)</p> <p style="text-align: center;">High School <span style="float: right;">Middle School</span></p>	<ol style="list-style-type: none"> <li>1. Insufficient data to define inequity.</li> <li>2. Need more or more reliable or valid data to define inequity.</li> </ol>

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<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</p>	<p>S.- Decrease racial disproportionality in discipline suspensions between Black and White students. M.- Monthly behavior data checks for progress</p>	<p>1. Identified long-term outcome is irrelevant to school,</p>																																																																		

	<p>below). For example, your strategy may 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 long-term outcome would be to improve KPREP scores among Black students, by increasing enrollment in G&amp;T programming among Black students</p>	<p>A.- 7 steps listed in <i>Strategies</i>  R.- Racial inequity in behavior data  T.- August-May 2018-2019</p>	<p>or no long-term outcome identified.</p> <ol style="list-style-type: none"> <li>2. Long-term outcome is acceptable, feasible, and relevant to school.</li> <li>3. 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.</li> </ol>
<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>As a priority school, challenges to recruiting qualified applicants who best represent the school's student population has historically been a barrier. Teacher attrition perpetuates the inability to maintain a positive climate and culture. The lack of sustainable positive climate and culture fosters exclusive discipline practices resulting in disproportionate discipline referrals.</p>	<ol style="list-style-type: none"> <li>1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</li> <li>2. Response indicates some reflection of root causes.</li> <li>3. Response demonstrates extensive and insightful reflection</li> </ol>

			on root causes of observed racial inequities.
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.	<ol style="list-style-type: none"> <li>1. Implement tier 1 culturally responsive PBIS/restorative practices</li> <li>2. Implement tier 2 restorative groups, advisory and mentoring</li> <li>3. Implement system for teacher and student recognitions and celebrations (HERO system)</li> <li>4. Implement progress monitoring through walkthroughs, surveys, referral data</li> <li>5. Provide ongoing PBIS/Restorative practices professional learning</li> <li>6. Communicate periodic checks with stakeholders</li> <li>7. Posted behavior expectations-visuals and signs in classrooms and common areas</li> </ol>	<ol style="list-style-type: none"> <li>8. Response demonstrates little research into best practices.</li> <li>9. Some evidence that research conducted, but more needed.</li> <li>10. Response suggests careful consideration of best practices and reflective insight into practices.</li> </ol>

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>	<p>The aforementioned seven steps are identified to drive improvement through culturally responsive PBIS and Restorative Practices. Culturally responsive PBIS and Restorative Practices are research-based and specifically proven to address racialized disparities in urban school discipline.</p> <p>S.- Decrease racial disproportionality in discipline suspensions between Black and White students.  M.- Quarterly behavior data checks for progress  A.- 7 steps listed in <i>Strategies</i>  R.- Racial inequity in behavior data  T.- August-May 2018-2019</p>	<ol style="list-style-type: none"> <li>1. Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</li> <li>2. Plan addresses inequity identified above, but needs more development.</li> <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</p>	<ol style="list-style-type: none"> <li>1. School Referral Data,</li> <li>2. School Suspension Data,</li> <li>3. School Behavior Contracts,</li> </ol>	<ol style="list-style-type: none"> <li>5. It is unclear how data will track progress.</li> <li>6. Data identified to track</li> </ol>

	<p>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>	<h3>4. Stakeholder Surveys</h3>	<p>progress are not most appropriate. A better data source is available.</p> <p>7. Progress will be reliably and validly measured with identified data.</p>																								
<p>8. Timeline</p>	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p><b>Progress updates- monthly reporting of behavior referrals for out of school suspensions, through Leadership Team meetings for analysis and planning/plan adjustments</b></p> <p>The data we will review reflect the most common areas of suspendable offenses for our school, both middle and high: failure to respond, profanity/vulgarity toward staff, and fighting.</p> <table border="1" data-bbox="640 755 1455 1421"> <thead> <tr> <th data-bbox="640 755 898 787"><b>August (1st pupil month)</b></th> <th data-bbox="898 755 1066 787"><b>September</b></th> <th data-bbox="1066 755 1226 787"><b>October</b></th> <th data-bbox="1226 755 1455 787"><b>November</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="640 787 898 901">           2017 Failure to respond: 15.8%         </td> <td data-bbox="898 787 1066 901">           Young's Student Leadership Groups         </td> <td data-bbox="1066 787 1226 901">           PD for staff on Culturally Responsive Practices         </td> <td data-bbox="1226 787 1455 901"></td> </tr> <tr> <td data-bbox="640 901 898 1063">           2018 Failure to respond: 6 students, 33% Black boys, 33% White girls, 33% White boys         </td> <td data-bbox="898 901 1066 1063">           Elsner's boys YSC Girls Groups         </td> <td data-bbox="1066 901 1226 1063">           -Culturally Responsive PBIS by Success Coach in Academy Meetings         </td> <td data-bbox="1226 901 1455 1063"></td> </tr> <tr> <td data-bbox="640 1063 898 1177">           2017 Profanity &amp; Vulgarity towards staff: 20.9%         </td> <td data-bbox="898 1063 1066 1177">           Advisory Girls Group         </td> <td data-bbox="1066 1063 1226 1177"></td> <td data-bbox="1226 1063 1455 1177"></td> </tr> <tr> <td data-bbox="640 1177 898 1372">           2018-Profanity &amp; Vulgarity towards staff: 7 students, 43% Black boys, 14% White girls, 43% White boys         </td> <td data-bbox="898 1177 1066 1372">           Individual counselor support MOQ Girls of Color         </td> <td data-bbox="1066 1177 1226 1372"></td> <td data-bbox="1226 1177 1455 1372"></td> </tr> <tr> <td data-bbox="640 1372 898 1421">           2017 Fighting:- 4         </td> <td data-bbox="898 1372 1066 1421"></td> <td data-bbox="1066 1372 1226 1421"></td> <td data-bbox="1226 1372 1455 1421"></td> </tr> </tbody> </table>	<b>August (1st pupil month)</b>	<b>September</b>	<b>October</b>	<b>November</b>	2017 Failure to respond: 15.8%	Young's Student Leadership Groups	PD for staff on Culturally Responsive Practices		2018 Failure to respond: 6 students, 33% Black boys, 33% White girls, 33% White boys	Elsner's boys YSC Girls Groups	-Culturally Responsive PBIS by Success Coach in Academy Meetings		2017 Profanity & Vulgarity towards staff: 20.9%	Advisory Girls Group			2018-Profanity & Vulgarity towards staff: 7 students, 43% Black boys, 14% White girls, 43% White boys	Individual counselor support MOQ Girls of Color			2017 Fighting:- 4				<ol style="list-style-type: none"> <li>1. Timeline is unacceptable (unattainable or not aggressive enough).</li> <li>2. Timeline is somewhat appropriate.</li> <li>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.</li> </ol>
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		<p>students</p> <p>2018 Fighting -16 students, 12.5% Black girls, 43% Black boys, 31.3% White boys, 12.5% other girls</p>			
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?	The leadership team will ensure school-wide progress in increasing positive climate and culture to reduce behavior referrals.	1. No responsible individual or group identified, or identified party is inappropriate or unreliable.	2. Responsible party is somewhat acceptable.	3. Responsible party will reliably enforce timeline and ensure progress is made.
10. Stakeholder engagement and relationship building	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.	<ol style="list-style-type: none"> <li>1. Principals</li> <li>2. Counselors</li> <li>3. Teachers</li> <li>4. Support staff</li> <li>5. Student Behavior Support Advisory Council</li> <li>6. Parents/Guardians</li> <li>7. PBIS/RP specialists, toolkits</li> <li>8. DEP specialist</li> <li>9. MTSS specialists, toolkits</li> <li>10. Community agencies</li> </ol> <p>-collaboratively cultivating PBIS and Restorative Practices</p>	11. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.	12. Some stakeholders have been engaged or have been thoughtfully considered for future engagement.	13. All stakeholders have been included, and relationship

		<p style="text-align: center;">Leadership Team: Reviewed 8/27 Academy Teams: Reviewed 8/29</p>	<p style="text-align: center;">building has been sufficiently considered.</p>
<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>	<ol style="list-style-type: none"> <li>1. Teacher experience with personal triggers</li> <li>2. Teacher experience with student de escalation</li> <li>3. Teacher experience with positive reinforcement</li> <li>4. Teacher experience with restorative practices</li> <li>5. Administration experience with personal triggers</li> <li>6. Administration experience with student de escalation</li> <li>7. Administration experience with positive reinforcement</li> <li>8. Administration experience with restorative practices</li> <li>9. Inconsistent school-wide expectations</li> <li>10. Inconsistent classroom expectations</li> <li>11. Inconsistent SRT practices</li> <li>12. Lack of proactive communication with stakeholders</li> <li>13. Lack of proactive stakeholder inclusion in decision making</li> <li>14. Lack of proactive teacher support in positive classroom management</li> </ol> <p>Training on school-wide PBIS plan, Restorative Practices and classroom management planning..</p>	<ol style="list-style-type: none"> <li>1. Anticipation of potential challenges is not sufficiently developed.</li> <li>2. Anticipation of potential threats is somewhat developed, but needs more depth.</li> <li>3. Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</li> </ol>
<p>12. Budget</p>	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>Peace Education for conflict resolution training to address behavior de escalation. Strategies to support de escalation is preventative deterrent for behavior referrals.</p> <p>We are in the process of applying for the racial equity mini-grant.</p>	<ol style="list-style-type: none"> <li>1. Budget is insufficient to meet demands of strategy.</li> <li>2. Budget modification is acceptable but needs some improvements.</li> <li>3. Budget modification provides sufficient resources to implement strategy.</li> </ol>



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.	Students are resolving conflicts without being escalated. Teachers are implementing culturally responsive PBIS and restorative practices to build classroom communities. Administration and support staff are supporting and reinforcing classrooms and school community. Student belonging will increase and student ownership of classroom community will be established.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Behavior referrals of Black students have increased in comparison to previous school year