

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Atherton High School
Principal:	Thomas Aberli

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?	The Atherton Racial Equity Plan for 2018-2019 will focus on: (a) behavior incidents/infractions/dispositions and (b) students having a sense of belonging and relationships with their teachers and counselors.	<ol style="list-style-type: none"> 1. Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school. 2. Identified issue is somewhat relevant to school 3. Identifies meaningful inequity that is very relevant to school.
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.	Behavior data indicated behavior events and suspensions were disproportionate across racial lines. Additionally, the Comprehensive School Survey indicated African American students, especially African American female students, lacked a sense of belonging at Atherton and felt their teachers cared about them and they could approach their counselors at a lower level than white students.	<ol style="list-style-type: none"> 1. Insufficient data to define inequity. 2. Need more or more reliable or valid data to define inequity. 3. Data clearly highlight inequity that will be addressed through

		<p>Need to gather more information from African American females regarding sense of belongingness. Will conduct focus group interviews including Aspire Higher and Phenomenal Women (support groups for African American females organized by the Youth Services Center). Use Racial Equity Assessment Protocol and student feedback to identify any policies, procedures or practices that need to be modified.</p>	<p>strategy.</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>Long term outcomes include lowering behavior and suspension events of African American students to parallel their representation of the school population.</p> <p>Also, increasing the sense of belonging and belief teachers and counselors care for them for African American students, especially African American females.</p>	<ol style="list-style-type: none"> 1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified. 2. Long-term outcome is acceptable, feasible, and relevant to school. 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.
<p>4. What historical or current practices or procedures</p>	<p>Reflect on historical occurrences in your school, department, district, or community that have improved or</p>	<p>For the previous school year, African American students represented 52% of all students suspended but were only 20.5% of the school's population. The CSS showed African</p>	<ol style="list-style-type: none"> 1. Response shows minimal reflection of occurrences that may have

<p>have caused or perpetuated the disparities or inequities you are addressing?</p>	<p>worsened inequities</p> <p>Consider and discuss how you can use the REAP to reflect.</p>	<p>American females believed they could talk to their counselor at a 6% lower rate than all students, and African American males felt their teachers cared about them at a 9% lower rate than all students. African American female students also felt they were a part of the school community 6% lower than all students.</p>	<p>contributed to observed racial inequities.</p> <ol style="list-style-type: none"> 2. Response indicates some reflection of root causes. 3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.
<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>Atherton is developing a PBIS plan to address student behavior intervention and positive recognition. Additionally, the Racial Equity Committee is gathering relationship- building best practices to work with teachers. Focus group interviews with students will drive the work to monitor progress and student perception of the school and the inequities they perceive. Administrative staff will participate in training offered by the Office of Equity & Diversity regarding supports for African-American females. School has organized several group supports for African Americans including Phenomenal Women, Men of Quality, Aspire Higher (for AA in advanced courses), HYPE (Helping Youth Perform Exceptionally, a "big brother/sister" support system for freshmen), Still I Rise (self-esteem group for AA girls), Making a Difference (self-esteem group for boys), Green Dot, Step Team, Black Student Union and more.</p>	<ol style="list-style-type: none"> 1. Response demonstrates little research into best practices. 2. Some evidence that research conducted, but more needed. 3. Response suggests careful consideration of best practices and reflective insight into practices.

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>	<ol style="list-style-type: none"> 1. Behavior: Develop and train teachers on PBIS model to reduce behavior events. Conduct PD to assist teachers with understanding the different needs of different students. 2. Belonging: The REP Committee is developing a toolbox for relationship building strategies for teachers to use for their students. A program to better advertise and make club participation available to all students will commence with the means to combat barriers to participation including transportation home. Other means to engage families of color will be developed throughout the school year. 	<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>Behavior data, qualitative data from focus group and individual student interviews, CCS data at the end of the year.</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.

			<ol style="list-style-type: none"> 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>Behavior data will be tracked weekly by administration and monthly by a PBIS team.</p> <p>Focus group interview data for sense of belonging will be tracked monthly by Youth Services Center to identify areas for continuous improvement and monitor progress. Feedback will be reported to the PBIS team and administration.</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.
9. Responsible individuals or group.	<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>Julie Chancellor is the REP administrator and a committee is established.</p> <p>A PBIS team teacher leader will be identified as well as inclusion of the Youth Services Coordinator to drive REP monitoring and effectiveness.</p> <p>Julie Chancellor in conjunction with Tom Aberli will report data to the assistant superintendent.</p>	<ol style="list-style-type: none"> 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	<p>What stakeholders (e.g., parents, business, students, JCPD 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</p>	<p>Teachers have been engaged in collaboration via whole-school PBIS foundational work (September) and invitation to participate in REP committee and PBIS team.</p> <p>Students will be involved through focus</p>	<ol style="list-style-type: none"> 1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.

	with your plan? Explain.	<p>group interviews and the Principal's Advisory Committee.</p> <p>Parents will be involved through SBDM; we will explore additional forums for parent input and feedback including surveys and special events.</p> <p>We need to explore opportunities for community engagement.</p>	<ol style="list-style-type: none"> 2. Some stakeholders have been engaged or have been thoughtfully considered for future engagement. 3. All stakeholders have been included, and relationship building has been sufficiently considered.
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>Atherton has not implemented PBIS in the past, so this is a great opportunity to start anew. However, as with any new initiative, confusion could exist which could lead to some push back from teachers. This should mitigate with PD and greater exposure/development of the program.</p> <p>The REP and PBIS Committees will be the ambassadors to the rest of the faculty as to the importance and impact of these programs. Needed PD will be determined in conjunction with the school and district, but should include Cultural Proficiency and Implicit Bias offered by JCPS. School will utilize Resource Teacher for Equity & Diversity as appropriate.</p>	<ol style="list-style-type: none"> 1. Anticipation of potential challenges is not sufficiently developed. 2. Anticipation of potential threats is somewhat developed, but needs more depth. 3. Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total	The budget will be modified as needed, but at this point, there should be minimal	<ol style="list-style-type: none"> 1. Budget is insufficient to meet demands of strategy.

	budget will not change.	additional expenses.	<ol style="list-style-type: none"> 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.	Our plan will be fully implemented after focus groups have met, the data collected from these meetings analyzed, and changes made to address inequities. Areas such as school dress code, student sense of belonging, and feeling connected to both school and the people in it will increase. Atherton wants all of our students to love school, feel like they are a vital part of our community, and take pride in being an Atherton student. Greater inclusion in all areas and with all student groups will demonstrate our program's success.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	We will know our program is not working if students continue to state they do not feel connected to Atherton. Also, if behavior disproportionality persists we will know our plan is not effective. Participation in extracurricular programs including sports and clubs needs to reflect the ethnic diversity of our school.