TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Atkinson Academy
Principal:	Dr. Stephanie Nutter

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?	Page 11 of the Racial Equity Principal Handbook list school culture and climate as one of the 5 tenets of the racial equity policy. Our CSS scores show that Black males have the lowest sense of belonging score of all sub groups. This shows that we need to work on the culture of belonging for our Black males.	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.	The data below is from the 2017-18 CSS. The questions are both in the school belonging section of the survey I feel like I am part of my school community. BM 75.61 agree WM 80.95 I am very satisfied with my school. BM 70.73 agree WM 86.94	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 strategy.
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	We will address the racial inequity of Black males who feel like they do not belong in our school and decrease suspensions.	1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified.

	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	Our long term goal is to improve attendance and the disproportionality of the suspension data for our Black males. In the 17-18 school year 25% of our chronic absentee (17 or more days missed) students were Black males. We also have a 5.166 risk ratio in disciplinary removals as identified by KDE in the Significant Disproportionality Projections using the 16-17 school data. We believe an improved sense of belonging will impact attendance and the disproportionality of our suspension data.	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.*
4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you are addressing?	Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities Consider and discuss how you can use the REAP to reflect.	We believe the following have perpetuated the disparities in the sense of belonging scores of our Black male students: ● Not having the opportunity to hire staff that represents our population ● Lack of activities that represent/celebrate cultural differences ● Under identifying Black males for leadership roles within school wide programs ● Underutilizing opportunities for student voice	1. *Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.* 2. *Response indicates some reflection of root causes.* 3. *Response demonstrates extensive and insightful reflection 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.	● PBIS strategies: implement classroom routines, teach and reinforce classroom expectations, engage students, respond to problem behavior, use brief error correction, recognise expected behaviors often ● The Leader in Me program: This program is a study of Dr. Covey's 7 Habits of Highly Effective People. It is a whole school transformation process that teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader ● To create a system of professional development for staff that builds the essential elements of cultural competence. We will begin by addressing the following areas:	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.*

		- Value Diversity (Name the differences): celebrate the presence of all people, recognize differences as diversity, accept that all cultures finds some values/behaviors more important than others. - Manage the dynamics of difference (Frame the conflicts caused by differences): learn strategies to solve conflict among people whose cultural backgrounds differ, understand the effects of historical distrust on present day, ;earn about how learned expectations may cause us to misjudge others - Complete Resource G activities from the book <u>Cultural Proficiency: A Manual for School Leaders</u> (3rd edition) by Lindsey, Robins, and Terrell	

PLAN IMPLEMENTATION			
Topic	Directions	Notes	Score (circle score)
6. Describe your plan.	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. 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 *data and clear metrics for accountability* and include *inclusive input* from families, teachers, etc.	Our plan is divided into a two prong approach. The first prong is to provide staff professional development around the essential elements of cultural competency using the following resources: ● Resource G activities from the book <u>Cultural Proficiency: A Manual for School Leaders</u> (3rd edition) by Lindsey, Robins, and Terrell ● We will contact the Department of Equity and Diversity to schedule training around the essential elements ● We will encourage our staff to attend the PD sessions listed on the DEP's JCPS website ● SBDM Members will be attending The second prong is to build a sense of belonging for our students. ● We are a Leader In Me school and are fully implementing The Leader in Me program schoolwide. The program was recently recognized by CASEL as an evidence based social emotional learning program	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 .*

		- Our behavior coach will begin a "Gentlemen's Club" for 4th and 5th grade boys who frequently receive behavior referrals. Meetings will be on Monday and Thursday and focus on social and life skills. - Our Student Learning action team will be tasked with incorporating events that celebrate all cultures. Events will take place from October to April. - Our SRT is made up of the certified behavior coach, FRYSC coordinator, counselor, mental health counselor, assistant principal and principal. The certified behavior coaches are first responders when teachers call for assistance. When the team responds class removal is not an option unless the student is violent or extremely disruptive. The objective of our responders is to keep students in class. Our PAC room will only be utilized in extreme cases. When an SRT is called parent contact is made, if students are removed they are returned to class as quickly as possible, the student as a debrief with the teacher and then begins to work again. The	

		SRT team meets every Tuesday to analysis data and put plans into place for Tier I, II, and III students and classrooms including SRT team support for teacher growth. ● We conduct a school wide morning meeting each day allowing students to take on leadership roles and lead the meeting. ● We will create a student lighthouse team with a membership that mirrors our school population. The lighthouse team will serve as a student advisory board ● We will create 3rd, 4th, and 5th grade AP classes taking steps to identify underidentified populations. We will work towards the class mirroring the demographics of our student population ● We will conduct before school home visits which will include the classroom teacher and the FRC or the guidance counselor	
7. Data tracking	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.	We will use the following data to track the progress of our plan: ● The monthly Snapshot Report ● Our SRT tracking data ● Monthly attendance reports	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.* 3. *Progress will be reliably and validly*

		● The CSS ● The DMC	*measured with identified data.*
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	We will report our data monthly on the Snapshot report.	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.	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 principal and assistant principal will be primarily responsible for ensuring the plan is implemented fully. The SRT team will track data wit the principal reporting the data to the assistant superintendent.	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.	● SBDM Council ● Parents and guardians ● SRT Team ● Lighthouse Team ● Joe Leffert, Zone 3 Assistant Superintendent ● Dr. John Marshall, Chief Equity Officer, for DEP PD opportunities for staff ● DEP Resource Teacher ● Student Lighthouse Team	1. *Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.* 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	What hurdles or conflicts do you anticipate, and how will you address them? Are there logistical	Anticipated conflicts may be concerns from teachers, staff, or parents when	1. *Anticipation of potential challenges is not sufficiently developed.*

	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? What PD offerings will you need to ensure success?	students of color display behavior infractions in which they perceive a suspension may be warranted. They may not understand the need for proactive supports and interventions in order to eliminate racial disparity in suspensions. Another barrier is the view of the importance of school which has historically been low in the neighborhood in which we serve which leads to low attendance. PD on the elements of cultural competence, student voice, and PBIS strategies -	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 budget will not change.	Our budget will not need to be modified as we have budgeted for PD stipends and materials. We also need our budget to remain the same to avoid losing the behavior and academic supports that will allow us to implement the plan. If our budget is reduced in future years we will not be able to implement the plan.	1. *Budget is insufficient to meet demands of strategy.* 2. *Budget modification is acceptable but needs some improvements.* 3. *Budget modification provides sufficient resources to implement strategy.*

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 the following occurs: ● Attendance of Black males increases ● Achievement increases ● Suspensions of Black males decrease ● Our staff has attended training contained in the plan
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	We will know if we need adjustments by analyzing the attendance and suspension data.