

## TEMPLATE AND RUBRIC

### Racial Equity Improvement Plan Development Tool

School:	Breckinridge-Franklin Elementary
Principal:	Cathy C. Bosemer

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?	<ol style="list-style-type: none"> <li>Racial disproportionality in suspensions</li> <li>Racial disparities in academic achievement</li> </ol> <p>The racial disparity that Breckinridge-Franklin Elementary will intentionally address is the disproportionality in suspensions of Black males while increasing academic achievement.</p>	<ol style="list-style-type: none"> <li>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</li> <li>Identified issue is somewhat relevant to school</li> <li>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.	Our School Equity Scorecard demonstrates that suspension rates are 13.1 in Black students, compared to 2.5 in white students. Our IC data tells us we have a few students who have been suspended multiple times. For Black males there were 74 incidents involving 24 individual students. According to our Safe Schools Report, of the total 111 suspensions for the 2017-2018 School Year, 99 were Black, and of those, 74 were Black males. Academically, Black students are at 29.5% Proficient or Distinguished for Literacy, while white students are 45.8% Proficient or Distinguished for Literacy.	<ol style="list-style-type: none"> <li>Insufficient data to define inequity.</li> <li>Need more or more reliable or valid data to define inequity.</li> <li>Data clearly highlight inequity that will be addressed through strategy.</li> </ol>
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	We want to reduce the overall rate of suspensions while increasing academic achievement in Black students. To increase the number of GT Black students in grades 1 and 2 through triangulation of data	<ol style="list-style-type: none"> <li>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</li> <li>Long-term outcome is acceptable,</li> </ol>

	<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>(MAP, teacher recommendations, DRA, PAT). In grades 4 and 5 we will also use Proficiency District Common Assessment scores. Decreasing the number of suspensions will simultaneously increase academic achievement among Black males.</p>	<p><i>feasible, and relevant to school.</i></p> <p>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>
<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>Over the years, there has been an increase in student behaviors among Black students, specifically males. While there has been only a slight increase in the Black population, we have had an increase in students requiring mental health services and students with disabilities. We did not have ABRI (now LINK) until the 2017-2018 School Year; therefore we are in the beginning stages. We have implemented PATHS, a Social Emotional Learning Curriculum, and have added another Centerstone School-Based Therapist full time. We have had an increase in CPS calls for failure of parents to agree to a Mobile Assessment. We meet with teachers who have multiple Support Team calls to offer strategies and supports. Behavior Coach monitors interventions with Support Staff. REAP will be used in Leadership Meetings, Behavior Meetings, ILT, and SBDM to measure the adequacy and thoroughness of the plan to ensure a decrease in</p>	<p>1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></p> <p>2. <i>Response indicates some reflection of root causes.</i></p> <p>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></p>

		suspensions and an increase in academic achievement of Black males.	
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.	<p>Support Team responds to Level 3 behaviors and we will be implementing Restorative Practices instead of suspension. As a first step, the support team “pushes in” to the classroom while the teacher takes the student in the hallway to deescalate and get him/her back on task. We are developing the PAC room into a Behavior Academy for social skills and lunch detention for certain offenses, where students learn replacement strategies. We have an intentional focus on improving Tier 1 instruction and are working with the MTSS Academic Team to implement Toolkit #1, Teacher Clarity. This will raise the level of expectations for all students and help build teacher-student relationships. We will also utilize Centerstone, Coping Skills Choices, preferential seating, consistent routines, student choice and pacing. We will be utilizing the MTSS Behavior Team and our BCBA support person for individual students. The implementation of social skills lessons and reflections help students understand their unacceptable behavior, take responsibility for their actions, repair the harmful behavior and future social strategies for replacement of inappropriate behaviors. We use Fundamental 5 Powerwalks for building teacher capacity; Lexia, Dreambox, and SOAR interventions built in during the school day for academic interventions; positive behavior rewards and incentives, GT Cluster Grouping, PATHS, Kagan, and cool down mats, help to deter chronic behaviors.</p>	<ol style="list-style-type: none"> <li>1. <i>Response demonstrates little research into best practices.</i></li> <li>2. <i>Some evidence that research conducted, but more needed.</i></li> <li>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></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>By the end of the year, 70% of our staff will have received at least four hours of PD in Restorative Practices through PATHS curriculum and implementation, which they will share and practice with the rest of the faculty. In faculty meetings, we will endorse peer learning. Teachers who received formal PD will train the rest of our staff on how Restorative Practices through PATHS strategies are proven to improve behavior and engagement. Not suspending students, but rather implementing replacement behavior strategies, will build relationships between staff and students and staff and parents. The hope is to see fewer repeat behavior referrals due to students using alternatives such as researching bullying and tolerance, writing apology letters, and reflecting on</p>	<ol style="list-style-type: none"> <li>1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i></li> <li>2. <i>Plan addresses inequity identified above, but needs more development.</i></li> <li>3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i></li> </ol>

		<p>behaviors for earning back privileges. We will utilize the book <i>Don't Suspend Me</i> by Hannigan with the Support Staff to guide us in best practices for alternatives to suspension. Our Behavior Academy, formally PAC Room, will become a learning place where Restorative Practices and Reflections are utilized. Much of this will be during the students' lunch time.</p>	
<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>	<p>We will use the annual Comprehensive School Survey (as reported on the Equity Scorecard) to see if students report feeling a sense of belonging at school. This survey is only administered once per year, so we will use behavior referrals and logins of Support Team calls to track our progress. We anticipate that as our teachers become more invested in Restorative Practices and PATHS Curriculum, we will see an increase in students reporting a high sense of belonging and</p>	<ol style="list-style-type: none"> <li>1. <i>It is unclear how data will track progress.</i></li> <li>2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i></li> <li>3. <i>Progress will be reliably and validly measured with identified data.</i></li> </ol>

		we will eventually see a reduction on behavior referrals and thus suspensions.	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	We will report suspension data every 4 weeks as required by the district. Every 2 weeks, AP and Behavior Coach will talk face to face with teachers regarding Support Team calls and progress on individual students. Teachers will discuss with the team strategies and Behavior Plan to help with student success. CSS data will be reported one time when results are released in the spring.	<ol style="list-style-type: none"> <li>1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i></li> <li>2. <i>Timeline is somewhat appropriate.</i></li> <li>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></li> </ol>
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 (principal, counselor, assistant principal, Behavior Coach, FRC, MTSS Resource Teacher, and GCC) will be the lead staff for implementing our school plan. The assistant principal will ensure the plan is fully implemented with fidelity and report the data to the assistant superintendent. They will work closely with the Behavior Coach and the	<ol style="list-style-type: none"> <li>1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i></li> <li>2. <i>Responsible party is somewhat acceptable.</i></li> <li>3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i></li> </ol>

		<p>Success Coach to track behavior referrals in Infinite Campus. MTSS data will be tracked by the MTSS Lead for academics and behaviors, and the GCC for GT Cluster Grouping. They will also facilitate PLCs that focus on Restorative Practices which will be led by trained teachers. Project LINK will help to support tiered academic and behavior needs, as well as MTSS academic and behavior support persons.</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>	<p>We have met with, and will continue our work with, such groups as MTSS Support Team Academic (D. Doelling), MTSS Support Behavior (P. Shelton), LINK Team (S. Frey), BCBA Support Person (M. Stephens), DEP office for bias training (L. Moore), Culture and Climate Support Person (S. Frey), SEL Trauma Informed Care Support Person (C. Johnson), to design a PD yearlong plan that focuses on practices that improve a sense</p>	<ol style="list-style-type: none"> <li>1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></li> <li>2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i></li> <li>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></li> </ol>

		<p>of belonging for students and staff and follow our North Star of <b><i>We Guarantee a Safe Learning Environment For ALL Students and Staff.</i></b> This means students and staff are physically safe in the building and students are also safe to take academic risks, ask questions, and make comments at all school related events. We will work with the DEP to train the staff in biases and provide opportunities for restorative practices. We will continue our partnership with WHAS 11 and Northeast Christian Church. Our parents will continue to participate in Prime Time Reading Program, Literacy Night, musicals and Art Night.</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>	<p>We anticipate the biggest challenge will be to sustain the protocol of the teacher stepping out of class to speak to the student, rather than the Support Team removing the student from the classroom. The new protocol allows for</p>	<ol style="list-style-type: none"> <li>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></li> <li>2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i></li> <li>3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i></li> </ol>

		<p>Support Staff to step into the classroom while the teacher pulls the student out to address the behaviors and get the student back in class instead of the student being removed and taken away to a room with Support Team. We also anticipate challenges with new teacher understanding of level behaviors and Support Team calls. We will continue our work with all our Support Persons above. PD will be implemented by SEL, MTSS, and DEP trained teachers to ensure equity. Also a challenge is that our SUCCESS Coach is still injured from an incident last school year, and has not returned to work this school year.</p>	
<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>We will flex Behavior Coaches' hours and responsibilities for the implementation of Restorative Practices. This would be to create a system designed to support alternative discipline and redesign social lessons to include ways to</p>	<ol style="list-style-type: none"> <li>1. <i>Budget is insufficient to meet demands of strategy.</i></li> <li>2. <i>Budget modification is acceptable but needs some improvements.</i></li> <li>3. <i>Budget modification provides sufficient resources to implement strategy.</i></li> </ol>

		reach and teach males of color. PD and PLC will include a rotation of systems that include MTSS academics and behavior. Continue to work with our assigned Equity & Inclusion Resource Teacher from the DEP Office and train teachers in understanding biases. Going 1 to 1 with Chromebooks in Grades 3-5 will help with students Backpack of Success Skills to produce and upload quality work artifacts. This promotes equity.	
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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.	When our plan is running successfully, we envision staff meetings where our faculty are engaged in discussion of what some of our teachers have recently learned at PDs. Our PLCs will always be through the lens of Racial Equity and Restorative Practices using the REAP. We will see changes in student attitudes toward teachers that mirror the improvement in attitude of faculty toward students. We anticipate some struggles, but we also believe that Restorative Practices implementation will change behaviors and academics. Our teachers will feel empowered in their teaching because students will understand that reflective practices cause change.

14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If the faculty is feeling overwhelmed, we will need to revisit our plan and its implementation, bringing all stakeholders to the table. If we find behavior referrals increasing or academics decreasing or not changing, we will need to revisit our plan and bring all stakeholders to the table.
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