



## TEMPLATE AND RUBRIC

### Racial Equity Improvement Plan Development Tool

### Breckinridge Metropolitan High School 2018-2019

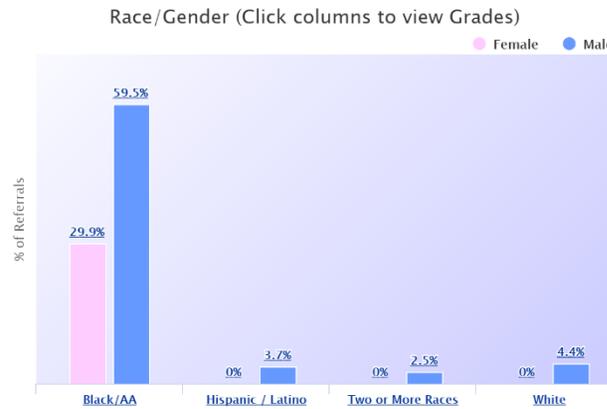


PRE-REFLECTION			
Topic	Directions	NOTES	SCORE (Circle Score)
1. What is the racial inequity you are going to address with your Racial Equity Improvement Strategy?	Specifically, what is the racial disparity that will be intentionally addressed in your school this year?	The targeted areas of the racial equity plan in reducing the <i>racial disproportionalities in suspensions</i> and reducing the <i>racial disproportionalities in the sense of belonging</i> .	<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.	Data on <i>racial disproportionalities in suspensions</i> is coming primarily from IC and the Data Management Center (DMC). When isolating behavior for suspensions only for the 2017-2018 year, the DMC stated that 59.5% of all suspensions were for African-American males.	<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> <li>3. Data clearly highlight inequity that will be addressed through strategy.</li> </ol>

This is corroborated by the Data Books and School Report Cards.

Data on racial disproportionalities in the sense of belonging is originating from several sources

including the CSS and the results of the KDE audit in the Spring of 2018. The audit reported that students correlated a sense of hopelessness with the school. When analyzing data from the CSS, several items were disconcerting. Specifically items relating to community, belongingness, and a caring environment stood out to the team as a necessity to address. See the table below (these items stem from 2018).



Constructs	High School Student Race: African American
Caring Environment	69.60
Overall satisfaction	36.40
School belonging	34.80

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

The school is working to create a learning environment where **all** students are (and feel as though) within a caring and supportive environment. Over the next few years, the school is expecting to see higher levels of engagement due to strategies that include incorporating inclusion and diversity in curriculum, creating a more reflective

1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified.

	<p>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>environment so that students see themselves as a part of the community and the work of the school, and adults learning from professional development on strategies to engage special populations, as well as the effects of implicit bias on educational practices. From this work, the school expects to see ripple effects in multiple areas, including both academic and non-academic indicators. Higher levels of engagement should result in higher attendance rates, fewer behavior referrals (including suspensions), higher graduation rates, and higher achievement scores across the boards.</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 the school is not an A1 school, nor is it a Jcps Choice School, the population of Breckinridge Metro is predominantly determined by behavior referrals from other high schools within Jcps or referrals from government agencies. The students ascertained to attend BMHS are determined by the district's Student Relations department. Systemic inequities of Jcps stemming from discipline policies of A1 schools have manifested themselves in the population of BMHS. For the past five years alone, the first week's enrollment for African-American males has been no lower than 52% of the overall population, sometime ranging as high as 72%. This obviously is not proportionate to the district's demographics for African-American males (18% for the 2017-18 school year). The school is currently sitting with a population of African-American males of 58%. As large as this demographic is however, does not justify the higher rate of behavior referrals/suspensions that this group has historically borne (currently 64.7% of suspensions). The school has historically operated under a zero-tolerance for behavior infractions with only basic behavior supports in place. The strategies the school has selected as a starting point to change these practices and add supports in order to begin to move the needle on the <i>racial disproportionalities in suspensions</i> and the <i>racial disproportionalities in the sense of belonging</i>.</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 on root causes of observed racial inequities.</li> </ol>

<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><i>Best Practices racial disproportionalities in suspensions include but are not limited to – PBIS programs, Student Voice initiatives, the end of zero tolerance policies, graduated discipline policies, disaggregating results by teacher specializations, disaggregating results by teachers, training on implicit bias, micro aggression, and the elimination of disproportionate removal to alternative programs.</i></p> <p><i>Best practices racial disproportionalities in the sense of belonging include but are not limited to – student engagement through the use of extra-curricular activities, parental involvement and input in decision-making, supports for student support groups, student surveys on their perspectives on climate, curriculum, and teacher quality, reflective and inclusive environments, expanding offerings of ethnic study courses, and restorative practices.</i></p> <p><i>*Best practices identified primarily from department of education and the Center to Advance Racial Equity.</i></p>	<ol style="list-style-type: none"> <li>1. Response demonstrates little research into best practices.</li> <li>2. Some evidence that research conducted, but more needed.</li> <li>3. Response suggests careful consideration of best practices and reflective insight into practices.</li> </ol>
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PLAN IMPLEMENTATION			
Topic	Directions	Notes	Score (circle score)

<p>6. Describe your plan.</p>	<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><b>Area 1.</b> Reducing the <i>racial disproportionalities in suspensions</i> – The school’s objective is to reduce the racial disproportionality in suspensions from 59.5% during the 2017-18 school to adequately reflect student demographics. BMHS is planning on utilizing multiple strategies in order to address the inequities relating to suspensions. They include use of <b>PBIS</b> to first expand the use of <i>positive reinforcement</i> throughout the school. PBIS will also investigate ways to reframe disciplinary actions beyond traditional “punishment.”</p> <p>The school will begin to <b>eliminate damaging implicit bias</b> among the adults. This will necessitate <b>outside supports</b> and <b>professional development</b>. Outside resources will include utilizing our Culture/Climate Resource Teacher from the district in order to provide supports. We will begin using resources through the Culture Proficiency text that was provided by the district. All staff will participate in implicit bias PDs and culturally-responsive teaching as a start. PD will continue throughout the academic year.</p> <p>The school will also be implementing a <b>post-suspension meeting</b> where every student is welcomed back to the school. The message will be that we see their <i>strengths and capacities</i>, and that they are not their behavior. Will include parental, student, and school input. The meeting will reflect back on the event, <i>identify strategies</i> that may have worked if utilized in order to avoid the event. A plan that plays to the student’s strengths will be implemented so that event/behavior is not repeated.</p> <p><b>Area 2.</b> Reducing the <i>racial disproportionalities in the sense of belonging</i> – In order to better foster a sense of belonging, the current <b>Advisory program</b> will be revamped; it will include restorative practices, social-emotional learning, and conferencing.</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>
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		<p><b>PBIS</b> will also implement methods to build <i>positive relationships</i> and <i>community-building</i> techniques. PBIS will also <i>monitor school culture and establish concrete plans</i> to make improvements at the school-level. They will also create tiered incentive programs to address attendance and engagement.</p> <p>Other methods to build community and increase a sense of belonging include creating explicit commitments to <b>student voice</b> and participation in decision making on issues that affect them; specifically this will occur through the creation of a <i>Principal's Student Advisory Board</i>. Another method for expanding on the participation in student voice is the creation of a <i>Student Voice Survey</i> that is more specific than the CSS and pertains to more personal issues and feedback than the district-wide survey.</p> <p>BMHS will also create <b>support groups</b> for students of color/student support networks. This will occur after a needs assessment is conducted but will include, but will not be limited to groups led by the school counselor, psychologist, mental health counselor, and some highly-engaging teachers. Groups will at times involve parental input.</p> <p>BMHS is also committed to creating a more <b>reflective and inclusive environment</b>. The school wants to ensure that students see themselves in a positive light throughout the building and in lessons and activities. Strategies will include, but are not limited to <i>diversifying the curriculum</i> to reflect student cultures; attached to this is building a <i>shared instructional library</i> of culturally responsive teaching approaches. The school is making a commitment to make visual changes to the school as well. All teachers will be expected to display up-to-date student work. The building is collaborating with materials production to create professional visual aids of student work AND students at work or engaged.</p>	
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		<p>The strategies listed above for both areas (1 and 2) are interconnected and will support each other. They will begin to address the <b>root causes</b> of <i>racial disproportionalities in suspensions</i> and the <i>racial disproportionalities in the sense of belonging</i>. These include the lack of strong, responsive relationships between students and the staff, and the implicit biases of adults along with microaggressions. Others include a lack of a sense of inclusiveness from the students due to lessons that are unengaging and lack culturally diverse materials, ideas, and perspectives. This frustration along with the fact that so many of the students have had little academic success (so many of them are behind in credits/benchmarks upon enrollment) lead to high levels of frustrations that manifest in negative behaviors. Also related to this is the sense that there is a lack of control and autonomy by the students which pushes them to “take back” their control often in very negative choices and behaviors.</p> <p>These strategies were chosen due to several constraints; mostly those outside the sphere of influence of the school. The school has no say in the students that are sent, nor does it have any influence in the discipline practices prior to their enrollment. But the areas that the school does have influence – such as incorporating student voice in curriculum, systems, culture – were identified and weighed as to monetary constraints and those of the nature of the school. While the school would like to increase the opportunities for ethnic study courses, at this time the staffing and scheduling restraints make that extremely difficult. Also, being a non-A1 school, there are no extra-curricular events and opportunities such as clubs and sports, so recruiting and promotions are a non-starter.</p>	
7. Data tracking	What are the data points you will use to track your progress? This can (and likely will) be different	<p>Systematic data –</p> <p>The school will utilize data from IC via the DMC regarding behavior</p>	<ol style="list-style-type: none"> <li>1. It is unclear how data will track progress.</li> <li>2. Data identified to track</li> </ol>

	<p>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>events, attendance rates, and restraints. CSS and Tell surveys will be one indicator regarding community and belonging.</p> <p>Internal data – The school will utilize data from school-created student voice surveys, parent surveys, participation/eligibility rates in incentives and recognition ceremonies, observational data collected by Principal Advisory Board members, Powerwalk instructional/classroom data, and an increase in scores school-wide behavior point sheets.</p>	<p>progress are not most appropriate. A better data source is available.</p> <ol style="list-style-type: none"> <li>3. Progress will be reliably and validly measured with identified data.</li> </ol>
8. Timeline	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>Area 1 – weekly monitoring will occur by administration; PBIS will monitor monthly</p> <p>Area 2 – PBIS will monitor monthly; student voice will be monitored three times a year; student board data will be reviewed once every six weeks; CSS will be taken once a year but will be reflected upon by all groups at meetings</p>	<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>
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>Tommy Moss – Principal Sara McCutcheon – Resource TBD – Goal Clarity Instructional Leadership Team</p>	<ol style="list-style-type: none"> <li>1. No responsible individual or group identified, or identified party is inappropriate or unreliable.</li> <li>2. Responsible party is somewhat acceptable.</li> <li>3. Responsible party will reliably enforce timeline and ensure progress is made.</li> </ol>

<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>At this time, <b>students</b> have been engaged via the first rounds of the student voice survey as well as the results stemming from the CSS. <b>Teachers</b> have been engaged via committee and faculty meetings. JCPS Central Office staff members (G. Baete, M. Ammerman) have reviewed initial actions and/or plans. We are still attempting to hire other staff members such as a mental health counselor and a FRYSC who we will onboard. The school has also been in contact with <b>organizations</b> such as Men of Quality and WOW in order to provide additional community support, but the school is still investigating additional partners as well. We are in high hopes that through the mental health and FRYSC, we will find new ways to help parents be a larger part of the process. Although 100% of <b>parents/guardians</b> attend a New Student Orientation, we value their input and hope to create more situations and opportunities for interactions.</p>	<ol style="list-style-type: none"> <li>1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</li> <li>2. Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</li> <li>3. All stakeholders have been included, and relationship building has been sufficiently considered.</li> </ol>
<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>The most urgent hurdle will be being able to engage with parents more; often financial, medical and job-related constraints create difficult situations for parents that block them from participating as fully as they would like. Hopefully technology can help increase participation via phone conferencing/facetime. Community partnerships have in the past been difficult to maintain, such as one with Relmage. Often scheduling conflicts, poor communications, last-minute events have forced the cancellation of sessions and events by the community partner.</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</p>	<p>The only major budget adjustment will be a shift funds in order to hire a mental health counselor. The school has also applied for a</p>	<ol style="list-style-type: none"> <li>1. Budget is insufficient to meet</li> </ol>

	implement your strategy? Assume your total budget will not change.	FRYSC grant.	demands of strategy. 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.	We imagine a school that as you walk the halls and peak into rooms, students are completely immersed in an activity. There will be lively, academic conversations taking place. Students will be able to talk about what they are learning and how it connects to them and their community. A first period Advisory class will have students positively discussing themselves and their futures both with each other and their Advisor. The walls will exhibit exemplars of student work and culturally diverse images that promote achievement and excellence. There will be far fewer (hopefully no) negative, physical interactions between students, leaving more time for administration to be instructional leaders and supports than dealing reactively to situations. More spaces will be filled with partners, groups, and parents.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If there is no change or an increase in the amount of behavior incidents, particularly those that result in suspensions, then the plans/strategies will need to be adjusted. This is a top priority. Student engagement and attendance must also increase; if it remains stagnant or the needle moves in the wrong direction, then we know that adjustments will have to be made as well.