

Cane Run Elementary
Racial Equity Improvement Plan
 Revised: 11/1/2018

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?	We will be addressing racial disparities in behavior events and suspensions.	<ol style="list-style-type: none"> 1. <i>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</i> 2. <i>Identified issue is somewhat relevant to school</i> 3. <i>Identifies meaningful inequity that is very relevant to school.</i>
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 nearly 7 times as high for Black students than for White students, Latinx students have a low rate of suspension. Black males are twice as likely to be suspended. Infinite Campus data tells us that we have a handful of students who have been suspended multiple times. Students with disabilities also have a high rate of suspension.	<ol style="list-style-type: none"> 1. <i>Insufficient data to define inequity.</i> 2. <i>Need more or more reliable or valid data to define inequity.</i> 3. <i>Data clearly highlight inequity that will be addressed through strategy.</i>
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 students in Gifted	<p>We believe that by implementing school-wide training on culturally responsive pedagogy, student engagement, and restorative practices, we will reduce repeated behavioral incidents, improve belonging, and lower suspensions.</p> <p>We want to reduce the overall rate of suspensions and behavioral incidents, while increasing the sense of belonging and reducing the disparity in suspension rates between students of color and White students.</p>	<ol style="list-style-type: none"> 1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i> 2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i> 3. <i>Identified long-term outcome is feasible given the inequity</i>

	<p>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><i>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 past year, Cane Run has had a high turnover in staff with the addition of 16 new staff in the building. Some other contributing factors are the 20% of chronically absent students and 20% of students receive mental health counseling services. We will continue to improve on creating a welcoming environment that allows students to engage in a healthy and inclusive culture in the classroom. We will improve the methods in which we interact with students to create a welcoming atmosphere. By improving the relationships with students and increasing student engagement, we will increase trust in the school. As a result, sense of belonging will increase and behavior incidents and suspensions will decrease.</p>	<ol style="list-style-type: none"> 1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i> 2. <i>Response indicates some reflection of root causes.</i> 3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i>
<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</p>	<ul style="list-style-type: none"> • We plan on implementing cultural proficiency PDs offered by DEP to benefit staff. • Staff has received PD on our new behavior plan developed by a committee of teachers and administrators. • We have identified a Climate and Culture Committee to analyze data by race. • We are beginning our pilot school year in implementing Restorative Practices. • JCPS's Social Emotional Learning Department will present intensive trauma-informed PD. The RT assigned to our school will work with teachers in classrooms three hours weekly. • We have engaged the services of our District MTSS resource staff to implement research-based services with our new teachers. 	<ol style="list-style-type: none"> 1. <i>Response demonstrates little research into best practices.</i> 2. <i>Some evidence that research conducted, but more needed.</i> 3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i>

	address the inequity you identified.		
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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 the 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 2018-19 school year, 100% of our staff will receive implicit bias training. We will employ both district and in-house resources to facilitate trainings. In addition, a school-wide PD plan will be implemented during faculty meetings. The plan will include restorative practices, social skills instruction, and behavior management/de-escalation strategies. Some of the PD will be conducted during PLC and faculty meeting time. We will improve our relationships with students and provide them with strategies to de-escalate behavior. Improved core instruction will also result in improved engagement. Improved communication between students and staff will promote trust and improved relationships. Additionally, the new school-wide plan implemented with fidelity will improve trust and thereby decrease behavior incidents and suspension. The plan includes school-wide expectations for behavior and management, PBIS and RP strategies, and progressive discipline.</p>	<ol style="list-style-type: none"> 1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i> 2. <i>Plan addresses inequity identified above, but needs more development.</i> 3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i>
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>We will use behavioral referrals and incidents to track our progress. Also, we will use the annual Comprehensive School Survey to see if students report a higher sense of belonging, caring environment, and an improved overall sense of satisfaction. We anticipate that as our teachers and administration implement our behavior plan and become more invested in culturally-responsive teaching, we will see an increase in sense of belonging and a reduction in behavior incidents (referrals)</p>	<ol style="list-style-type: none"> 1. <i>It is unclear how data will track progress.</i> 2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i> 3. <i>Progress will be reliably and validly measured with identified data.</i>

		and suspensions. Another result will be increased academic achievement. Plan implementation and evidence of use of restorative practices, trauma-informed strategies, and culturally responsive teaching strategies will be tracked via administrator walkthroughs, observations and lesson plan review.	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	We will review and report suspension and behavior incidents monthly. CSS data will be reported one time, in spring. PLCs will use REAP when reviewing data.	<ol style="list-style-type: none"> 1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i> 2. <i>Timeline is somewhat appropriate.</i> 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>
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?	Our school counselor, behavior coach and assistant principal will be the lead staff for implementing our school plan. They will be responsible for implementing the PD and will track referrals (incidents) in Infinite Campus.	<ol style="list-style-type: none"> 1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i> 2. <i>Responsible party is somewhat acceptable.</i> 3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i>
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.	Our classroom teachers will teach Tier 1 social skills lessons daily, and our behavior coach will implement additional social skills lessons for students who have incurred multiple behavior incidents. Our counselor will schedule family planning meetings as necessary, and our Mental Health Counselors will work with individuals and small groups to address specific concerns, such as anger management. We will work	<ol style="list-style-type: none"> 1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> 2. <i>Some stakeholders have been engaged or have been thoughtfully</i>

		<p>with district PBIS (MTSS) coaches, our SEL RT, and Diversity, Equity and Poverty to develop and design PD to improve teacher practices surrounding restorative practices, de-escalation techniques, and student sense of belonging.</p> <p>Our FRC has developed partnerships and community programs such as Peace Education and Mr. Peace to support conflict mediation with students. Our FRC has also developed a variety of afterschool programs such Environmental Club and a Girl Mentoring Group to build student self-esteem, promote a sense of belonging and build a sense of community.</p>	<p><i>considered for future engagement.</i></p> <p>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></p>
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>We anticipate the biggest challenge is the number of new staff in the building. The staff are still adapting to our new behavior plan and becoming familiar with our student population. We are in the beginning stages of implementation of Restorative Practices and are refining our Cultural Competence PD plan. All this will result in us establishing a school culture that embraces diversity.</p> <p>-</p>	<p>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></p> <p>2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i></p> <p>3. <i>Potential threats have been thoroughly considered, and a discussion of how these will be addressed is reasonable and logical.</i></p>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>We will reallocate monies from our General Budget & FRC to support training in cultural competence, restorative practices and Peace Education. We have also applied for a \$7,000 mini-grant to create diverse classroom libraries and to train teachers on the use of implementing engaging lessons with diverse texts.</p>	<p>1. <i>Budget is insufficient to meet demands of strategy.</i></p> <p>2. <i>Budget modification is acceptable but needs some improvements.</i></p> <p>3. <i>Budget modification provides sufficient resources to implement strategy.</i></p>

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 successful, our PLCs and staff meetings will focus on discussions of what cultural competent instruction looks like in the classroom. You will see a respectful environment between students/teachers, teachers/students, students/students, staff/families. There will be obstacles along the way, but we believe as a staff, we will persevere and achieve a successful implementation.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	We will revisit our plan as needed if behavior referrals and incidents increase.