TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	**Coleridge-Taylor Montessori Elementary School**
Principal:	**Dr. Marcia Carmichael-Murphy**

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 two racial inequities: **racial disproportionalities present between white and students of Color (specifically, Black and students who are "Two or More Races") present in referral data; and racial and gender disproportionalities present School Culture and Climate as measured by the CSS (constructs of Compassion, Voice, and Sense of Belonging) between all students and Black students and girls of all races.**	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.	CTM's Equity Scorecard and DMC data indicates several discipline disparities. In the first 2 months of school, 52 unique students were referred for office discipline (office referral) 159 times, with an average of 3 office referrals per student. This year CTM student demographics were 67.55% African American, 24.1% White, and 8.35% Other, and yet _91.9 % of office referrals were assigned to African American students_. African American males made up the greatest proportion of these referrals with 75.5% of the referred events, while African American females made up 16.4%. White students made up 0.6% (1 WM, 0 WF) of the referred events, while students with the racial designation of "Other" (Hispanic/Latinx, Asian, Two or More Races) made up 7.5 % of referred events. In this case, the students were Hispanic/Latinx and Two or More Races. Students of Color at CTM, overall, are about **9 times more likely than their white peers to receive office referrals which is a greater disparity than the district and national trend data**. Additionally, in the 2017 TELLKY Survey ,37% of staff indicated agreement that students at CTM "follow the rules of conduct" which was the	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.*

		lowest rate of agreement overall. This sentiment was corroborated in the Principal Selection Survey, where staff indicated the number one selection criteria for the next principal was discipline management. Based on the Comprehensive School Survey, white students have a lower average for the CSS construct of Compassion (WM 42.86, WF 45.83%) followed by Black females (56.9%). Overall, girls at CTM indicate that they lack Voice (WF 55.0, BF 59.26%). Students identified as Free/Reduced Meal recipients had **lower rates of agreement for all constructs**. African American students of both SES designations had lower rates of agreement than white peers in the construct of Overall Satisfaction. Based on these areas disproportionality, we take a three-pronged approach - 1.collaboratively construct and implement a systemic and systematic action plan to implement Culturally Conceptualized PBIS; 2.conduct school-wide training on culturally responsive instructional pedagogies; 3. implement wall-to-wall Socio-emotional Learning supports for all students, but specifically addresses the needs of our students of Color and girls.	
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 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	We believe that with an intentional action plan we can create a more positive culture and climate for learning at CTM. By following this plan, we will **reduce the discipline disparity between Black and white students (office referrals)** as well as **increase students' satisfaction/experience as indicated by the CSS** (as well as other non-cognitive indicators). Other possible outcomes include suspension reductions for all students of Color, positive increases for additional constructs of the CSS, the reduction of the number of students of Color requiring repeated Tier 2 and Tier 3 academic and behavior interventions, and increased student growth as measured by MAP. Finally, steps will be taken to root out unrecognized students of Color for identification as Advance Program and Gifted and Talented.	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.*

	among Black students		
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.	Historically, behavior at CTM has been viewed as an out of classroom responsibility which is corroborated by the TELLKY Survey data. There has been a reluctance to truly understand how to intentionally integrate culturally responsive teaching and learning within the Montessori Tapestry. An added concern is that our mostly white teaching force at CTM does not mirror our "majority minority" student population and at times our teachers do not have the ability to relate to or positively engage with our students of Color. Additionally, appropriate steps have begun to 1.) implement PBIS with fidelity and mandate from the principal, 2.) create a culturally conceptualized version of PBIS, and 3.) begun to address Vulnerable Decision Points with all staff as they manage student behavior and check personal biases, both implicit and explicit.	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.	We will utilize continuous improvement practices that are embedded in the *6 Essential Systems for a Strong Learning Climate*. High-yield strategies and processes that we will utilize include the following: 1. Implementation and progress monitoring of the REP Plan and use of the REAP Protocol. 2. All of the 6 Systems work will address disproportionate discipline and the CSS Constructs. 3. We will create a Racial Equity Policy Task Force to help implement and monitor the Racial Equity Policy work at CTM. This will include parent and student collaborators for voice and feedback. 4. All collaborative teams will be instructed to address the REP when they address PLC Critical Questions #3,4 (*What will we do if they don't get it? What will we do if they do get it?*) 5. All students in grades 3, 4, 5 will be tested for G/T and Advance Program using the CogAT assessment. Students close to the cut score will be actively pursued for addition to AP programming and enrichment opportunities. 6. In-house PD will be conducted on bias in the classroom, Culturally responsive practices, and inclusion and student voice. Additional PD will be provided by district resource teachers and a mini-grant application will be submitted. 7. A PBIS focus group was convened on 9/26, and staff will be re-engaged in the PBIS work; a goal was set to obtain scores of 2 for the TFI this year. 8. A new PBIS team will be convened and closely monitoring racialized student data. 9. Staff will be strongly encouraged to attend Community Conversations as well as other DEP PDs. 10. MTSS & DEP Resource Teachers will be engaged to support culturally	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.*

		responsive Tier 1 instruction in intentional ways. 11. Culturally responsive coaching will be made available to all staff, including administration. 12. The school will apply for a mini-grant to conduct a deeper dive into instructional practices that support students of Color - with a focus on identifying Gifted and Talented students of Color and Implicit Biases. 13. CTM will fully utilize the PATHS Curriculum wall-to-wall in classrooms and common areas. 14. As staffing opportunities arise, CTM will seek diverse candidates for instructional positions. Instructional Assistants who hold degrees in Teaching will be mentored to become CTM teachers.	

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 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.	1. By the end of the year, all instructional staff will have attended at least 3 hours of PD on culturally responsive pedagogy including Implicit Bias training. 2. By the end of the year a culturally conceptualized PBIS will be implemented with at TFI score of at least 2. 3. By the end of the year staff will be fully trained on SEL and Trauma Informed Practices, with wall-to-wall implementation. 4. An interim student voice survey will be conducted on the CSS constructs in December 2018. Random sample of students will be selected to gather qualitative evidence. 5. By the end of the 2018-19 SY, CTM will see a 10% reduction of racially disproportionate exclusionary discipline events. 6. A cohort of teachers, as well as our counselor will attend the Speaker Series to address the experiences of our Girls of color. 7. CTM will create a Student Voice Team to address school-wide issues illuminated by the data analysis protocols of the Racial Equity Task Force.	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 ._

		8. The Task Force will examine and consider the toolkits designed Culture and Climate Resource Teachers for implementation.	
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.	1. JCPS DMC,Envision Equity, and IC real-time discipline data. 2. Interim and Yearly CSS survey data. All data will also be triangulated with qualitative Interim CSS student voice survey data.	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 measured with identified data.*
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	1. The PBIS Team will meet at least once a twice a month to address racialized data and create a plan for further implementation. 2. Collaborative Teams will meet 3 out of 4 Tuesdays a month to address teaching and learning and the PLC cycle. Racialized data will be addressed in these meetings. 3. Every other week Behavior & Attendance Committee will meet to review data, discipline policy and procedures. 4. At least once a month the Racial Equity Task Force will meet to discuss progress and make recommendations for next steps.	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?	1. Dr. Marcia Carmichael-Murphy, Principal 2. Leadership Team 3. Racial Equity Task Force	1. *No responsible individual or group identified, or identified party is inappropriate or unreliable.*

		4. SBDM	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.	The CTM Racial Equity Task Force consists of teachers, classified, and parent representatives. The work of the Task Force will be shared with SBDM parents and PTA Parents for review and feedback. Student focus groups will be utilized to get feedback and student voice.	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 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?	Based on previous data, discussion about race has been lacking. Observation indicates that overwhelmingly staff lack cultural competency, and exhibit microagressions. have not examined their privilege or racial identities. Classroom materials and physical environments lack culturally appropriate materials. Staff regularly use deficit-based "coded language" to discuss students of Color (i.e. Black students, Biracial/Multiracial students) which indicates deep-seated biases about what students of Color can do. Within the first 3 weeks of my tenure, these "hurdles" and "conflicts" have become evident. We anticipate some of the same concerns to manifest in our white students as we move forward. There	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.*

		has been no pushback. There is a climate at CTM where teachers and staff have a resounding voice that symbolically allowed them to disconnect from the responsibility to implement and sustain efficacious Tier 1 processes and strategies that would improve the experiences of ALL students, especially those who are the most marginalized. Now our challenge is to shift the dialectical skills to support more "courageous conversations" with administration, teachers, students, and parents. Volunteers will be elicited to participate in the Racial Equity Task Force to ensure that only individuals who are supporters of this work begin leading this work. All staff will need to undergo Implicit Bias Training, and staff will participate in article and book studies.	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	We will be applying for mini-grant funds to fund book studies and consulting with Dr. Donna Ford to support the identification of students of Color for G/T. Budget funds will be leveraged to offer PD opportunities to be provided in-house. Other resources such as SEL and PBIS resource teachers will be utilized to support work. (Principal transition impacted submission timeline of application)	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.	Our plan will be fully implemented when we see both cognitive and noncognitive student data that indicates there are no longer gaps between white students and their peers of Color. Racial disproportionalities will be non-existent, and students of Color will also indicate that they are satisfied with their learning experiences, teachers and staff, and spaces at CTM..
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	This also needs to be filled out