

## ***Racial Equity Improvement Plan Development Tool***

### ***Crosby Middle School***

School:	Crosby Middle School
Principal:	Mike Kelly

<b>PRE-REFLECTION</b>			
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 racial disparity that will be intentionally addressed this year is the disproportionality of suspensions between Black and White students.	<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.	<p>2017-18 Enrollment: 56% White 44% African American Data source: JCPS Data Books</p> <p>2017-18 Suspension data: (394) 14% White students 86% African American Data source: JCPS DMC</p> <p>2016-17 Suspension data: (577) 15.9% White students 84.1% African American students</p>	<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>

		<p>Data source: JCPS DMC</p> <p>Suspensions (17-18) vs (16-17)  African American   Down 30.1%  White                   Down 39.5%</p> <ol style="list-style-type: none"> <li>1. The Comprehensive School Survey (CSS) showed that in 2017, 67% of students felt that “my school provides a caring and supportive environment for students.” In 2018, the percentage increased to 76% of students. This is below the district average.</li> <li>2. When asked to agree or disagree with the CSS statement, “My School provides a caring and supportive environment for students,” the percentage of students who agreed is as follows:</li> </ol> <table border="1" data-bbox="625 669 1549 846"> <thead> <tr> <th></th> <th>BM</th> <th>BF</th> <th>WM</th> <th>WF</th> <th>HM</th> <th>HF</th> <th>OM</th> <th>OF</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>73</td> <td>60</td> <td>65</td> <td>67</td> <td>66</td> <td>70</td> <td>79</td> <td>67</td> </tr> <tr> <td>18</td> <td>76</td> <td>72</td> <td>75</td> <td>79</td> <td>78</td> <td>79</td> <td>74</td> <td>72</td> </tr> </tbody> </table> <p>Data Source: 2017-18 CSS</p> <p>Time spent in ISAP as a response to a discipline infraction:  10.5% of total student hours in ISAP were White students  89.5% of total student hours in ISAP were Black students</p>		BM	BF	WM	WF	HM	HF	OM	OF	17	73	60	65	67	66	70	79	67	18	76	72	75	79	78	79	74	72	
	BM	BF	WM	WF	HM	HF	OM	OF																						
17	73	60	65	67	66	70	79	67																						
18	76	72	75	79	78	79	74	72																						
<p>3. What is the long-term outcome you hope to impact?</p>	<p>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&amp;T). However, if that number is not impacting</p>	<p>The CMS long-term outcome is to create a sense of belonging and well-being for students so that they feel valued and welcomed at our school. We want to share our core belief that “Crosby is a Great Place to Learn.” Part of this belief means that our students feel respected and valued culturally. If we are successful in creating an environment where all students feel valued, cared for and supported because of who they are, we believe that we can continue to increase greater satisfaction with the school on the CSS. This type of caring and supportive environment should result in lower behavior incidents that result in ISAP and/or suspension.</p>	<ol style="list-style-type: none"> <li>1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</li> <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</li> </ol>																											

	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		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?	<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>The lack of:</p> <ul style="list-style-type: none"> <li>● Cultural awareness of staff and students</li> <li>● Culturally relevant/responsive teaching practices</li> <li>● Understanding of our own bias and how that shapes perceptions</li> <li>● Maintaining high expectations for all students of color</li> <li>● Knowledge about effect(s) of trauma in childhood</li> <li>● Knowledge about the connection between social/emotional health and behavior</li> <li>● Rtl supports that meet students where they are academically</li> <li>● Designing Rtl progress monitoring around MAP data and CFA's</li> </ul>	<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>
5. What are best practices to address your identified inequity?	<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>School-wide systems that focus on:</p> <ul style="list-style-type: none"> <li>● Implicit bias training</li> <li>● Trauma informed teaching practices</li> <li>● Rtl plan to support the most intensive student at their readiness level</li> <li>● Holding the highest level of expectations for all student groups and cultures</li> <li>● Cultural awareness and sensitivity</li> <li>● Culturally relevant/responsive teaching practices</li> <li>● Establishing more mentoring programs to support African American students</li> </ul>	<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>

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 <i>data and clear metrics for accountability</i> and include <i>inclusive input</i> from families, teachers, etc.</p>	<p><a href="#">Crosby Racial Equity Plan</a></p> <p>(This is a live link. Click above to view the Crosby Racial Equity Plan.)</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>
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>ISAP data Suspension data CSS data PAC data</p>	<ol style="list-style-type: none"> <li>1. It is unclear how data will track progress.</li> <li>2. Data identified to track progress are not most appropriate. A better data source is available.</li> <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>We will report out ISAP and suspension data weekly at our admin meeting/Racial Equity Planning Team meeting.</p> <p>This data will be used in two ways to improve our suspensions:</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> </ol>

		<p><b><u>Staff:</u></b> This data will be used to determine professional development needs for staff.</p> <p><b><u>Students:</u></b> This data will also indicate the needs of our students. This will lead us in planning school-wide lessons that impact students' behavior (i.e. conflict resolutions, mean vs. rude behavior and social media etiquette).</p>	<p>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.</p>
<p>9. Responsible individuals or group.</p>	<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>Mike Kelly, principal, is responsible. Melissa Watts, Joni Dawson and Bryce Watkins are accountable.</p> <p>Additional teachers will be added to support with consultation: Rashid Derricks, Emily Rickert and Tonda Mack.</p> <p>ISAP and suspension data will be shared weekly at Racial Equity Planning Team; administrators will share at weekly meetings.</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>SBDM, staff, JCPS DEP, ILT, team leaders, Student Round Table and The Urban Strategies Group of Louisville.</p> <p>Connect with the Louisville Urban League and other community groups to develop a plan for meeting with the Crosby Racial</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</li> </ol>

		Equity Committee and sharing ideas for problem solving.	thoughtfully considered for future engagement. 3. All stakeholders have been included, and relationship building has been sufficiently considered.
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>Maintain the intensity, fidelity, and focus the entire school year.</p> <p>PD:</p> <ul style="list-style-type: none"> <li>• Crosby representation at all district professional developments</li> <li>• Team attend the Equity Institute on Gold Day</li> <li>• District training on Strategies for Engaging Black Boys</li> <li>• DEP support</li> <li>• Trauma informed PD</li> <li>• Gold Days topics will be in support of our Racial Equity Plan.</li> </ul>	<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>
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	<ul style="list-style-type: none"> <li>• Possibly applying for a racial equity mini-grant</li> <li>• General Fund</li> </ul>	<ol style="list-style-type: none"> <li>1. Budget is insufficient to meet demands of strategy.</li> <li>2. Budget modification is acceptable but needs some improvements.</li> <li>3. Budget modification provides sufficient resources to implement strategy.</li> </ol>

POST REFLECTION	Directions	Notes
13. Full implementation	How will you know your plan is fully implemented?	<ul style="list-style-type: none"> <li>• Students in classroom engaged in learning</li> </ul>

	<p>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.</p>	<ul style="list-style-type: none"> <li>● Staff and students having positive interactions with each other</li> <li>● Suspensions and ISAP referrals down</li> <li>● Parents pleased with school</li> <li>● Digital Backpack being filled</li> <li>● Language between and among students and staff is supportive, empathetic, and devoid of negativity.</li> <li>● Behavior incidents reduced</li> <li>● Open dialogue around culture and race</li> <li>● Increased attendance</li> <li>● Healthy conflict resolution</li> </ul>
<p>14. Adjustment</p>	<p>What are indicators that your plan is not working and needs adjustment?</p>	<ul style="list-style-type: none"> <li>● Increase in behavior incidents</li> <li>● Students wanting out of class</li> <li>● Staff wanting students removed from class</li> <li>● Finger pointing and making excuses</li> <li>● Negativity</li> <li>● High absenteeism</li> </ul>