

DIXIE ELEMENTARY
Racial Equity Improvement Plan Development Tool

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 are addressing the racial disparities in suspensions. We will decrease suspensions for Black students.	<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 end of year 2017-18 data from JCPS DMC demonstrates that suspension rates for Black students total 54.4% with a current enrollment of 39.9%. Disproportionality Gap of -10.1. While suspension rates were also high for White students 41.2% with current enrollment of 45.7%, they do not have the disproportionality. In addition CSS data shows only 89.8% of Black students feel a caring environment and 96.7% of White students feel a caring environment. This further confirms a feeling about caring that is disproportionate and influences our desire to connect better with our Black student population	<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	We want to reduce the overall rate of suspensions in our school. We had a total of 114 suspensions with 156 total days. However reducing the disparity in suspensions between Black and White students and increasing a feeling of a caring environment on the CSS is our long term goal. We feel this would also have a positive impact on learning as students who feel a higher sense of caring and are present in school	<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</i>

	<p>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 among Black students</p>	<p>more often, would have the opportunity to be more engaged in learning</p>	<p><i>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 last two years we have seen an increase in suspensions that are significant. Historically speaking, three years (2014-2016) we had a combined suspensions under that 75 total students. However we still had disproportionality. During the last two years we have seen an increase in the needs of our students. Many are being raised by grandparents and other relatives and have significant mobility in living arrangements. Dixie also has a very high mobility index which mirrors our students/ families lives. We have seen an increase in students who need more support in social/emotional/ trauma informed care and counseling. Also much higher percentage of students in need of FRC resources. These needs also are characterized by a significant increase in referrals which allowed for the placement of a full time centerstone staff member to assist us in providing counseling services to students and families. Dixie has not invested enough in supporting teachers with training and systems related to PBIS framework and restorative practices. This has hindered our progress. Both are implemented somewhat but not with fidelity, training and follow</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>through. This has contributed to our inequity. While we have done some PD over the years, it has not been consistent with a system of training and follow through to measure teacher growth or impact on students. We feel this is a need. We are working with Culture and Climate Department DEP resource staff (Turner) and MTSS behavior staff (Fisher) to evaluate and analyze our school and implement systems to address our needs. This includes walk through assessment and evaluation. This will include further training on PBIS and restorative practice. Use of restorative to manage conflict and repair harm is a priority. This focus on more use of conferencing and restorative practices to resolve conflicts could help reduce suspensions. We feel this training and support will help our inequities moving forward. We also recognize that we have never intentionally invested in cultural responsiveness training with our staff and school. We feel this could also be a connection and contributing factor to our racial disparity</p>	
<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>We have participated in PD with Anthony Mohammed and had him for a full day with our whole school three years ago on culture and climate. It was impactful and did improve our PLC's and we did better and being more aware of being there for ALL students. We participated with University of Louisville, Andy Frey and First Steps Next last year. We started using restorative practices last year but the implementation was inconsistent. Research based practices include:</p> <ul style="list-style-type: none"> ● District PBIS and Restorative Practice training We will continue this year in using the MTSS behavior department to assist with PBIS help in training staff and combined with proactive strategies that use high control and high support using the restorative framework ● MTSS support for both Behavioral and Academic with District Zone 1 MTSS teams (Hatte 2009) ● DEP training and support with cultural responsiveness using Zone 1 Climate and Culture team (Implicit Bias and Cultural 	<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>

		<p>Proficient Teaching)</p> <p>We have completed on boarding with DEP and will walk through complete and first training (cultural responsiveness) at staff meeting in October</p> <p>We are also looking at DEP PD on implicit bias and culturally proficient teaching to see which trainings best meet our students and teachers needs that would also build further capacity.</p>	
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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 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 at least 80% of our teachers will have completed additional training on PBIS and restorative practices. (100% of staff complete the required PBIS video viewing)</p> <p>By the end of the year 100 % of our teachers will complete four trainings on Cultural Responsives by Culture and Climate DEP resource staff</p> <p>One staff meeting every six weeks will be set aside for staff who have had training to share best practices and train the rest of our staff team on PBIS/ Restorative Practices and/or Culturally Responsive Teaching. RT will be used to provide specific individualized PD done in collaboration with Culture and Climate analysis/walk through/input. A workshop model will be used</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>

		<p>so that teachers are engaged in the practice of learning and practicing culturally responsive teaching practices that improve student engagement and build relationships of trust. Our expectation is that we will see teachers embracing practices that build strong relationships, repair harm and improve behaviors and interventions. This should reduce referrals and improve culturally relevant pedagogy and thus reduce suspensions. Challenges with this plan be in the consistent implementation of PD learning and transferring this learning in staff meetings. The dedication of workshop model at staff meetings will be need to be intentional. In addition the celebration of success is critical and teachers and staff build their capacity. (Time set aside for celebration of success and challenges remaining)</p> <p>The root causes of inequities can be addressed through quality PD endorsed by</p>	
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		Climate and Culture Department DEP, MTSS behavior staff, PBIS, restorative and DEP overall. Committing to our work around restorative practice and not just delivering consequences will improve our suspensions	
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.	We will use JCPS DMC and monthly behavior report to address our progress. We will also have a weekly culture/ climate team PLC to track referrals, coaching, resolutions and suspensions. We will also use walkthroughs from DEP team. We will also use the CSS survey for improvement in the area of caring environment. Since this survey is only done once per year, we will need to have some targeted students focus groups to measure progress along the way	<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>
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	We will report our progress monthly. CSS data will be done once per year but we will complete two students focus groups about caring	<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</i>

		environment. Our Climate and Culture Committee will track data monthly highlighting successes and challenges and revisions/ changes/ updates on our plans moving forward	<i>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 Assistant Principal, Counselor, Teacher Success Coach will lead our staff in implementing our school plan. Our newly formed Culture and Climate committee will have weekly team PLC meetings that will look at our successes and challenges. They will work collaboratively with our Principal, Counselor and GCC and teacher leads to determine training needs of who, when and where. The Assistant Principal will track and report the success and data to the Principal who will update the Assistant Superintendent monthly	<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.	We are sharing our plan with our SBDM Council and PTA Board. The plan will be shared with parents, guardians and family members through Open	<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</i>

		<p>House. Principal, staff and parent members of SBDM plan on attending PD by DEP on Racial Equity.</p> <p>We need to involve our Title I family engagement staff member to connect our plan to others and continue to be a voice for our plan within our families throughout the year</p> <p>We also need to have focus group discussions with students who contributed to our data disproportionality around how we can become better at meeting their needs and increase the caring environment for them at school. This student voice and relationships will need to be nurtured throughout the school year.</p> <p>We will need to work with DEP and determine best PD to meet our needs to improve our cultural competence</p>	<p><i>engaged or have been thoughtfully considered for future engagement.</i></p> <p>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></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</p>	<p>Anticipated challenges are changing staff and teacher behaviors to positively influence student relationships</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</i></p>

	<p>engage your supporters moving forward?</p> <p>What PD offerings will you need to ensure success?</p>	<p>and behaviors. (PBIS and Restorative Practice). Training on PBIS practices and further restorative practices every six weeks is equally important. This is a time commitment and re-allocation of staff meeting time to improve our outcomes. We will need to actively reach out to a variety of parent groups and not just rely on SBDM and PTA as those are already involved and committed to our cause, but they require belief in our plan. We know we will have some SBDM members attend equity PD offered on September 27 at Atherton for council members. We will need to identify the PD with DEP for our staff. Exposure to Implicit Bias and Culturally Proficient Teaching is an important component also.</p>	<p><i>more depth.</i></p> <p>3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i></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 are on a very tight budget this year but are re-organizing and re-prioritizing portions of peoples jobs (success coach</p>	<p>1. <i>Budget is insufficient to meet demands of strategy.</i></p> <p>2. <i>Budget modification is acceptable</i></p>

		<p>and AP, Literacy coach and counselor) to ensure PD can be completed in workshop model at staff meetings. Literacy coach salary is a portion of section 7 budget so this allocation is proper re-organization of her work. Funds will need to be identified and redirected for PD. We are exploring grant opportunities with DEP including the Racial Equity Mini Grant and Racial Equity Collaborative Grant and will reach out to Charles Davis</p>	<p><i>but needs some improvements.</i></p> <p>3. <i>Budget modification provides sufficient resources to implement strategy.</i></p>
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POST REFLECTION	Directions	Notes
13. Full implementation	<p>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.</p>	<p>When our plan is fully implemented, we envision increased positive language and interactions between students and adults in our building and conflict resolutions that build trust and repair harm. This will result in less referrals and suspensions and improve our disproportionality. We will see our staff engaged in meaningful discussions at our staff meetings from the PD they have attended and training they provide to the rest of our staff. We also will have our behavior team (Climate and Culture) meet to discuss successes and challenges and share during appropriate PLC's to increase our learning and engagement.. We envision highlighting and celebrating our successes and challenges as we learn to implement our learning with increased fidelity. We anticipate</p>

		some challenges as we look for different ways to engage our challenging student behaviors with different resolutions. Teacher- student relationships will be stronger and students will be more engaged in learning. Students will feel an improved sense of a caring environment
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If our teachers become overly frustrated with implementing the learning and student relationships are not improved. If behavior referrals and suspensions are unchanged or increase we will need to revisit our plan