

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Fern Creek High School
Principal:	Dr. Rebecca Nicolas, Principal

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 in Out of School Suspensions (OSS) and School Culture and Climate as measured by the CSS (construct of Sense of Belonging).	<ol style="list-style-type: none"> 1. Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school. 2. Identified issue is somewhat relevant to school <li style="background-color: yellow;">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.	<p>FCHS' Equity Scorecard and Infinite Campus data indicates several discipline disparities. In the 17-18 SY, 298 unique students were suspended a total of 1634 days, with an average of 5 days OSS per student (ranged from 1 day to 31 days OSS). 134 unique students had more than 1 day OSS, which was 44.8% of the total suspended students. In 17-18 FCHS student demographics were 37.8% African-American, 43.0% White, and 19.3 Other, and yet <u>81% of OSS events were assigned to students of Color.</u> African-American students made up the greatest proportion of these suspensions with 66% of the OSS events (AAM 39%, AAF 27%). White students made up 19% (WM 14%, WF 5%) of the OSS events, while students with the racial designation of "Other" (Hispanic/Latinx, Asian, Two or More Races) made up 15% of OSS events. Students of Color, overall, are about 2.5 times more likely than their White</p>	<ol style="list-style-type: none"> 1. Insufficient data to define inequity. 2. Need more or more reliable or valid data to define inequity. <li style="background-color: yellow;">3. Data clearly highlight inequity that will be addressed through strategy.

		<p>peers to receive OSS which is consistent with the national trend data. Based on the Comprehensive School Survey, African-American Females have the lowest average for all CSS constructs (71.75%), and the lowest for the construct of School Belonging (49.56, 57.59).</p> <p>Based on these two areas of disproportionality, we take a three-pronged approach - 1. collaboratively construct and implement a systemic action plan to implement Culturally Conceptualized PBIS; 2. Conduct school-wide training on culturally responsive instructional pedagogies; 3. Build a MTSS framework (focusing on implementation of MTSS Toolkit 6) that supports all students, but specifically addresses the needs of our students of Color.</p>	
<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&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</p>	<p>We believe that with an intentional action plan we can create a more positive culture and climate at FCHS. By following this plan, we will reduce the discipline disparity between Black and White students as well as increase students' Sense of Belonging as measured 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.</p>	<ol style="list-style-type: none"> 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?	<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>Since 2014-15, the number of OSS events has markedly increased (14-15SY 392, to 17-18SY 590). During the same time period, Student Belonging for students of Color decreased. For the same time period, FCHS has seen a shift in the student demographic (increases in both ELL and F/RL populations) and a turnover of teaching staff. The loss in teaching staff who were trained in “turnaround” work (behavior and engagement strategies used in the classroom) that supports the needs of diverse students and the onboarding of newer, less experienced teachers, coupled with student demographic shifts have impacted positive student outcomes. An added concern is that our mostly White teaching force at FCHS does not mirror our diverse students 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 not been made to 1.) Implement PBIS with fidelity, 2.) Create a culturally conceptualized version of PBIS, or 3.) Address Vulnerable Decision Points with all staff as they manage student behavior and check personal biases, both implicit and explicit.</p>	<ol style="list-style-type: none"> 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?	<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 will utilize continuous improvement practices that are embedded in the <i>6 Essential Systems for a Strong Learning Climate</i>. High-yield strategies and processes that we will utilize include the following:</p> <ol style="list-style-type: none"> 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 construct of Sense of Belonging. 3. We have created a Racial Equity Policy Task Force to help implement and monitor the Racial Equity Policy work at FCHS. This will include student members for voice and feedback. 4. All collaborative teams will address the REP when they address PLC Critical Questions #3,4 (<i>What will we do if they don't get it? What will we do if they do get it?</i>) 5. 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. 6. Staff were encouraged to include issues of equity in their PGP's to work toward equity in their classrooms. 7. PBIS team was reconvened, and staff will be re-engaged in the PBIS work; goal was set to obtain scores of 2 for the TFI this year. 8. The PBIS team will be closely monitoring racialized student data. 9. Staff will be strongly encouraged to attend Community Conversations as well 	<ol style="list-style-type: none"> 15. Response demonstrates little research into best practices. 16. Some evidence that research conducted, but more needed. 17. Response suggests careful consideration of best practices and reflective insight into practices.

		<p>as other DEP PDs.</p> <ol style="list-style-type: none">10. <i>MTSS Toolkit 6</i> will be utilized to support culturally responsive Tier 1 instruction.11. Culturally responsive coaching is 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.13. FCHS will begin to launch SEL/Trauma Informed Practices.14. As instructional staffing opportunities arise, FCHS will seek candidates who best represent the school's student population.	
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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>	<ol style="list-style-type: none"> 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 trained on SEL and Trauma Informed Practices. 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, FCHS will see a marked reduction of racially disproportionate exclusionary discipline events. 6. A cohort of teachers, as well as our counselors will attend the Speaker Series to address the experiences of our girls of color. 7. Our BSU will be supported and their voice will be solicited to address school-wide issues illuminated by the data analysis protocols of the Racial Equity Task Force. 8. The Task Force will examine and consider the toolkits designed by the Culture and Climate team. 	<ol style="list-style-type: none"> 9. 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.

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.	<ol style="list-style-type: none"> 1. JCPS DMC, Envision Equity, and IC real-time discipline data. 2. Interim and Yearly CSS survey data. <p>All data will also be triangulated with qualitative Interim CSS student voice survey data.</p>	<ol style="list-style-type: none"> 3. It is unclear how data will track progress. 4. Data identified to track progress are not most appropriate. A better data source is available. 5. 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.?	<ol style="list-style-type: none"> 1. The PBIS Team will meet at least once a month to address racialized data and create a plan for further implementation. 2. Every 3 weeks our Office of Behavior Management Team will meet to review data, discipline policy and procedures. 3. Every 3 weeks our Home/Health Team will meet to address racialized data and student needs that are impediments to learning and racial equity. 4. At least once a month the Racial Equity Task Force will meet to discuss progress and make recommendations for next steps. 	<ol style="list-style-type: none"> 5. Timeline is unacceptable (unattainable or not aggressive enough). 6. Timeline is somewhat appropriate. 7. 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?	<ol style="list-style-type: none"> 1. Principal, Dr. Rebecca Nicolas 2. Assistant Principal, Charles Marshall 3. Racial Equity Task Force 	<ol style="list-style-type: none"> 4. No responsible individual or group identified, or identified party is inappropriate or unreliable. 5. Responsible party is somewhat acceptable. 6. Responsible party will reliably enforce timeline and ensure

			progress is made.
10. Stakeholder engagement and relationship building	<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>The FCHS Racial Equity Task Force consists of teachers, classified, and student representatives. The work of the Task Force will be shared with SBDM parents and PTSA Parents for review and feedback.</p>	<ol style="list-style-type: none"> 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	<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 have teachers and staff who lack cultural competency, are openly biased, and have not examined their privilege or racial identities. From our preliminary roll-out of the Racial Equity Plan at our summer retreat, these “hurdles” and “conflicts” became evident. We anticipate some of the same concerns to manifest in our students as we move forward. There has been some staff pushback. However, we have a climate at FCHS where teachers and staff have a voice and self-determination that has allowed for open dialogue to take place about instructional practices and changes. Now our challenge is to shift the dialectical skills to support more “courageous conversations” with administration, teachers, and students. Volunteers were elicited to participate in the Racial Equity Task Force to ensure that only individuals who are supporters of this work begin leading this work.</p>	<ol style="list-style-type: none"> 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.

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 other PD opportunities to be provided in-house. Other resources such as SEL and PBIS resource teachers will be utilized to support work, however additional funds are not necessary.	<ol style="list-style-type: none"> 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.
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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.	Our plan will be fully implemented when we see both cognitive and non-cognitive 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 FCHS.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Our plan will need adjustment if our student data indicates gap increases and or no positive movement. Also, if students of color indicate they are dissatisfied with their learning experiences and sense of belonging at FCHS.