

Jacob 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?	The disproportionality in total behavior events (referrals) in the classroom and suspensions between our African-American population and White population.	<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.	DMC data for 2017-18 showed 1,703 total behavior events in the classroom, 83.5% of which were received by students of color. More specifically, African-American students made up 70% of the total behavior events and 71.1% of out of school suspensions; White students made up for 17% of the behavior events and 24% of the out of school suspensions. African-American students made up 59% of the school population while the White students made up 28% of the 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 students in Gifted and Talented (G&T). However, if that	<u>Jacob will implement proactive behavior strategies and school-wide programs to decrease the behavior events by African-American students by 25% or more and out of school suspensions by 10% or more.</u>	<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 identified in Question 1, it is</i>

	<p>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>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>A zero tolerance policy was implemented around specific behaviors, that would result in referrals and suspensions. These behaviors were most commonly seen in the African-American population of students. Rather than digging deeper into the root of these behaviors and implementing systematic supports to prevent recurrence of these behaviors, consequences were delivered repeatedly for the same actions.</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 address the inequity you identified.</p>	<ul style="list-style-type: none"> - <u><i>Two current counselors will pull 3-5 small social skills groups per day with 3-6 students each. These groups will provide lessons and strategies around common behaviors for its members based on SRSS information provided by teachers.</i></u> - <u><i>School-wide implementation of Morning Meetings with social skills and/or social stories embedded within; daily for 20 minutes.</i></u> - <u><i>Increase of school-wide recognitions for exhibition of Jacob expectations. These recognitions will take place in front of the entire student body on Monday mornings in the gym and</i></u> 	<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><u>student's pictures will be displayed.</u></p> <ul style="list-style-type: none">- <u>5th grade leaders will lead the student body in the Jacob Pledge every morning as a review of what's expected as a Jacob student.</u>- <u>Trauma Team, Behavior Support Team will provide training to staff on behavior strategies and tools for use within the classroom.</u>- <u>Bi-weekly Behavior MTSS (behavior team) and monthly PBIS meetings (any staff members) to analyze school behavior data and determine student needs to prevent reoccurrence of these behaviors with the same students.</u>	
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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><u>Through the implementation of various best practices in regards to social/emotional needs of students, the school will work to reduce the behavior events by African-American students by 25% or more.</u></p> <ol style="list-style-type: none"> 1. <u>Reciting a school pledge every morning.</u> 2. <u>20 min. Morning Meeting & Social skills lessons taught, K-5, daily.</u> 3. <u>Small groups held with school counselors focused on social skills specific to those students needs.</u> 4. <u>Positive, schoolwide recognitions for following Jacob expectations.</u> 5. <u>Two current counselors will pull 3-5 small social skills groups per day with 3-6 students each. These groups will provide lessons and strategies around common behaviors for its members based on SRSS information provided by teachers.</u> 6. <u>School-wide implementation of Morning Meetings with social skills and/or social stories embedded within daily for 20 minutes.</u> 7. <u>Increase of school-wide recognitions for exhibition of Jacob expectations. These recognitions will take place in front of the entire student body on Monday mornings in the gym and student's pictures will be displayed.</u> 8. <u>5th grade leaders will lead the student body in the Jacob Pledge every morning as a review of what's expected as a Jacob student.</u> 	<ol style="list-style-type: none"> 12. <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>9. <u>Trauma Team, Behavior Support Team will provide training to staff on behavior strategies and tools for use within the classroom.</u></p> <p>10. <u>Bi-weekly Behavior MTSS (behavior team) and monthly PBIS meetings (any staff members) to analyze school behavior data and determine student needs to prevent reoccurrence of these behaviors with the same students.</u></p> <p>11. <u>Cultural Proficiency Training w/ DEP RT and PD on CRT strategies including diversifying content and providing culturally relevant lessons</u></p>	
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.	JCPS data from the DMC will be pulled, along with the behavior summary report provided by the district, to review behavior event numbers as they relate to our A-A versus White students, at the PBIS and Racial Equity Committee meetings	<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.?	The MTSS team will meet bi-weekly, the PBIS committee will meet monthly, and the Racial Equity Committee will meet quarterly.	<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	Who will be	Donovan, Drummond, Robbins, Demby, Overall, Waggoner	<ol style="list-style-type: none"> 1. <i>No responsible individual or group</i>

<p>group.</p>	<p>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>Waggoner and Overall will be responsible for tracking and reporting data to asst. superintendent.</p>	<p><i>identified, or identified party is inappropriate or unreliable.</i></p> <ol style="list-style-type: none"> 2. <i>Responsible party is somewhat acceptable.</i> 3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i>
<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><u><i>Thus far, teachers, MTSS behavior support team, DEP RT have been contacted to support this plan. While parents were not included in the creation of this plan, they will be informed of the school's plan and kept abreast quarterly of our progress.</i></u></p>	<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 considered for future engagement.</i> 3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i>
<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</p>	<p><u><i>The staff is accustomed to zero tolerance around certain behaviors that was automatically assigned an out of school suspension in the past; however, we need students in school. In order to make our plan successful we must work harder to get to the root of the problem and not simply throw a punishment at it. Teachers will need to experience the benefit of reducing these behaviors in students in order to reduce the push back. We will need PD offerings for teachers around de-</i></u></p>	<ol style="list-style-type: none"> 1. <i>Anticipation of potential challenges is not sufficiently developed.</i> 2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i> 3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i>

	<p>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><u>escalation strategies & positive behavior intervention strategies.</u></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><u>At this time I do not foresee any necessary changes to the budget since we have two full-time counselors that are no longer responsible for ARC meetings. We will seek the Racial equity grant to support Culturally Responsive Teaching through a book study and purchasing multicultural books to diversify classroom libraries and support content integration</u></p>	<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.

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><u>We will know the plan is fully implemented by the minutes of each MTSS, PBIS, and Racial Equity Committee meeting reflecting an analysis of behavior data along with a reduction of behavior event numbers in the African-American population of the school.</u></p> <p><u>I believe after the implementation of this plan, SRT calls will reduce overall, behavior referrals will reduce, students will be excited to be recognized in front of the class, and students will be implementing the strategies learned in small groups or through other support services.</u></p>
14. Adjustment	<p>What are indicators that your plan is not working and needs adjustment?</p>	<p><u>If teachers do not implement strategies and information</u></p>

		<p><u>learned through PD, behavior events continue to occur, meetings are cancelled to prevent the review of data and decision-making for student's needs.</u></p>
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