## Jacob Elementary
### Racial Equity Improvement Plan Development Tool

<table>
<thead>
<tr>
<th>PRE-REFLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td>1. What is the racial inequity you are going to address with your Racial Equity Improvement Strategy?</td>
</tr>
<tr>
<td>2. How do you know this? What data demonstrate inequity?</td>
</tr>
<tr>
<td>3. What is the long-term outcome you hope to impact?</td>
</tr>
</tbody>
</table>
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.

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. | 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. | 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. | - 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.  
- School-wide implementation of Morning Meetings with social skills and/or social stories embedded within; daily for 20 minutes.  
- 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 | 1. Response demonstrates little research into best practices.  
2. Some evidence that research conducted, but more needed.  
- Student’s pictures will be displayed.
- 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.
- Trauma Team, Behavior Support Team will provide training to staff on behavior strategies and tools for use within the classroom.
- 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.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Directions</th>
<th>Notes</th>
<th>Score (circle score)</th>
</tr>
</thead>
</table>
| 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. | **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.**  
1. **Reciting a school pledge every morning.**  
2. **20 min. Morning Meeting & Social skills lessons taught, K-5, daily.**  
3. **Small groups held with school counselors focused on social skills specific to those students needs.**  
4. **Positive, schoolwide recognitions for following Jacob expectations.**  
5. **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.**  
6. **School-wide implementation of Morning Meetings with social skills and/or social stories embedded within daily for 20 minutes.**  
7. **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.**  
8. **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.** | 12. 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. | 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 | 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.? | The MTSS team will meet bi-weekly, the PBIS committee will meet monthly, and the Racial Equity Committee will meet quarterly. | 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 | Who will be | Donovan, Drummond, Robbins, Demby, Overall, Waggoner | 1. No responsible individual or group |
| Group | Waggoner and Overall will be responsible for tracking and reporting data to asst. superintendent. | identified, or identified party is inappropriate or unreliable.  
1. Responsible party is somewhat acceptable.  
2. Responsible party will reliably enforce timeline and ensure progress is made. |
| --- | --- | --- |
| 10. Stakeholder engagement and relationship building | **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.** | 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 | **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-** | 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. |
you have engaged stakeholders...how will you engage your supporters moving forward? What PD offerings will you need to ensure success?

**escalation strategies & positive behavior intervention strategies.**

**12. Budget**

How will your budget need to be modified to implement your strategy? Assume your total budget will not change.

**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**

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**

<table>
<thead>
<tr>
<th>Directions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13. Full implementation</strong></td>
<td>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. 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.</td>
</tr>
<tr>
<td><strong>14. Adjustment</strong></td>
<td>If teachers do not implement strategies and information</td>
</tr>
<tr>
<td>learned through PD, behavior events continue to occur, meetings are cancelled to prevent the review of data and decision-making for student’s needs.</td>
<td></td>
</tr>
</tbody>
</table>