

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Jeffersontown High School/065
Principal:	Jarrad Durham

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?	<p>1.) Jeffersontown High School will be addressing racial disparities in the number of suspensions (specifically, the %age of Black students suspended, both on paid and on F/R lunch vs. the %age of White students suspended. We want to differentiate data, comparing male to male and female to female numbers for each group.</p> <p>2.) In addition, we will be addressing students' sense of belonging.</p>	<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 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>1.) Our School Equity Scorecard shows that during the 2016-17 school year, a significantly larger percentage of Black students (31.5%) who were on F/R lunch were suspended compared to the District average of 24.3% and compared to Jeffersontown High School's White students (12.1%) on F/R lunch.</p> <p>Similarly, the percentage of Black students suspended during the 2017-18 school year on paid lunch (25.8%) was significantly larger than the District's average of 14% and than those of White Jeffersontown students on paid lunch (8%).</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. 3. Data clearly highlight inequity that will be addressed through

		<p>When comparing the number of suspensions by gender, the percentage of male/female suspensions are disproportionate, with 28% of Black females being suspended compared to only 6% of White females. 41% of Black males were suspended compared to 16% of White males.</p> <p>2.) According to the Comprehensive School Survey given to Jeffersontown students in the spring of 2016-17, only 59.1% of students on F/R lunch felt a sense of belonging toward their school; similarly, among those students on paid lunch, only 60.1% of students felt a sense of belonging.</p>	strategy.
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 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	We want to reduce the overall rate of suspension in our school by 5%; while simultaneously increasing the sense of belonging and reducing the disparity in suspension rates between Black and White students.	<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.
4. What historical or current practices or	Reflect on historical occurrences in your school, department, district, or community	Over the past year, Jeffersontown High School has experienced three different leadership changes. As a result, behavioral expectations have been somewhat inconsistent, leading to a lack of trust among students with	<ol style="list-style-type: none"> 1. Response shows minimal reflection of occurrences

<p>procedures have caused or perpetuated the disparities or inequities you are addressing?</p>	<p>that have improved or worsened inequities</p> <p>Consider and discuss how you can use the REAP to reflect.</p>	<p>administration and staff. As a result, we are trying to create a uniform and consistent means of applying corrective strategies to students within all schools of study (regardless of the AP they see). Likewise, by being transparent, our hopes are that staff will gain trust in administration. Through the creation of an environment that fosters trust, students' sense of belonging will increase, which, in turn, will lead to a decrease in the number of behavioral incidents, and ultimately, suspensions. In addition, historical SBDM policies are causing many students to be put out of class due to dress code. We are looking to review and possibly amend such policies to keep students in class where instruction is occurring.</p>	<p>that may have contributed to observed racial inequities.</p> <ol style="list-style-type: none"> 2. Response indicates some reflection of root causes. 3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.
<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>Administration has developed a uniform behavior matrix which uses progressive discipline in assigning corrective strategies to students. Likewise, behavioral interventions will be employed within the classroom prior to teachers sending students out of the classroom; thus, strengthening relationships between teachers and students.</p> <p>Mentoring will occur between administration and identified students to help create a sense of belonging. Administrators will "adopt" student(s) who had greater than 10 suspensions during the 2017-18 school year.</p> <p>In 2016-17, only 41% of the student body participated in the Comprehensive Schools survey. In addition, due to the climate of the building at this time, we anticipate some implicit bias in the reported results. This year, it will be our effort to get a more thorough sampling of the student body with at least a 90% student response rate.</p>	<ol style="list-style-type: none"> 1. Response demonstrates little research into best practices. 2. Some evidence that research conducted, but more needed. 3. Response suggests careful consideration of best practices and reflective insight into practices.

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 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>Using behavioral data from 2017-18, a target group of students will be identified, looking at students with 10 or more suspensions; students with 6-9 suspensions; and those with 3-5 suspensions. Identified students will be “adopted” by a mentoring administrator or teacher within their career academy with whom they have a proven relationship. Likewise, identified students will be paired with a student who has overcome obstacles to learning as identified by staff.</p> <p>In addition, student voice surveys will be given at 30, 60 and 90 days intervals to gauge student sense of belonging. Exploration of District-provided speaker series opportunities will be imbedded as well.</p>	<ol style="list-style-type: none"> 1. 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	<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>Student suspension data will be tracked using District reports which include suspension data obtained from Infinite Campus. This data will be compared to years prior to gauge improvement (decrease in minority suspensions).</p>	<ol style="list-style-type: none"> 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.

		<p>Student sense of belonging data will begin with baseline data using survey results taken from students in their 1st period classes using Survey Monkey or a similar type program.</p> <p>Comparable data will be tracked at 30, 60 and 90 day intervals to monitor progress. The Comprehensive School Survey data will also be used in the spring to look for improvement.</p>	<p>3. Progress will be reliably and validly measured with identified data.</p>
8. Timeline	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>Suspension data will be analyzed monthly comparing data to previous years through District reporting pulled from Infinite Campus.</p> <p>Culture and climate (sense of belonging) data will be tracked at the 30, 60 and 90 day intervals and, ultimately, with the CSS data.</p>	<ol style="list-style-type: none"> 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 group.	<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>Administration invited faculty and support staff to be a part of the racial equity committee which met twice to look at the School Equity Report Card and determine potential target areas for Jeffersontown High School's Racial Equity Improvement strategy. The committee will continue to meet on a regular basis (monthly) to look at data and employ strategies mentioned above in decreasing the</p>	<ol style="list-style-type: none"> 1. No responsible individual or group identified, or identified party is inappropriate or unreliable. 2. Responsible party is somewhat acceptable. 3. Responsible party will reliably enforce timeline and ensure progress is made.

		disparity in suspension rates between Black and White students, while increasing a sense of belonging among all students.	
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.	<p>Students will be given input via the Principal's Advisory group. In addition, student surveys will be used on a 30-day rotation to gauge growth in students' sense of belonging.</p> <p>Those students that are "adopted" by staff will be asked to share with us their concerns over school rules practices and adult behaviors. In turn, we can work jointly with the Office of Diversity, Equity and Poverty to design a professional development plan which focuses on adult practices that would lead to an increase in students' sense of belonging.</p> <p>Parents on SBDM will be consulted regarding the Racial Equity Plan, giving input as needed.</p> <p>The Racial Equity Plan will be rolled out to staff at a faculty meeting. We will ask for teacher volunteers in an effort to properly match mentors</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	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,	One area for concern is around the gathering of data for student sense of belonging since the Comprehensive	<ol style="list-style-type: none"> 1. Anticipation of potential challenges is not sufficiently developed.

	<p>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>School Survey is only given once a year and last year's results were somewhat skewed due to a lack of participation. Using Survey Monkey or a similar surveying tool, 30 day surveys will be given to students in an attempt to look for an increase in students' sense of belonging.</p> <p>To date, we have been somewhat restricted due to out-dated SBDM policies that will be reviewed and updated.</p>	<ol style="list-style-type: none"> 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	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>We are currently applying for a small mini-grant (\$7500) with the district. We plan to use the money towards implicit bias training for staff as well as teacher training on fostering positive relationships with students.</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>When our plan is fully implemented and is running effectively, we will see relationships between staff and students that are proactive, leading to a decreased number of suspensions and an increased sense of belonging.</p>

		Teachers will be more aware of cultural differences and strategies in culturally competent teaching through participation in school-provided professional development in coordination with the Office of Diversity, Equity and Poverty.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If our number of suspensions for students who fall into the achievement gap does not decrease as we hope, or students' sense of belonging does not increase according to survey data, we will need to revisit our plan, making adjustments as needed.