

Kennedy Montessori Elementary

Racial Equity Improvement Plan Development Tool

2018-2019

8.24.18 Rev. 9.6.18 Rev. 911.18 Rev. 9.25.18

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?	<u><i>The racial disparity we will be addressing is sense of belonging among our Black male students.</i></u>	<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.	<u><i>Our School CSS Social-Emotional Learning Data Report demonstrates that overall 79.19 % of our students feel that their teachers care about them, however only 68.89% of Black males feel that their teachers care about them. Kennedy Montessori has 78% Black students. We believe by implementing school-wide training/professional development of cultural responsive pedagogy, culture/climate training, and behavior strategies; we will have a sense of belonging within the Kennedy family.</i></u>	<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 number is not impacting achievement, the strategy has no	<u><i>We want to increase sense of belonging among our Black male students long-term. By increasing sense of belonging that will help decrease suspension rate.</i></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 relevant to school, and it demonstrates an innovative approach to addressing racial</i>

	<p>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>equity.</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><u><i>This school year, Kennedy Montessori's certified teaching staff is 74% White female teachers and 24% Black certified teachers with 41% of all teachers having three years or less teaching experience. Due to a lack of cultural competency and relationship building between our teachers and students, our Black males students have felt a lack of belonging. As a result, we are working to create a positive environment that supports and believes in all students. We believe that all students can learn in a diverse, healthy and inspiring environment. When students have a sense of belonging, positive behavior increases, (decline in suspension rates).</i></u></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.
<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><u><i>We have had two walkthroughs conducted by the office of Diversity, Equity, and Poverty, as well as the MTSS Behavior department. We are currently awaiting their reports. Once received, the information will be included in this report to help us address the inequities within our school. We have explored PD options offered by DEP and will have PD's from the MTSS Behavior Department on building positive relationships. These PD's will be beneficial in supporting our certified staff in their cultural competency and improve pedagogy. We will have a Culture and Climate team that will meet monthly to address the needs of the school and keep track of the progress of the Racial Equity Improvement Plan.</i></u></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 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>By the end of the school year, at least 80% of our staff will have received at least 3 hours of PD in culturally responsive teaching and 2 hours in culture and climate/building positive relationships PD, as evidenced through PD Central printout reports. Staff will share their reflections and commitments going forward. In faculty meetings, teachers will learn strategies to help build and sustain a positive culture and climate in the building. They will then use said strategies with our students to support our goal of our students feeling a sense of belonging within our school family. In addition to the PD's, we will have a few in school programs to help with staff and student's sense of belonging.</u></p> <ul style="list-style-type: none"> • <u>Mentor Mentee Program for new students to Kennedy.</u> • <u>New teacher/Team leader/Team mentoring</u> 	<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>

		<ul style="list-style-type: none"> ● <u>Young Gentlemen Cubs</u> ● <u>Men of Quality</u> ● <u>Staff and Student of the Week</u> ● <u>PATHS</u> ● <u>Walkthroughs</u> ● <u>After School Activities</u> <p><u>By implementing these programs and teachers taking the time to build positive relationships with their students, relationships will improve and help build trust amongst all staff and students. This will also help decrease the number of referrals, and improve our academics.</u></p>	
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><u>The data points we will use to track our progress are the annual Comprehensive School Survey (CSS), Data Management Center (DMC) on a monthly basis, and a Google Survey (to be created by the Culture and Climate Team) to survey students and staff twice during the year. We will also have the MTTTS Equity and Inclusion Team complete two walkthroughs.</u></p>	<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	<p>What is the timeline for tracking your data? Will you</p>	<p><u>We will look at the suspension</u></p>	<ol style="list-style-type: none"> 1. <i>Timeline is unacceptable</i>

	<p>report monthly, quarterly, etc.?</p>	<p><u>data monthly and report out to staff. CSS data will be reported and shared among staff and students when results are released in the spring. We will give a survey in October and again in April to track the climate of the building.</u></p>	<p>(unattainable or not aggressive enough).</p> <ol style="list-style-type: none"> 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.
<p>9. Responsible individuals or group.</p>	<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><u>Our Assistant Principal, MTSS team, and Culture and Climate team will be the lead staff for implementing our school plan. We will have monthly meetings to check in with the process and to make sure we are meeting our goals.</u></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.
<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>We plan on working with LMPD, Men of Quality, Diversity, Equity and Poverty and MTSS Behavior to provide professional development with the staff that focuses on adult practices that will improve the sense of belonging among our Black male students. It will be imperative that we work with our students to rebuild trust and confidence with all of them. We will continue to work with district personnel to provide trainings and supports when needed.</u></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.

<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 engage your supporters moving forward?</p> <p>What PD offerings will you need to ensure success?</p>	<p><u><i>Our biggest challenge will be inexperience of teachers. 41% of our teachers have less than 3 years of teaching experience. They are still learning how to navigate classroom management and working with a diverse student population. However, we believe that most of our teachers have a growth mindset and are willing to embrace our school diversity. Other possible threats are teachers who are uncomfortable with giving students choice/voice or who have little to no commitment to our school community. By receiving professional development, team building, PLC's and feedback from walkthroughs we can expect a positive change to occur.</i></u></p> <p>-</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>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><u><i>Our total budget will not change. We will send an email out to Charles Davis to get information about the mini grant.</i></u></p>	<ol style="list-style-type: none"> 1. <i>Budget is insufficient to meet demands of strategy.</i> 2. <i>Budget modification is acceptable but needs some improvements.</i> 3. <i>Budget modification provides sufficient resources to implement strategy.</i>

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.	<u><i>We will know that our plan has been implemented with fidelity, when students can communicate their satisfaction and sense of belonging within school.</i></u>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	<u><i>A few indicators that our plan is not working and needs adjustment is if our leadership teams are noticing a shift within the climate based on adult conversations, and regressive behaviors, and if our behavior referrals are increasing then we will revisit our plan to make necessary adjustments.</i></u>