

Kerrick Elementary

Racial Equity Improvement Plan Development Tool

| PRE-REFLECTION | | | |
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| 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 address the disproportionality in student behavior among race and ethnicity | <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. | <p>KY School report card, Infinite Campus Data including suspensions, referrals, etc...</p> <p>During the 2017-18 school year, Kerrick had 992 behavior incidents. African American students accounted for 697 (70%) of total incidents; Caucasian students 230 incidents (23%); Latinx 37 incidents; and 28 incidents by students with Two or more racial ethnicities listed.</p> <p>African American students have 86 out of school suspensions, 141 in school removals, and 48 restraints. Caucasian students had a total of 23 out of school suspensions, 36 In-school removals and 10 restraints.</p> | <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> |

| | | <p style="text-align: center;">Race/Gender (Click columns to view Grades)</p> <table border="1"> <caption>% of Referrals by Race and Gender</caption> <thead> <tr> <th>Race</th> <th>Female</th> <th>Male</th> </tr> </thead> <tbody> <tr> <td>Black/AA</td> <td>24.6%</td> <td>45.7%</td> </tr> <tr> <td>Hispanic / Latino</td> <td>2.1%</td> <td>1.6%</td> </tr> <tr> <td>Two or More Races</td> <td>0.1%</td> <td>2.7%</td> </tr> <tr> <td>White</td> <td>5.7%</td> <td>17.4%</td> </tr> </tbody> </table> | Race | Female | Male | Black/AA | 24.6% | 45.7% | Hispanic / Latino | 2.1% | 1.6% | Two or More Races | 0.1% | 2.7% | White | 5.7% | 17.4% | |
|---|---|---|---|--------|------|----------|-------|-------|-------------------|------|------|-------------------|------|------|-------|------|-------|--|
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| White | 5.7% | 17.4% | | | | | | | | | | | | | | | | |
| <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 among Black students</p> | <p>The long-term outcome is to reduce the number of behavior incidents and suspensions among students. The overall goal is to increase cultural competency and awareness among all staff members and decrease the number of suspensions, removals, and restraints. This would reduce the amount of missed instructional time due to behavior incidents and promote a healthy teaching and learning environment.</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. | | | | | | | | | | | | | | | |
| <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>While there are evident trends in academics and behavior, we have reached out for support from the district level in all areas. The district is offering ongoing support via MTSS Academic and Behavior Supports, Dept. of Equity & Poverty, Computer Education & Support, Deeper Learning Resource Center, and the Dept. of Curriculum and Instruction. In addition to providing support to the school as a whole, individual staff members and PLC's are receiving ongoing professional development training and support services as well. As we move forward in addressing the trends and needs of the students, we will utilize the REAP in decision-making regarding policies and procedures.</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 | | | | | | | | | | | | | | | |

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| | | | <p><i>causes of observed racial inequities.</i></p> |
| <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>We provide interventions for academic and behavioral supports. We have additional instructional assistants as well as retired teachers to assist with reading and math. We have a Behavior Coach and a Success Coach to provide a solid foundation for behavioral supports.</p> <p>Each teacher conducts Second Steps and morning meetings on a daily basis. We provide social skills and small group student activities as well as ongoing guidance and counseling.</p> <p>Outreach to Families</p> <ul style="list-style-type: none"> ● Provide opportunities and events to increase parental involvement ● Provide a welcoming environment and ensuring visitors are greeted properly and treated with respect ● Refer students who display the need of emotion support to Centerstone mental health counselor <p>Classrooms that Support Learning</p> <ul style="list-style-type: none"> ● Use a variety of teaching strategies to provide effective instruction to students from all backgrounds ● Provide a structured environment that promotes the safety and well-being of our students and staff. ● Set high expectations for behavior and academic achievement <p>Increase Cultural Competence</p> <ul style="list-style-type: none"> ● Consider students' race/ethnicity to being a contributing factor of behaviors and performance ● Increase cultural competence of all staff ● Celebrate diversity <p>Adequate Resources and Funding</p> <ul style="list-style-type: none"> ● Seek adequate and equitable funding in order to collaborate with families and community partners ● Provide ongoing professional development to staff | <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> |

| PLAN IMPLEMENTATION | | | |
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| 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 the 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>By the end of the 2018-19 school year, all of our staff will have received in-depth training opportunities in order to increase cultural awareness and enhance cultural competency in order to foster positive relationships and a positive teaching/learning environment.</p> <p>The plan we intend to implement will be directly aligned with the district's racial equity policy. The plan will address not only the root causes of the inequities; which includes training staff to be willing and able to identify attributes of their own biases and professional practices that could be a contributing factor to the inequities.</p> <p>We will apply for district mini-grants in order to obtain consultants and motivational speakers to educate students, staff and parents.</p> <p>We hope to raise awareness and increase cultural competency among staff members. We also hope to work with parents on how they can become partners and supporters of the school in order for their children to receive a quality education by working collaboratively with the staff/district.</p> <p>Our staff is receiving individual coaching by DEP & MTSS resource teachers.</p> <p>We are sending a team of 35 teachers and administrators to the November Equity Institute. The counselor is conducting the Girls of Color Series and sharing information with staff. We are increasing student engagement through project based learning. Second Steps is implemented everyday by every teacher with fidelity. Second Steps is used for social/emotional trauma support. The staff is attending the poverty simulation</p> | <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> |
| 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</p> | <p>JCPS data, KDE data, in-school referrals and behavior incidents, consequences and resolutions.</p> | <ol style="list-style-type: none"> 1. <i>It is unclear how data will track progress.</i> |

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| | Scorecard, JCPS data, KDE data, or another reliable and valid data source to track your progress. | We will track and analyze monthly behavior reports in order to provide ongoing interventions to students. | <ol style="list-style-type: none"> 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.? | Monthly tracking with weekly checkpoints. Weekly meetings with administrators and behavior staff. | <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 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? | Administrative and Instructional Leadership team | <ol style="list-style-type: none"> 1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i> 2. <i>Responsible party is somewhat acceptable.</i> 3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i> |
| 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. | Parents, students, district leaders and community members. We hope to expand our community involvement and increase the number of community partners. These community partners should involve the faith community, Boys and Girls Club, YMCA, and the PTSA | <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> |

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| 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>It is difficult to get people involved with such a critical topic. At first it was difficult getting the staff to open up about racial equity and the disparities that exist in our school and community. Throughout the process, they have become more open and aware.</p> <p>We need authentic PD... not just something to inform; we need something to inspire and ignite us to move forward. That type of PD is not typically offered at the district level. I believe the district needs to tap into the talents and of existing school based administrators and the faith community</p> <p>Consultants and motivational speakers will be contacted to provide ongoing PD</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> |
| 12. Budget | <p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p> | <p>The budget will need to allocate funding for professional development, consultants and parent involvement.</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 |
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| 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>Plan implementation doesn't begin/end with developing a plan and printing it on paper. It will require intentionality and commitment. It will require ongoing monitoring and implementation. Results should be evident in the daily operations of the school community as a whole.</p> <p>This will also involve ongoing dialog with all stakeholders involved.</p> |
| 14. Adjustment | <p>What are indicators that your plan is not working and needs adjustment?</p> | <p>When there is no evidence of improvement or change.</p> |

