

Medora 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?	We will be addressing racial disparities in suspensions for African American students compared to their White peers.	<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.	Our School Equity Scorecard highlights that suspension rates are higher among African American students at 83% compared to 1.5% of their White peers who are being suspended. Medora is made up of 77.3% White students and 12.5% African American. According to Infinite Campus data, we had three African American students with extreme behaviors in our special class. One student was placed at Waller Williams and one student left Medora to live in a residential facility that could better manage and support his extreme behaviors.	<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 meaningful impact. In this case, your long-term outcome would be to improve KPREP scores among Black students, by	We want to reduce the overall rate of suspensions for all of our students (African American and students with disabilities). We want to improve our sense of belonging for our African American students based on CSS data.	<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>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>Medora is a neighborhood school located in the Southend of Louisville, KY in the Jefferson County Public School District. The southend of Louisville has a rich history. Many families attend the same elementary, middle and high schools and have a lot of pride being a Valley, PRP, or Butler High School alumni.</p> <p>Medora serves the families in the Valley Village neighborhood and Valley Station community. We have 88% White students and 12% African American students who all come from a wide range of socioeconomic backgrounds. We have an ever growing population of students who are experiencing housing instability.</p> <p>Medora has strong parental involvement that includes an active PTA. Medora hosts several school-wide and PTA events throughout the year to create a positive school culture for students, teachers, and families.</p> <p>Our FRC serves our neediest students by supplying basic needs such as toiletry items, clothes and food. We have a relationship with Bethany Methodist Church, Highview Baptist Church, and Ormsby Heights Baptist Church. Bethany provides weekly backpacks full of food for several families identified by Medora’s staff.</p> <p>We will use the Racial Equity Analysis Protocol (REAP) to reflect and evaluate our</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>current programs and systems. We will use the protocol as we plan new initiatives and make budget decisions. I will introduce this protocol to my ILT and SDBM counsel.</p> <p>Our suspension data does display a disproportionality of suspensions for African American males; however, the students who were suspended have experienced trauma and/or were hospitalized. We will seek further professional development on trauma informed care to better equip our staff to work with students who have experienced trauma.</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>Mrs. Turner will provide the <i>Cultural Proficiency</i> training for Medora's whole staff on September 12th. Our Culture and Climate committee will meet to discuss next steps for our school that include culturally responsive strategies. We will reflect on our Culture and Climate walk through data and make mid-year adjustments based on suggestions from Mrs. Turner. Our behavior team will meet monthly to review data and to monitor our success with reducing suspensions for ALL students especially our African American and students with disabilities.</p>	<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			
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 <i>data and clear metrics for accountability</i> and include <i>inclusive input</i> from families, teachers, etc.</p>	<p>By the end of the year, we will reduce the racial disparities in suspension by 5%.We will use monthly data to identify students who need behavioral supports to reduce suspensions.</p> <p>In staff meetings, we will receive training from Mrs. Turner on culturally responsive teaching strategies. We will use the feedback from her Walk Throughs to address school wide and individual issues.</p> <p>We will use the <u>2 by 10 strategy</u> as a school to build relationships with students who show repeated behavior. (2 Minutes for 10 days of Intentional Relationship Building.)</p> <p>We will use the REAP protocol when addressing all behaviors and provide support. We will introduce the protocol to the staff and begin to use the protocol in PLCs, Staff Meetings, ILT Meetings and</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>

		<p>SBDM Meetings.</p> <p>Based on CSS data, we had 11 AA boys and 9 AA girls. With the AA boys, 2-3 boys marked Disagree or Strongly Disagree. With the AA girls, 1-2 girls marked Disagree or Strongly Disagree. We will identify students and ensure that they feel a sense of belonging.</p> <p>We will invite district support to our school and ask them to provide a school wide training on Trauma Informed Care.</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>We will use annual CSS data to see if our African American students report feeling more sense of belonging at school. We will also review behavior referrals and suspensions.</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 report monthly, quarterly, etc.?</p>	<p>We will report suspension data at the end of every grading period. CSS data will be reviewed in the Fall and the 2018-2019 Spring data.</p>	<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>

<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>Our Culture and Climate team will review data and take the lead on implementing next steps based on walk through data and CSS data. The Counselor will chair this committee, but the Principal will share next steps with the ILT and Staff.</p> <p>Our Counselor will attend the mandatory Culture and Climate PD. The whole Admin. Team will complete the book study on <i>Black Male(d)</i> and will complete the required assignments during October.</p>	<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>
<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>Most of our suspensions from the Score Card (2016-2017) came from the same students. All of these students have been identified and began ECE services in the 2017-2018 school year.</p> <p>We will work with Diversity, Equity, and Poverty to design a professional development yearlong plan that focuses on adult practices to improve a sense of belonging.</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>

		The Principal will share this part of the plan with Mrs. Turner to begin by our October Gold Day.	
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>At this time, I don't foresee any challenges because my staff is very receptive. If challenges arise after our professional development or walkthroughs, we will address them in our Culture and Climate committee.</p> <p>I will be relying on Mrs. Turner for recommendations for future professional development.</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>At this time, I don't anticipate any budgetary needs. We missed the Mini Grant deadline.</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	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.	We envision our Culture and Climate committee bringing updates to our Staff Meetings that include current referral and suspension data, culturally responsive teaching strategies, and walkthrough data. Our teachers will become comfortable using the REAP protocol during PLCs and Staff Meetings.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If our suspension data and CSS data does not change or improve and/or if staff members are frustrated or overwhelmed.