

## **Olmsted Academy South Racial Equity Improvement Plan**

Olmsted Academy South - Revised September 28, 2018			
Angela Allen, Principal			
PRE-REFLECTION			
Topic	Directions	NOTES	SCORE (Circle Score)
<p>1. What is the racial inequity you are going to address with your Racial Equity Improvement Strategy?</p>	<p>Specifically, what is the racial disparity that will be intentionally addressed in your school this year?</p>	<p>OAS will address the racial disparity for Black students as it relates to a <i>Sense of Belonging</i> within the school community.</p> <p>Envision Equity Scorecard and CSS data indicate that only 67.6% of Black students who receive Free or Reduced lunch feel a sense of belonging in the school culture while the sense of belonging among all other groups (White, Latinx, students of color and ECE) range 10-30% higher. In addition, students who define themselves as other and ECE students outpace the district 6-16% higher.</p> <p><b><i>Notable: Black students who are identified as paid lunch students have a positive sense of belonging at 80.0% outpacing the district average of 79.5%.</i></b></p>	<ol style="list-style-type: none"> <li>1. <i>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</i></li> <li>2. <i>Identified issue is somewhat relevant to school</i></li> <li>3. <i>Identifies meaningful inequity that is very relevant to school.</i></li> </ol>



<p>2. How do you know this? What data demonstrate inequity?</p>	<p>What data demonstrate this inequity? Use CSS, Data Books, KDE, or another reliable and valid source.</p>	<p>Envision Equity Scorecard and CSS data indicate that only 67.6% of Black students who receive Free or Reduced lunch feel a sense of belonging in the school culture while the sense of belonging among all other groups (White, Hispanic, Other and ECE) range 10-30% higher. In addition, students who define themselves as other and ECE students outpace the district 6-16% higher.</p> <p><b><i>Notable: Black students who are identified as paid lunch students have a positive sense of belonging at 80.0% outpacing the district average of 79.5%.</i></b></p> <p>We believe that increasing the percentage of Black students who have a sense of belonging, a connection to the school, who feel they find purpose in the instructional process at OAS, the deeper and more personal the learning will be. Residual effects include:</p> <ol style="list-style-type: none"> <li>1. A decrease in the number of classroom events that result in referrals or removal from class, keeping students in the classroom environment, learning.</li> <li>2. Improved relationships and cultural perceptions of both students and teachers.</li> <li>3.. Reduction in the number of suspensions among Black students.</li> <li>4. Increase in the percentage of Blacks students who are proficient in all academic areas..</li> <li>5. A huge part of our mission and vision is to ensure that all students leave OAS with academic knowledge, emotional intelligence and the ability to garner life opportunities by connecting with the larger world.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Insufficient data to define inequity.</i></li> <li>2. <i>Need more or more reliable or valid data to define inequity.</i></li> <li>3. <i>Data clearly highlight inequity that will be addressed through strategy.</i></li> </ol>
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<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&amp;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&amp;T programming among Black students</p>	<p>We believe that increasing the percentage of Black students who have a sense of belonging, a connection to the school, who feel they find purpose in the instructional process at OAS, the deeper and more personal the learning will be. Residual effects include:</p> <ol style="list-style-type: none"> <li>1. A decrease in the number of classroom events that result in referrals or removal from class, keeping students in the classroom environment, learning.</li> <li>2. Improved relationships and cultural perceptions of both students and teachers.</li> <li>3. Reduction in the number of suspensions among Black students.</li> <li>4. Increase in the percentage of Blacks students who are proficient in all academic areas..</li> <li>5. A huge part of our mission and vision is to ensure that all students leave OAS with academic knowledge, emotional intelligence and the ability to garner life opportunities by connecting with the larger world.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i></li> <li>2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i></li> <li>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 equity.</i></li> </ol>
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<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>	<ol style="list-style-type: none"> <li>1. Underdeveloped expectations and/or classroom behavior management plans that lack clarity, specificity, are not taught with an end goal of student self-management and growth but compliance.</li> <li>2. Inequitable application, consistency and reinforcement of expectations.</li> <li>3. Systems of high expectations for students but with less than “common sense” applications that result in removing students from the advanced academic learning and extracurricular opportunities most needed for 21st century life and learning..</li> <li>4. <i>Perceived</i> power silos within the student population resulting in a them and us mentality.</li> <li>5. Inconsistent inclusion of student input when developing classroom expectation plans.</li> <li>6. Lack of training in the area of developing appropriate adult / student caring relationships undergirded by restorative practices.</li> <li>7. Need for professional development in the area of trauma’s effect on student learning.</li> <li>8. Need for professional development in the area of culturally responsive teaching.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></li> <li>2. <i>Response indicates some reflection of root causes.</i></li> <li>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></li> </ol>
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<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, JCPD Code of Conduct, or other sources to address the inequity you identified.</p>	<ul style="list-style-type: none"><li>● Student voice focus groups to gain understanding of how students interpret “Sense of Belonging” quantifying the results to determine potential next steps in academic / social emotional / relational, etc.</li><li>● Behavior management training focused on effective, emotionally safe, practical strategies for maintaining a classroom climate conducive to learning.</li><li>● Restorative Practice training and implementation as a behavioral and reflective, behavioral proactive strategy</li><li>● Implicit and explicit bias professional development</li><li>● Professional development with a focus on teaching girls of color.</li></ul>	<ol style="list-style-type: none"><li>1. <i>Response demonstrates little research into best practices.</i></li><li>2. <i>Some evidence that research conducted, but more needed.</i></li><li>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></li></ol>
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PLAN IMPLEMENTATION			
Topic	Directions	Notes	Score (circle score)

<p>6. Describe your plan.</p>	<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>The entire staff will collaborate to ensure that all students have access to deeper learning strategies, primarily Project Based Learning and Personalized Learning. We will also develop a Culture and Climate team which will be responsible for reviewing the Racial Equity Plan, developing a fidelity system with checkpoints/timeline, and collaborate with the principal for end of the year next steps.</p> <ol style="list-style-type: none"> <li>1. Teachers will assign one PBL per semester for ALL students, around their identified essential standards.</li> <li>2. Every student is expected to display a project during our November 9, 2018 STEAM Night or during <i>Because She Did I Can</i>, on March 21, 2019. <ol style="list-style-type: none"> <li>a. Just to clarify: ALL students work on Backpack Skills and PBLs throughout the year, in the CORE and Related Arts classrooms, and choose their most prized artifact to present during the pre-listed exhibitions. This is our fifth year doing such events.</li> </ol> </li> <li>3. Teachers participating in UK Next Generation, the Personalized Learning Team, or the STEAM Network will support teachers in their deeper learning efforts. The GCC will train all staff on PBL strategies following the <i>Magnify Learning</i> model. The training will take place the second Tuesday of each month and every Friday. The GCC will differentiate by offering</li> </ol>	<ol style="list-style-type: none"> <li>9. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i></li> <li>1. <i>Plan addresses inequity identified above, but needs more development.</i></li> <li>2. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities</i></li> </ol>
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workshops for teachers that need more development in certain areas, while other teachers plan their PBLs.

The CSS indicated that only 67.7% of our Black students receiving free or reduced lunch feel a sense of belonging. Our goal is to ensure that at least 90% of our Black students feel a sense of belonging by the end of the 18-19 school year. This will be done by:

1. Developing a focus group that will give us feedback on what a sense of belonging looks like, sounds like, and feels like and what the staff can do to ensure they have a sense of belonging. The initial meeting will take place Thursday, September 6 during the students' Personalized Learning Time. Students will receive a letter of participation permission slip, for all student feedback volunteers to participate in Saturday sessions, in an effort to receive ongoing feedback on what is working and not working in regards to systems in place for Black students to have a sense of belonging. The goal is to add other ethnic groups as we move forward.
  - a. The students suggested that we also meet during the day for students that don't have transportation for the Saturday "Real Talk" sessions.
  - b. Topics:
    - i. Code Switching
    - ii. Conflict Resolution

- iii. MAP Goals
- iv. Behavior Goals
- v. Referral Data
- vi. Ongoing reflection of their “Sense of Belonging”
- vii. Topics added as needed

2. Teachers will receive monthly behavior reports and collaborate with assistant principal and/or Behavior Coach to develop a behavioral intervention plan for all students with chronic behavior incidents.
3. Teachers have developed and will follow their team behavior plan and will only write referrals for severe behaviors and if they’ve exhausted their team options.
  - a. Fighting
  - b. Bullying
  - c. Throwing and/or not respecting property
  - d. Chronic disruptions and disrespect
4. Teachers will offer some clubs during Personalized Learning Time so students who cannot stay after school will be able to participate.
5. Teachers will be intentional with developing relationships with students.
6. Teachers will incorporate relevant strategies in instruction to ensure students know the “why” behind each day’s learning experience.
7. 8th grade teachers will incorporate student led culture days during Personalized Learning

Time as an Open Session.

8. GCC will collaborate with our DEP resource teacher to develop a Racial Equity Rubric/Walk Through Tool.
  - a. Overall data collected will be reviewed with teachers and students participating in “Real Talk”.
  - b. Next steps could include but are not limited to the following:
    - i. Individual teacher coaching on equity and next steps plan
    - ii. PD scheduled to address common areas of weakness
9. An 8th grade LA teacher will lead a book talk about “The Hate U Give” with 8th grader students, parents, and volunteer staff. The book talk will include a therapist, YSC coordinator, Black police officer, and local Civil Rights activists. Each role is represented in the book and is needed to control the dialogue. The school will purchase the books through Title 1 Funds/Parental Involvement and Engagement.
10. Teachers will be highly encouraged to attend the Speaker Series focusing on serving girls of color. In addition, we will schedule Implicit/Explicit Bias Training and Culturally Responsive Training, and resources for our staff.
11. All students will be engaged in every class, despite academic labels. This will include, but

is not limited to the following:

- a. Cooperative Learning
- b. Personalized Learning
- c. Accountable Talk
  - i. Students are given job, when working in small groups.
    1. Facilitator: Group Manager
    2. Time Keeper: Keeps the Time
    3. Recorder: Everyone records agreed upon information
    4. Reporter: Shares Out
    5. Resource Manager: Asks Teacher Questions and Retrieves Materials
      - a. Some teachers changed the names of the roles to suit their classroom.

#### Data Tracking

1. Behavior Data: Lisa McGarry will supply teachers with monthly, grade level specific behavior and consequence data. Teachers that experience high levels of misbehaviors will be identified and will collaborate with GCC and BSC to develop and follow through with classroom management and behavior plans. This may include but is not limited to the

following:

- a. Lesson modeling
  - b. On the Spot coaching
  - c. Record and Review a lesson
  - d. Lesson Planning
  - e. Co-Teaching
  - f. Classroom observations with debriefing
  - g. In House Field Trip: Teacher visits other classrooms and debriefs with GCC or BSC.
2. Attendance Data: Anita Moore will supply teachers with monthly attendance data and develop a plan to address chronic absences.
  3. MAP Data: The goal is for more effective teaching and learning to take place as a result of the plan.
  4. CSS Data: Annual review

Schoolwide Behavior Plan:

1. The staff will collaborate with administration to develop a tight and loose flow chart of schoolwide non-negotiables. This flowchart may include anything from food in the classroom, to how to head papers, to behavior and/or dress code. This will ensure that every staff member is speaking the same language to students and hopefully lessen the number of school rules that must be followed. The conversation will begin during the spring of 2019 in preparation for the 2019-20 school year, so the expectations may be printed in the

## Student Agenda.

### Student Voice Team

A student voice team will be organized including at least one student from each ethnic group and will be invited to each pertinent meeting regarding changes to the school, new programming, scheduling changes, etc.

PD Plan in Collaborate with DEP Resource Teacher, GCC, UK Next Gen Rep, Counselors, Behavior Support Coach, and Deeper Learning Team:

1. PBL Training (GCC and UK Next Gen)
2. Culturally Responsive Training (DEP)
3. How to Engage Black Girls (DEP)
4. Having Difficult Conversations with Colleagues (Accountability System) (GCC)
5. Restorative Practice Training (DEO)
6. Behavior management training focused on effective, emotionally safe, practical strategies for maintaining a classroom climate conducive to learning. (BSC)
7. Implicit and explicit bias professional development (DEP)
8. Trauma Misunderstood as Misbehavior (Counselors)

<p>7. Data tracking</p>	<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>5. Behavior Data: Lisa McGarry will supply teachers with monthly, grade level specific behavior and consequence data. Teachers that experience high levels of misbehaviors will be identified and will collaborate with GCC and BSC to develop and follow through with classroom management and behavior plans. This may include but is not limited to the following:</p> <ul style="list-style-type: none"> <li>a. Lesson modeling</li> <li>b. On the Spot coaching</li> <li>c. Record and Review a lesson</li> <li>d. Lesson Planning</li> <li>e. Co-Teaching</li> <li>f. Classroom observations with debriefing</li> <li>g. In House Field Trip: Teacher visits other classrooms and debriefs with GCC or BSC.</li> </ul> <p>6. Attendance Data: Anita Moore will supply teachers with monthly attendance data and develop a plan to address chronic absences.</p> <p>7. MAP Data: The goal is for more effective teaching and learning to take place as a result of the plan.</p> <p>8. CSS Data: Annual review</p>	<ol style="list-style-type: none"> <li>1. <i>It is unclear how data will track progress.</i></li> <li>2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i></li> <li>3. <i>Progress will be reliably and validly measured with identified data.</i></li> </ol>
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8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	<p>Behavior Data: Lisa McGarry will supply teachers with monthly, grade level specific behavior and consequence data.</p> <ol style="list-style-type: none"> <li>1. Attendance Data: Anita Moore will supply teachers with monthly attendance data.</li> <li>2. MAP Data: The goal is for more effective teaching and learning to take place as a result of the plan.</li> <li>3. CSS Data: Annual review</li> </ol>	<ol style="list-style-type: none"> <li>4. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i></li> <li>5. <i>Timeline is somewhat appropriate.</i></li> <li>6. <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></li> </ol>
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?	<ol style="list-style-type: none"> <li>1. Angela Allen, Principal</li> <li>2. Monica Hunter, GCC</li> <li>3. Lisa McGarry, BS</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i></li> <li>2. <i>Responsible party is somewhat acceptable.</i></li> <li>3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i></li> </ol>



<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>SBDM, Staff, JCPS DEP, Culture and Climate Team, Student Voice Team, FRCC</p> <ol style="list-style-type: none"> <li>1. SBDM will approve any new policies put in place and the Racial Equity Plan being added to the CSIP.</li> <li>2. The Staff shared feedback regarding the plan and will implement deeper learning, behavior, and relationship pieces.</li> <li>3. JCPS DEP assigned a resource teacher who will provide PD and ongoing feedback on Culturally Responsiveness.</li> <li>4. The Culture and Climate Team is responsible for developing a fidelity system for the Racial Equity Plan and seeing it through.</li> <li>5. The Student Voice Team will be responsible for providing feedback regarding any school changes that will affect students.</li> <li>6. The Resource Center Coordinator will small targeting mentor groups to provide coping and life skills for students with behavior or attendance issues.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></li> <li>2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i></li> <li>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></li> </ol>
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<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>	<ol style="list-style-type: none"> <li>1. Follow the fidelity system put in place.</li> <li>2. Garner ongoing buy in, as the year continues.</li> </ol> <p>PD:</p> <ol style="list-style-type: none"> <li>1. PBL Training</li> <li>2. Culturally Responsive Training</li> <li>3. How to Engage Black Girls</li> <li>4. Having Difficult Conversations with Colleagues (Accountability System)</li> <li>5. Restorative Practice Training</li> <li>6. Behavior management training focused on effective, emotionally safe, practical strategies for maintaining a classroom climate conducive to learning.</li> <li>7. Implicit and explicit bias professional development</li> <li>8. Trauma Misunderstood as Misbehavior</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></li> <li>2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i></li> <li>3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i></li> </ol>
<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>	<ol style="list-style-type: none"> <li>1. General Fund</li> <li>2. Option and Magnet Office Funding for STEAM Network Training</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Budget is insufficient to meet demands of strategy.</i></li> <li>2. <i>Budget modification is acceptable but needs some improvements.</i></li> <li>3. <i>Budget modification provides sufficient resources to implement strategy.</i></li> </ol>

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.	<ul style="list-style-type: none"> <li>● All students will be engaged in every class, despite academic labels. This will include, but is not limited to the following: <ul style="list-style-type: none"> <li>○ Cooperative Learning</li> <li>○ Personalized Learning</li> <li>○ Accountable Talk <ul style="list-style-type: none"> <li>■ Students are given job, when working in small groups. <ul style="list-style-type: none"> <li>● Facilitator: Group Manager</li> <li>● Time Keeper: Keeps the Time</li> <li>● Recorder: Everyone records agreed upon information</li> <li>● Reporter: Shares Out</li> <li>● Resource Manager: Asks Teacher Questions and Retrieves Materials</li> <li>● Some teachers changed the names of the roles to suit their classroom.</li> </ul> </li> </ul> </li> <li>○ Every student participating</li> <li>○ Project Based Learning and Assessments</li> </ul> </li> <li>● A decrease in behavior incidents</li> <li>● An increase in attendance</li> <li>● An increase in club participation</li> <li>● A decrease in suspension rates for black students.</li> <li>● Students will have ownership in their school and learning</li> <li>● Restorative circles for mediation and reflection</li> <li>● Mentor groups for attendance, behavior, and leadership</li> </ul>

		<ul style="list-style-type: none"> <li>● Student Voice Team</li> <li>● A focus group to garner student feedback from our black students</li> <li>● Solution focused conversations amongst staff members</li> <li>● Staff will have difficult conversations with colleagues about race, academic performance, behavior, etc. (Accountability)</li> <li>● A more positive culture amongst students and staff</li> <li>● All stakeholders want to be here</li> <li>● Filled backpacks for all students</li> <li>● Staff and student confidence increased</li> </ul>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	<ul style="list-style-type: none"> <li>● No change or increase in attendance and/or behavior incidents</li> <li>● Behavior plans not followed</li> <li>● Blaming students for things not changing</li> <li>● Students complain about staff members, boring classes, or not liking teachers</li> </ul>