

Pleasure Ridge Park High School Racial Equity Improvement Plan Development Tool

School:	Pleasure Ridge Park High School
Principal:	Kim Salyer

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. We will be addressing racial disparities in suspensions.</p> <p>This is a working document for us. In the future, we are wanting to add to our plan the following:</p> <ul style="list-style-type: none"> ● Racial make-up of staff and hiring practices ● 6 systems Racial Equity work ● Peer Mediation program ● ECE – Making sure our students with disabilities are in the least restrictive environments compared to local, state, and national averages ● Tardy hall process and policy ● Lunch detention process and policy 	<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	<p>1. Our School Equity Scorecard and DMC data demonstrates that suspension rates are higher for African American (AA) students than for Caucasian (W) students. Latinx and Asian students have a very low rate of suspension at our school.</p>	<ol style="list-style-type: none"> 1. Insufficient data to define inequity. 2. Need more or more

	valid source.	<p>African American males are suspended 35/1% of the time versus 21.8% White males. African American females are suspended 23.5% of the time versus 15% for White females. Further, our DMC data tell us that we have a handful of students who have been suspended multiple times. We believe that by implementing and continuing school wide training on PBIS and culturally responsive teaching, we will reduce repeat behavior incidents, improve belonging and thus lower suspensions.</p>	<p>reliable or valid data to define inequity.</p> <p>3. Data clearly highlight inequity that will be addressed through strategy.</p>
<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>1. We want to reduce the overall rate of suspensions in our school, while simultaneously increasing the sense of belonging and reducing the disparity in suspension rates between African American and White students.</p>	<p>1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</p> <p>2. Long-term outcome is acceptable, feasible, and relevant to school.</p> <p>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>
<p>4. What historical or current practices or</p>	<p>Reflect on historical occurrences in your school, department, district, or community</p>	<p>1. Over the years, student belonging among African American females has been on a steady decline. As a result, we are trying to create a welcoming environment that fosters trust and</p>	<p>1. Response shows minimal reflection of occurrences</p>

<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>allows room for students to engage in a healthy and inclusive culture in the classroom. In turn, when sense of belonging increases, (positive) student behavior increases. This has also involved addressing the way we as a faculty interact with students to create a welcoming atmosphere. We believe that by improving the relationships with our students, and inviting them to be a part of their (daily) learning experience, we will increase trust in the school. As a result, sense of belonging will increase and behavior incidents (and thus suspensions) will decrease.</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>	<ol style="list-style-type: none"> 1. We have implemented PBIS and have had several school-based PDs that were conducted by the district. We continue to implement the PBIS process with fidelity and we believe our staff will benefit greatly. Our research and implementation of PBIS shows promise in reducing suspensions and overall classroom disruptions. 	<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 <i>data and clear metrics for accountability</i> and include <i>inclusive input</i> from families, teachers, etc.</p>	<p>1. By the end of the year, at least 80% of our staff will have received PD in PBIS and culturally responsive teaching.</p> <p>Our hope is that we will improve our relationship with students and build trust. This will also encourage engagement among our students. We hope to see fewer repeat behavior referrals as we give students a space to discuss behavior referrals and involve them in making decisions. Ultimately, we will see fewer behavior referrals, stronger instructional practices, and fewer suspensions.</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>1. We will use the annual Comprehensive School Survey (as reported on the Equity Scorecard) to see if African American females report feeling</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

		<p>more of a sense of belonging at school. This survey is only administered once per year so we will also use the DMC to track our progress. We anticipate that as our teachers become more invested in PBIS and follow the process, we will see an increase in students reporting a high sense of belonging, and we will eventually see a reduction in behavior referrals and thus suspensions.</p>	<p>source is available.</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>1. We will report suspension data at the end of every month. CSS data will be reported one time, when results are released in the spring.</p>	<p>1. Timeline is unacceptable (unattainable or not aggressive enough).</p> <p>2. Timeline is somewhat appropriate.</p> <p>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>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>1. Our PBIS team will take the lead for implementing our school plan.</p>	<p>1. No responsible individual or group identified, or identified party is inappropriate or</p>

		<p>They will track behavior referrals and suspensions in the DMC and Infinite Campus. They will also facilitate PLCs that focus on the PBIS process (which will be led by the PBIS team).</p>	<p>unreliable.</p> <ol style="list-style-type: none"> 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>	<ol style="list-style-type: none"> 1. We will meet with some of our students that have been suspended repeatedly. We will ask them to share with us their sentiments and understanding of the school rules, practices, and adult behaviors. We will work with Diversity, Equity, and Poverty to design a professional development yearlong plan that focuses on (adult) practices that improve sense of belonging. <p>It will be imperative that we work with our students to rebuild the trust and confidence in our school that has been diminished over the past few years. We will also work with JCPS central office</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.

		and our PBIS team to determine appropriate PDs.	
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>1. We anticipate the biggest challenge will be inexperience from teachers with our new systems and processes. They are still learning how to adapt these new systems to a classroom, and we are concerned they will feel overwhelmed with additional demands. However, we also believe this presents the opportunity to establish a school culture that embraces diversity, while building on our strong school culture.</p>	<ol style="list-style-type: none"> 1. Anticipation of potential challenges is not sufficiently developed. 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>1. Understanding that our total budget will not change. We will use current PD opportunities and building resources to address these needs for a non Title I school.</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	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.	<ol style="list-style-type: none"> <li data-bbox="1108 386 1881 781">1. When our plan is running successfully, we envision staff meetings where our faculty are engaged in discussion of what some of our teachers have recently learned at PDs and what is successfully working in their classrooms. Our PLCs will focus on academics and academies but will incorporate culturally competent teaching and building relationships. We will see changes in student attitudes toward teachers that mirror the improvement in attitude of faculty toward students. We anticipate some growing pains and discomfort, but we also believe that indicates a successful implementation. Our teachers will feel empowered in their teaching because they are reaching more students.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	<ol style="list-style-type: none"> <li data-bbox="1108 813 1875 902">1. If our plan is not working, our PBIS team will need to meet and make adjustments based on the data collected and analyzed.