

Shacklette 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?	Our plan is to focus on reducing the suspensions of students of color at Shacklette. Our CSS data indicate that Shacklette's African American students do not feel a sense of belonging as compared to their White counterparts.	<ol style="list-style-type: none"> 1. Identifies no racial inequity, identified topic is unimportant and 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 valid source.	We are utilizing the monthly behavior report from JCPS and the CSS report from 5/2018. The JCPS Envision Equity report provided data regarding how connected African American students felt here at Shacklette. Based on the JCPS Envision Equity 77.4% of our African American students do not feel a sense of belonging.	<ol style="list-style-type: none"> 1. Insufficient data to define inequity. 2. Need more or more reliable or valid data to define inequity. 3. Data clearly highlight inequity that will be addressed through strategy.
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 increasing enrollment in G&T programming among Black students	Our goal is to decrease the number of suspensions of our African American population in general. However, our primary focus is to implement constructive measures to ensure that our African American population gain support to increase their academic and behavioral success. We will create opportunities for our students to participate in G&T and after school programming which will enable us to focus on improving their K-PREP achievement.	<ol style="list-style-type: none"> 1. Identified long-term outcome is irrelevant to school and no outcome identified. 2. Long-term outcome is acceptable, feasible, and relevant to school. 3. Identified long-term outcome is feasible given the information in Question 1, it is relevant to school, and it demonstrates an innovative approach to addressing racial equity.
4. What historical or current practices or	Reflect on historical occurrences in your school, department, district, or community that have	JCPS school suspensions have increased	<ol style="list-style-type: none"> 1. Response shows minimal reflection of occurrences

<p>procedures have caused or perpetuated the disparities or inequities you are addressing?</p>	<p>improved or worsened inequities</p> <p>Consider and discuss how you can use the REAP to reflect.</p>	<p>which has disproportionately affected African American students within the district. African American students have been placed in ECE classes at higher numbers than their White counterparts.</p> <p>At Shacklette, we will review our suspension data bi-weekly. We will provide all teachers with MTSS training focusing on teacher clarity.</p>	<p><i>contributed to observed racial inequities.</i></p> <ol style="list-style-type: none"> 2. <i>Response indicates some reflection of root causes.</i> 3. <i>Response demonstrates extensive and insightful reflection on the root causes of observed racial inequities.</i>
<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 will continue using restorative practices to help support our students and staff. This year, we will create a transitional committee to help students transition back into school after a suspension with a meeting with the student/staff and with a parent in attendance.</p> <p>Restorative practices build interpersonal skills for listening, understanding, and connecting. These skills will help to support student growth in the areas of literacy.</p> <p>Other strategies:</p> <p>Increasing diversity within our school: Hiring Practices: Here at Shacklette our focus has always been to provide a staff that reflects the population of students. Currently, we do not anticipate staff changes. PBIS Interventions MTSS Model for RTI for behavior and academics</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>

		First Step Next – UofL K-3 Building relationships with students (including home visits;) (Every other month)	
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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>We will address the inequities of our school by implementing the following practices:</p> <ul style="list-style-type: none"> • PBIS/SRT coach will be providing social skills for students who may be at risk for suspension. This will include supporting the student throughout the instructional day by checking in with the students during those periods of the day that have indicated the stressful period for the student. • Mentor Program – Staff will choose to support a student as a mentor based on suspension and referral data. • Professional development on culturally responsive teaching practices and learning styles (i.e. book study) • Culturally Responsive Practices such as:Voice & Choice; Drama; Music; Art; and Dance <p>By the end of the year, at least 80% of our staff will have received up to four hours of professional development in culturally responsive teaching practices via our district Zone 1 support resource teacher.</p> <p>We will have dedicated faculty meetings that will support the PD. Teachers will be surveyed throughout the 2018-2019 school year on their culturally responsive practices and trainings.</p> <p>We will monitor our progress through our monthly revisits of restorative practices with Shermont Fox who is Shacklette’s resource with IIRP. Teachers will supply data regarding their success or need as it relates to our restorative practice plan.</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 the monthly Behavior Event report to track our student referral data including resolutions.</p>	<ol style="list-style-type: none"> 1. <i>It is unclear how data</i> 2. <i>Data identified to track</i> 3. <i>Progress will be reliably</i>
8. Timeline	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>We will have a monthly PBIS meeting to discuss trends, support, and strategies that support our racial equity plan. The results of the meeting</p>	<ol style="list-style-type: none"> 1. <i>Timeline is unacceptable</i>

		will be discussed during staff meetings and placed in Google Docs for staff access.	<ol style="list-style-type: none"> 2. <i>Timeline is somewhat ap</i> 3. <i>Timeline is sufficient to 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?	Principal Garner and his assistant Emily Allen will be responsible for monitoring this plan. All data related to our practices will be tracked and reported by Principal Garner.	<ol style="list-style-type: none"> 1. <i>No responsible individual</i> 2. <i>Responsible party is som</i> 3. <i>Responsible party will re</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.	All Shacklette instructional staff helped to support our racial equity plan. We are currently providing information to all parents to increase their support to our students upon district approval. We will survey the students in the Spring 2019 to determine if we are implementing positive culturally responsive practices.	<ol style="list-style-type: none"> 1. <i>Stakeholder engagement to be engaged.</i> 2. <i>Some stakeholders have</i> 3. <i>All stakeholders have be</i>
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>One major concern as a school would be the staff struggling to support change: I will remind them of our agreement to provide support, strategies and better relationships to all of our students; I will reference this plan periodically through staff meetings.</p> <p>Lack of parental involvement: We will make sure to keep parents informed about racial equity plan through newsletters, social media and student celebrations.</p> <p>Professional development will be provided to increase our staff's knowledge regarding culturally competent practices.</p> <p>-</p>	<ol style="list-style-type: none"> 1. <i>Anticipation of potentia</i> 2. <i>Anticipation of potentia</i> 3. <i>Potential threats have logical.</i>
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	Seek grants to provide professional development for staff. We will continue to use Title One funding for parent engagement. The PTA will provide financial support based on their fundraising efforts.	<ol style="list-style-type: none"> 1. <i>Budget is insufficient to</i> 2. <i>Budget modification is a</i> 3. <i>Budget modification pro</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) will run differently than it currently does, after this plan has been put into motion.	Monthly review of behavior data at Shacklette.

		<p>ILT will review the data and discuss possible additional within the classroom.</p> <p>Students will be supported in their classrooms reducing calls and referrals.</p>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	<p>If there is an increase in discipline referrals for students system to determine its effectiveness.</p> <p>Staff feedback – The staff will be asked monthly on how supporting our racial equity goals as a school and staff.</p>