

## State Agency 2018-19 Racial Equity Improvement Plan Development Tool

School:	State Agency Schools
Principal:	Heather Moss

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 style="text-align: center;">We will address teacher efficacy by learning more about culturally-responsive teaching, trauma-informed care responses, and our own implicit biases in order to improve our classroom practices, build meaningful relationships with students, and increase engagement for all students experiencing trauma and instability in home and school placement.</p> <p style="text-align: center;">Additionally, as the principal, I will work with the administrative team to ensure we have faculty and staff at each location who best represent that site's student population.</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>
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.	<ul style="list-style-type: none"> <li>● Behavior data</li> <li>● MAP data</li> <li>● Student interview and survey data</li> <li>● Walk-through data</li> </ul>	<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</i></li> </ol>

		<ul style="list-style-type: none"> <li>● Formative and summative assessments</li> <li>● K-PREP data</li> <li>● Transition and placement data</li> </ul> <p>This year we will gather baseline data in these areas and review monthly to identify areas of inequity.</p>	<p><i>that will be addressed through strategy.</i></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&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>Improved student outcomes, both behaviorally and academically, for students from diverse backgrounds who are experiencing trauma and instability in home and school placement. This includes academic growth, increased student engagement, and increased instructional time with fewer classroom removals. Student success will be measured by MAP growth, a decrease in behavioral issues/referrals, improved culture and climate, and more successful transitions to comprehensive schools. Specifically, creating student-centered approaches to teaching in which students' unique cultural strengths are identified, nurtured, and valued.</p> <p>Teacher efficacy will also increase as culturally responsive teaching strategies and trauma-informed approaches are utilized, and are part of the teachers' professional growth.</p>	<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>
<p>4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you</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</p>	<p>Low expectations, transient populations, lack of accountability and a fixed mindset have contributed to the inequities in our programs. Most recently, increased efforts to improve instruction have helped improve staff practices. We need to move forward and utilize the Racial Equity Plan to increase improvement in staff instructional practices. Staff members need training in culturally responsive teaching strategies and</p>	<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</i></li> </ol>

<p>are addressing?</p>	<p>REAP to reflect.</p>	<p>trauma-informed responses in order to increase student engagement for all students experiencing trauma and instability in home and school placement. We need to recognize our own biases and better support students as they are in our placements and as they transition to comprehensive schools.</p>	<p><i>and insightful reflection on root 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>	<ul style="list-style-type: none"> <li>● Identify and reflect on cultural biases</li> <li>● Communicate high expectations for all students</li> <li>● Implement student-centered instruction with student interests and engagement as the focus</li> <li>● Teacher as a facilitator</li> <li>● Diverse and equitable curriculum</li> <li>● Address individual student needs and create targeted interventions</li> <li>● Create equitable discipline processes</li> <li>● Create and maintain positive relationships</li> <li>● Implement PBIS with fidelity</li> <li>● Utilize culturally responsive teaching strategies</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>

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 <u>data and clear metrics for accountability</u> and include <u>inclusive input</u> from families, teachers, etc.</p>	<p>First we must review the plan with all stakeholders.</p> <p>All staff need to attend training in the areas of trauma informed care, implicit bias and culturally responsive teaching.</p> <p>All staff received Trauma Informed Training on Gold Days in January and October of 2018. Any staff member not trained will attend training during the 18-19 school year.</p> <p>All certified staff will attend the Racial Equity Institute training on Nov. 5th. Those who are unable to participate in November will attend a follow-up training in the summer during the Deeper Learning Symposium.</p> <p>Professional development will be offered throughout the school year in these areas and</p>	<ol style="list-style-type: none"> <li>1. <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>2. <i>Plan addresses inequity identified above, but needs more development.</i></li> <li>3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i></li> </ol>

		<p>extra supports provided where needed.</p> <p>Additionally, we will collaborate with our DEP Resource teacher, LaManada Moore-Rodriguez, to set up specific professional development opportunities.</p> <p>Specific strategies will be identified for implementation and looked for during walk-throughs. These include Opportunities to Respond and Positive Feedback.</p> <p>For too long, we have lacked accountability in some areas, specifically in our daily instructional and classroom management practices, because we relied heavily on the treatment partner. We also lacked authentic data to improve such practices. We must continually monitor behavioral data and academic data to determine areas of growth and promote successful interventions for all</p>	
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		<p>students.</p> <p>Goals will include increased time in class and individual student growth in math and literacy. We will also focus on increased supports for students as they transition to comprehensive schools and/or college and career opportunities.</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>	<ul style="list-style-type: none"> <li>● PLC minutes (bi-monthly)</li> <li>● Attendance data (monthly)</li> <li>● Academic data, grades and MAP, as well as other classroom assessments (quarterly)</li> <li>● Behavior data analysis (monthly)</li> </ul>	<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>
8. Timeline	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>Review all data monthly and discuss in administrative meetings to determine needs and next steps. Follow up with coaching sessions for individual staff as needed. Utilize survey data, walk-through data and entry/exit data. Review data monthly.</p>	<ol style="list-style-type: none"> <li>1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i></li> <li>2. <i>Timeline is somewhat appropriate.</i></li> <li>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></li> </ol>

<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>Associate Principals are responsible for overseeing the plan at their individual sites. The principal is responsible for overseeing the plan at all sites and reporting to the Assistant Superintendent. All staff are responsible for implementing specific culturally responsive and trauma-informed strategies in their daily practices.</p>	<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>At this point, only administrators and teacher leaders have been involved in the development of the plan. We need to include parents and guardians where applicable and involve the Treatment Partners.</p>	<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>
<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>	<p>Transient populations and lack of relevant data may hinder some of our plans, but we need to continue to provide and ensure attendance in necessary professional development in the areas of trauma informed care, implicit bias and culturally responsive</p>	<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>and relevant teaching. We will consult with the treatment partners and other appropriate agencies to help us in these areas. We will include guest speakers, conferences and other opportunities for both our staff and our students.</p> <p>We need support and guidance in determining the best way to include community input. We will collaborate with our DEP Resource Teacher, Lamanda Moore, to aid us in this endeavor, as well as in the area of professional development and teacher growth.</p>	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	<p>Budget is sufficient for professional development needs. While implementing the plan we will need to identify additional staff and professional development needs and adjust budget if necessary. We can use KECSAC funds in addition to general funds.</p> <p>Our Transition Counselor works with all students and</p>	<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>



		families as they transition to comprehensive schools and acts as a support during the change in placement. We may need to re-evaluate and see if we need more staff to aid in the transition process for added support due to the volume of students transitioning.	
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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.	<p>We will know our plan has been implemented when we see an increase in student engagement during Power Walks and through improved student outcomes in both academics and behavior. We will specifically be looking for a decrease in In-School Removals.</p> <p>Overall, we will see a positive and welcoming environment where students are engaged, people are smiling and working together and more students are transitioning to comprehensive schools. In our classrooms students will be actively engaged and taking ownership of their own learning and modeling appropriate social skills and collaboration. Teachers will act as facilitators and encourage student growth and participation while preparing them for comprehensive school. Ultimately, there will be a decrease in student enrollment, and we would be working more toward successful transitions and supporting students along the way as well as in the comprehensive setting.</p>

14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Indicators that the plan is not working and needs improvement would include increased behaviors, including out of class time and suspensions. A notable difference in walk-throughs when looking at student engagement, level of rigor and teacher behaviors. Poor academic and/or behavioral data will alert us to revisit the plan and see where changes need to be made, where professional development is necessary and where we need to support teachers with implementing the plan with fidelity. The ultimate goal is student success, especially when transitioning. Next steps will include ensuring that the trauma-informed practices and culturally responsive teaching strategies identified as being successful with individual students will be a part of the students' transition plan, and shared with comprehensive schools upon transition.
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