

Stuart Academy Racial Equity Improvement Plan

School:	Stuart Academy
Principal:	Laura Dalton (Brandon Cobb, Assistant Principal of Student Support Leadership Team)

PRE-REFLECTION DMC Envision Equity			
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>The Racial Disparity Stuart Academy will focus on is the disproportionality that exists in out of school suspensions and ISAP out of class time of students of color</p> <p>In the first year of our redesign, our 2016-2017 data showed that our Black Students suspensions were <u>424</u> compared to <u>88</u> suspensions of our white students. In 2017-2018, Black Student suspensions decreased to <u>227</u>. In addition, our Black Females were suspended disproportionately 242 to 87 white females..</p> <p>Our student support leadership team monitors and analyzes the JCPS Data Management Center during the weekly meeting to monitor our out of school suspension and ISAP assignments to ensure we are ensuring that each of our GAP groups are reducing the level of disproportionality. Also, we are establishing caseloads for students that are in need of extra support, coaching, and mentoring. Weekly check-ins are conducted with our caseloads in an attempt to provide another layer of support to students struggling with behavior issues. Comparison data from the previous school year is reviewed at each meeting, monitoring of growth areas occurs, and along with evaluation of specific classrooms/hallways/school areas where our highest numbers of</p>	<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>

		<p>behavior events occur. This ongoing data analysis allows us to guide our practices to improve student opportunities for success. Stuart Academy will utilize three 30-60-90 day Instructional and Behavior plans to focus on our improvement goals. Our goal is to 1)utilize proactive, positive approaches with Black males and females, to decrease their out of school suspension and ISAP and 2) to build capacity in our teacher’s ability to deliver grade level instruction to Black males and females, through culturally responsive teaching strategies, understanding our implicit biases about students of color, sincere relationship building through TIC, Restorative Practices and application of PBIS strategies on a daily basis. Our goal is to change our response to student misbehavior, disruptive behavior and any barrier that presents itself in a negative way, by implementing proactive, positive, restorative, culturally responsive behavioral interventions and instruction.</p>	
<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>Stuart Racial Equity Data Click The data used to determine this inequity is ongoing data from the DMC regarding out of school suspensions and isap assignments. Also, as part of our IC data clean up review each week, Stuart Academy assistant principal will review all resolutions and suspensions for accuracy, proper coding and alignment with the Jcps Student Support and Behavior Handbook. We will also utilize CSS data, SSLT behavior walkthrough data, and IC referral data to ensure that we are implementing support planning to reduce the disproportionality with our suspensions and out of class ISAP assignments</p> <p>Stuart Academy Equity Report School Culture and Climate - Data</p> <ul style="list-style-type: none"> ● Overall Satisfaction <ul style="list-style-type: none"> ○ F/R: White lowest overall satisfaction, Other races greatest. All below or at district (WP) ○ P: Black lowest overall satisfaction (47.8%) W greatest (54.9%) ○ “I am very satisfied with this school,” WF lowest, OF greatest. ● Caring Environment <ul style="list-style-type: none"> ○ F/R Black lowest, Other greatest. ○ “ I feel my teachers really care about me” HM/OM greatest (80% or 	<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>

		<p>above), BF lowest.</p> <ul style="list-style-type: none"> ○ “My school provides a caring and supportive environment for students,” OM lowest, OF/BM, HM greatest. <ul style="list-style-type: none"> ● Sense of Belonging ○ F/R White lowest sense of belonging. Other greatest. ○ “I feel like I am part of my school community,” OM/WMM lowest, OF/HM greatest. ○ “I really like other students in my school,” WF lowest, HM/OM greatest. <p><u>Literacy</u></p> <ul style="list-style-type: none"> ● Free and Reduced ○ Hispanic is the greatest, Black is the lowest. ● Paid ○ White is the greatest, 6% gap between B and W. <p><u>Opportunities and Access</u></p> <ul style="list-style-type: none"> ● Student demographics: B 336, FP 3, A 3, 72, W 329, 2+ 30 ● Suspensions <p><u>Discipline</u></p> <ul style="list-style-type: none"> ○ B 539, W 227, H 18, O 14 ● Tell Survey: ○ Students at this school understand expectations for conduct 2017: 61% ○ Students at this school follow rules of conduct 2017: 13% 	
3. What is	Please note that	In the long term, our goal is to increase the MAP scores and ultimately the	1. <i>Identified long-term outcome is</i>

<p>the long-term outcome you hope to impact?</p>	<p>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>KPREP scores of students of color.</p> <p>After analyzing student academic data from MAP and utilizing MAP scores for literacy and numeracy, students were intentionally scheduled into classes based on their scores within a specific range (10-20 points) to ensure there was no bias or inequities. Student achievement and growth will be monitored and as the next round of MAP assessments is given, students will be reviewed again for appropriate placements based on the Math and Reading scores. By increasing the level of teacher support and building teacher capacity through our 30-60-90 day plan goals, we will be able to clearly support the students with the most needs as well as all teachers. In our efforts to reduce suspensions, build a positive culture and climate, not only will student achievement increase in all areas, academic achievement gaps will close in all sub groups. Teacher training in classroom teacher and student support, alternatives to suspensions, and alternatives to class removal, will enable all students to have increased opportunities or academic success.</p> <p>Students were divided by grade level</p> <ul style="list-style-type: none"> ● Students were separated by special categories (AP, ECE, Prof/Dist, etc.) ● Students were sorted by MAP Reading Data (RIT Bands) ● Students were sorted by MAP Math Data (RIT Bands- this allowed students to be grouped for Tier I, II, and III Interventions during Related Arts Classes) ● Students were sorted by special class requests (Band, Chorus, Orchestra, & Library) ● Students were sorted by schedule availability (example- AP, Chorus, Library & Algebra 1; Apprentice, Band, Tier II Math Intervention, & ECE ELA Resource) ● ALL DECISIONS were student focused; Academic needs came first, followed by special class requests. (8 AP students did not get enrolled in Chorus- 2nd period 7th grade chorus, 3rd period Gen. Music) <p>Students will</p>	<p><i>irrelevant to school, or no long-term outcome identified.</i></p> <ol style="list-style-type: none"> 2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i> 3. <i>Identified long-term outcome is</i> 4. <i>feasible given the inequity identified in Question 1, it is relevant to school, and it demonstrates an innovative approach to addressing racial equity.</i>
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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>	<p>Our students come to us with deficits in literacy and numeracy skills. Many times, students are two and three grade levels behind in reading and math. This establishes a low level of achievement that many times in the past has caused staff members to not be able to engage students to perform at their greatest potential. There is a very high correlation for our students that have high academic struggles with excessive behavior issues in school. The trend data shows that both AA male and female students have a significant disproportionality in out of school suspensions over white students for the 2017-18 school year. This plan along with our 30-60-90 day goals for improvement specifically address our interventions, staff training and support, alternatives to suspension initiatives and our use of restorative practices for students.</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>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>Increased teacher training and support in our teacher learning groups with a clear focus on providing rigorous, engaging, authentic instruction, differentiating instruction, analyzing data and providing increased intervention and support to our students. Staff will work collaboratively in their TLG to address concerns to create a mind shift where we look for potential in students rather than deficits and create authentic engaging lessons for students to actively participate in. A Clear instructional purpose for staff focusing on using the Fundamental 5, the CIF, Novice Reduction Strategies, Culturally relevant content and focusing on Teacher Clarity for staff in the areas of classroom procedures and systems, behavior management strategies, use of the Stuart Academy behavior support plan, and implementation of new strategies utilizing the "Don't Suspend Me" book activities and reflections.</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 the 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 began implementation of the plan during the summer. Professional development was offered to our instructional staff that focused on aligning our school-wide systems for behavior support and classroom expectations along with aligning our instructional strategies and academic focus. We developed clear 30-60-90 day plans that have been implemented. Teachers received additional training and review on our opening days professional development sessions. Going forward, teachers meet in embedded PD, (teacher learning groups by content), daily to review data, create common assessments, plan together engaging lessons and project based learning opportunities. This intentional planning and focus for our teachers will engage our students, challenge them academically, as well as providing teacher support and growth in the areas of culturally responsive teaching. As teacher capacity</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>builds and they begin to receive increased coaching and support, more effective behavior intervention in the classroom followed by a layered approach to student discipline that allows all students to complete restorative practices discussions with our behavior support staff, and a task oriented approach to our ISAP program, will reduce not only the number of out of school suspensions, but our overall amount of student out of class time.</p> <p>Powerful Practices:</p> <ol style="list-style-type: none">1. Peer Learning walks - every 6 weeks, during TLG High Performing Teachers observed Low Performing Teachers and give coaching feedback, Low performing teachers observe high performing teachers and discuss effective strategies witnessed. (9-27,11-1, 11-20, 1-14,3-25, 5-16) (As evidenced by Learning Walk Reflection Sheet)2. Professional Development (District and	
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		<p>School) October 8, 2018 School Sponsored Teacher Led professional Development with support from Rajwinder Kaur/Baron Darden on Cultural Proficiency. (As evidenced on PD Central printouts of each teacher)</p> <ol style="list-style-type: none">3. Weekly DMC review of Teacher referrals comparing AA males/ females to white referrals, referrals resulting in suspensions, referrals resulting in ISAP and reflection on next steps (As evidenced on DMC, TLG agenda and Minutes and Teacher reflection sheets).4. Teacher Coaching Sessions with Rajwinder Kaur on Equity/Inclusion (10-2, 11-7, 12-11) Observe Teacher, Feedback Session, Modeling for struggling teachers 2 per session). (As evidenced by Coaching protocol forms for each teacher).5. Admin. Feedback Sessions every 6 weeks	
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		<p>with Evaluation teachers to discuss REP, Cultural Responsiveness and Instructional Strategies) (as evidenced by feedback sheets)</p> <p>6. Continued book study in TLG sessions with SSLT utilizing the "Don't Suspend Me Book" as evidenced by shared activities from the book and the meeting agendas for TLG.</p>	
<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>Teacher learning groups will meet daily to receive instruction and support along with discussing student data from CFA'S and DCA'S, and MAP data. The SSLT will meet weekly to review student behavior data, analyze trends and interventions needed for our students, and develop caseloads for increased support for our high flyer students. Assistant principal will review IC weekly for suspensions monitoring trends and inequalities that occur and ensure that all aspects of our 30-</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>

		<p>60-90 day plans are being fully implemented. The data will be tracked across the school year and reviewed weekly by the SSLT. This data will be shared with the Leadership Team weekly, reviewed with faculty members, the racial equity committee, and SBDM. Professional Development (District and School) October 8, 2018 School Sponsored Teacher Led professional Development with support from Rajwinder Kaur/Baron Darden on Cultural Proficiency. (As evidenced on PD Central printouts of each teacher)</p>	
8. Timeline	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>The data will be tracked across the school year and reviewed weekly by the SSLT. This data will be shared with the Leadership Team weekly, faculty and SBDM. Assistant Principal will monitor 30-60-90 day plans to ensure we are implementing all strategies with fidelity at each increment.</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>
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>Stuart Academy Leadership Team, Racial Equity committee has been charged with overseeing the implementation and monitoring the progress of this plan. They are charged with</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</i>

		<p>communicating progress to SSLT faculty and SBDM as well as stakeholder community.</p> <p>Information will be shared with staff during faculty meetings and with parents via monthly meetings, school messenger.</p>	<p>enforce timeline and ensure progress is made.</p>
10. Stakeholder engagement and relationship building	<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>This plan will be presented to our PTSA members, parents and our parent night and conference days, and SBDM committee, Website. Also, we will attempt to notify parents through daily communications via school messenger/twitter/fb, website of any changes to systems and expectations for our school community.</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.
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>The potential challenges that exist is the reality of the high frequency of behavior that our students exhibit each day as a result of various contributing factors, trauma and non-cognitive barriers. High teacher turnover, young, inexperienced teachers and a constantly changing instructional staff. We have a loose tight vision of behavior expectations and the tight is related to three specific behaviors. (Fighting, direct</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.

		<p>profanity to staff members, and bullying/harassment) Implementation of our PBIS expectations, (Be Respectful, Be Responsible, and Be Safe) in all areas of the school day is the teaching goal and tool we will use. The goal is for all staff to use common language and have high expectations for ALL students. Additional professional development opportunities are needed for staff to continue to look at our student data, understand the need and expectation for restorative practices to be used, and implementation with fidelity of our Stuart Academy Behavior Support Plan. Our Teacher Learning Groups that meet daily will also work to build teacher capacity, review data and implement new and engaging instructional practices to help our students achieve academic success and reduce negative behaviors.</p>	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your	Stuart Academy is well resourced for success in terms of staffing, resources, and support staff.	1. <i>Budget is insufficient to meet demands of strategy.</i>

	total budget will not change.	District support staff supplement the work we are doing in the areas of climate and culture improvement.	<p>2. <i>Budget modification is acceptable but needs some improvements.</i></p> <p>3. <i>Budget modification provides sufficient resources to implement strategy.</i></p>
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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.	We will know our plan is fully implemented when our numbers of out of school suspensions decrease for all students in all gap groups, the disproportionality within those suspensions decrease, our amount of in school ISAP assignments decrease, and overall student misbehavior is managed in a restorative, consistent, respectful way with fidelity. Implementing restorative practices along with the use of our school book study, "Don't Suspend Me" it is the expectation that whenever possible, alternatives to out of class consequences are to be utilized. Students with high frequency behavior/attendance issues will be assigned adult mentors to monitor and provide additional support to those students. Teachers will be informed about triggers for students, phone calls to parents will be made from mentors and goals will be set for improved outcomes for mentees. Once all areas of the three specific 30-60-90 day plans are fully implemented we should see positive data trends that support this work to create a more positive school culture and climate. Using comparison data from the previous school year and in our quarterly reports, we should be able to clearly monitor our growth, areas new or continued of concern, and be able to clearly reduce the high disproportionality rate of suspensions within our school. Specific training and professional development will be focused on building teacher capacity and creating a more culturally responsive atmosphere for our entire school community.
14. Adjustment	What are indicators that your plan is not	Indicators that our plan is not working or needs adjustment will be a

	working and needs adjustment?	<p>continued high disproportionate number of suspensions for students of color, increased numbers of behavior referrals, a monthly increase in the number of SST calls, and a decrease of restorative practices conferences. If these indicators do not show improvement, we will revisit our three 30-60-90 day plans to make changes and revisions along with increasing our level of teacher support in classrooms for those teachers that are having the most difficulty with behavior management and delivering authentic and engaging lessons. Consistent review of our data through the DMC will be the expectation and charge of the SSLT and Leadership Team.</p>
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