

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Waggener High School
Principal:	Sarah Hitchings

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?	We will be addressing racial disparities in our 2017-2018 suspension data.	<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 valid source.	<p>Our School Equity Scorecard demonstrates Black students are much more likely to be suspended for multiple days as opposed to White students. A total of 23 Waggener students were suspended ten or more days last school year. Every single one of these students (100%) were Black. Additionally, 100% of students with disabilities suspended over ten days (4) were Black. We believe our continual work as the District's Restorative Practice lab school we reduce suspendable behaviors and improve student sense of belonging to the Waggener Community.</p> <p>Sense of belonging and collaboration indicators of the 2018 CSS survey</p>	<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.

		also demonstrate disparities between White students and students of color (See #4).	
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	<p>Last year, we reduced suspensions by 30% from the previous year. We are seeking another 30% reduction of overall suspension rate again this school year. Specifically, we want to decrease the recidivism rate among students of color as a means of reducing racial disparities in our suspension data.</p> <p>Ultimately, by keeping more students of color in classrooms more of the time, we will see increases in student achievement. We seek to increase four-year graduation rates of students of color and increase the percentage of graduates of color who have successfully obtained College & Career Readiness (CCR) benchmarks.</p>	<ol style="list-style-type: none"> 1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified. 2. Long-term outcome is acceptable, feasible, and relevant to school. 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.
4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you are addressing?	<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>Punitive discipline measures have perpetuated disparities among students at Waggener. Students of color have been suspended more frequently and for more total days of suspension than their White peers.</p> <p>An analysis of Waggener's CSS data from past years indicates that Black students generally have a higher sense of belonging than their White peers. However, the school hopes to increase the sense of belonging for students of color. The 2018 CSS reported a 68%</p>	<ol style="list-style-type: none"> 1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities. 2. Response indicates some reflection of root causes. 3. Response demonstrates extensive and insightful

		<p>agreement for Black males and a 65% agreement for Black females for the school belonging indicator: <i>I feel like I am a part of my school community</i>.</p> <p>Additionally, a few specific indicators cause alarm with regard to students of color. Of all sub-groups, Black males reported the lowest percentage agreement (85.5%) for the collaboration indicator that reads <i>My classmates and I have opportunities to work together on projects</i>. Also of all sub-groups, Black females reported the lowest percentage agreement (52.5%) for the school belonging indicator that reads <i>I really like other students in my school</i>.</p> <p>In an effort to address these disparities, all courses at Waggener High School will provide at least one Project-Based Learning (PBL) experience each semester. PLCs will assess PBLs utilizing both the Quality Work Protocol and the Racial Equity Analysis Protocol (REAP). This will ensure all experiential learning opportunities at Waggener are standards-based and equitably presented to all student groups. Additionally, all students at Waggener will be given an opportunity to participate in a circle each day following an assigned Circle Schedule for the school.</p> <p>The implementation of PBL and Circles will allow for student engagement and foster trust among members of the learning community.</p> <p>These strategies will improve learning experiences and relationships for all Waggener students. Specifically, we hope to achieve at least 75% agreement by both Black males and Black females on the school belonging indicator (<i>I really like other students in my school</i>) on the 2019 CSS survey. Additionally, we hope to see an increase</p>	<p>reflection on root causes of observed racial inequities.</p>
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		<p>in the percentage of agreement for the targeted collaboration indicator (<i>My classmates and I have opportunities to work together on projects</i>) for Black males and the targeted school belonging indicator (<i>I really like other students in my school</i>) for Black females as a result of these initiatives.</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>	<p>We will continue our work with Restorative Practices. Every member of Waggener's staff has been trained in <i>Introduction to Restorative Practices</i> and <i>Using Circles Effectively</i>. All new staff attend this two-day training during their onboarding. Our school's Culture & Climate Committee provides follow-up training for various aspects of Restorative Practice work (i.e. use of affective statements, restorative questioning). This committee also presents weekly student lessons during our embedded intervention period (CAT Time).</p> <p>Over the summer, 40 students and 10 staff Safe School Ambassadors were trained. These influencers will continue to support the work of fostering a positive school culture within the building. Student and staff Ambassadors participate in Family Group Meetings twice a month. Meeting dates for the fall semester have been scheduled: September 14th & 28th October 12th & 26th November 9th & 30th December 14th</p> <p>Intentional dedication to our Restorative Practice work will result in higher student and staff sense of school belonging, reduce suspendable student behaviors, and ultimately increase student attendance and engagement during instruction.</p> <p>We have mobilized a school Racial Equity Committee comprised of school leadership and teachers. This committee will meet monthly,</p>	<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.

		<p>monitoring the implementation of this plan and ensuring equitable practices are applied to all school-based decisions and policies.</p> <p>Additionally, we will work with our DEP Resource Teacher in providing staff with additional best practices to combat racial disparities (i.e. Trauma Informed Care training, Implicit Bias training, multicultural book studies).</p>	
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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></p>	<p>By the end of the 2018-2019 school year, there will be a 30% reduction in overall suspensions for the school. Additionally, we will decrease recidivism rate, specifically among students of color.</p> <p>The utilization of Reintegration Circles will be the main strategy of our plan. A reintegration circle will occur with every student returning to school after a long-term suspension. Counselors will facilitate these circles with returning students, victims, and support parties (including teacher and peers). A plan for restoration of harm and reacclimation into Waggener's school community will be devised and communicated at the end of each Reintegration Circle.</p> <p>Waggener's Counselors, FRYSC, Mental Health Counselor, CART, and Digital Innovation Leader received Restorative Conferencing training on Sept. 11 & 12, 2018. All principals (4) are trained as well, providing WHS with a total of 11 trained facilitators for restorative conferencing.</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),

	<p>from families, teachers, etc.</p>	<p>It is the hope that our Restorative Practice work will reduce suspendable behaviors for all Waggener students. In the event a suspension does occur, our goal is for the Reintegration Circle and agreed upon plan to help prevent a future suspension for the student involved.</p> <p>We will work closely with DEP Resource Teacher throughout the school year. We will include opportunities for the discussion of strategies to support students of color on both fall Gold Days (Oct. 8th & Nov. 5th) and during embedded PD throughout the school year. Waggener's entire certified staff will attend the Racial Equity Institute during the summer of 2019.</p> <p>All staff will complete Implicit Bias Training (TBD).</p> <p>Waggener Principal, Leadership Team, and the school's Racial Equity Committee will utilize the <i>Culturally Proficient Teaching</i> text to guide work.</p> <p>Waggener's Leadership Team will complete a book study of <i>Black Male(d): Peril and Promise in the Education of African American Males</i> and discuss insights and practices in an online discussion forum with other JCPS leadership.</p> <p>Waggener submitted a mini-grant to support racial equity work. Grant has yet to be awarded, but funding for the school's Freshman Academy book study, <i>Pushout: The Criminalization of Black Girls in Schools</i>, and the resource utilized by Leadership and the Racial Equity Committee, <i>Cultural Proficiency: A Manual for School Leaders</i>, are components in the requested grant. Our mini-grant also requests funding for consultation from Dr. Irvin Scott (Harvard</p>	<p>and will sufficiently address inequities .</p>
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		<p>Professor) related to building a culturally responsive community through storytelling. If awarded, funding would secure Dr. Scott's services over the summer of 2019.</p> <p>Additionally, Freshman Academy leadership (Assistant Principal, Counselor, Lead Teacher), all counselors, and members of the school's Racial Equity Committee will attend the Girls of Color Community Conversation Series. The series is a total of 15 hours of professional development and community conversations that focus on the inclusion, exclusion, and outcomes of girls of color.</p> <p>Finally, two Waggener Resource Teachers (GCC & Science Resource) will complete the Vanderbilt COMP Training, aimed at providing effective classroom management strategies to create a positive learning environment and increase teacher interpersonal skills with students. Using a train the trainer model, these teacher leaders will provide strategies to teachers in 10-minute increments at each scheduled Academy Meeting throughout the year.</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 utilize the Behavior Dashboard to track suspension totals including total number and number of days for repeat offenders. Our school's Culture & Climate Committee will also track offense trends and present disaggregated discipline data to the staff on a monthly basis.</p> <p>We will use the annual Comprehensive School Survey (CSS) to track the collaboration and school belonging indicators for students of color.</p> <p>The school's Racial Equity Committee will utilize CSS indicators related to student voice and poll students on a monthly basis. This</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 source is available. 3. Progress will be reliably and validly measured with identified data.

		data will be tracked and analyzed in an effort to present staff with strategies to improve the learning environment for students.	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	<p>Suspension data will be reported at the end of every pupil month.</p> <p>CSS data will be reported in the spring.</p>	<ol style="list-style-type: none"> 1. Timeline is unacceptable (unattainable or not aggressive enough). 2. Timeline is somewhat appropriate. 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.
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?	<p>This is a schoolwide plan, with all stakeholders critical to its success.</p> <p>Waggener Leadership (Principal, APs, Counselors, FRYSC, CART) are responsible for receiving Restorative Conferencing training.</p> <p>Waggener teachers and staff are responsible for continued RP training and dissemination of CAT time RP lessons to students.</p> <p>Student and staff Safe School Ambassadors have added responsibility of assessing building culture, identifying needs, and</p>	<ol style="list-style-type: none"> 1. No responsible individual or group identified, or identified party is inappropriate or unreliable. 2. Responsible party is somewhat acceptable. 3. Responsible party will reliably

		creating plans to address observed needs.	enforce timeline and ensure progress is made.
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.	<p>At the conclusion of the first pupil month, a Culture & Climate survey was distributed to all teachers. The Culture & Climate committee will analysis results and present next steps.</p> <p>We are relying on our student Safe School Ambassadors to provide us with a student perspective of building culture.</p> <p>During reintegration circles, offenders will be provided an opportunity to share their sentiments regarding school expectations, practices, and adult behaviors.</p> <p>We will continue to act upon student suggestions for improved culture voiced through SSA family meetings and/or reintegration circles.</p> <p>We have a continued partnership with the International Institute of Restorative Practices (IIRP) with the support of an IIRP consultant (Lee Rush) visiting campus monthly.</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	What hurdles or conflicts do you anticipate, and how will you address them? Are there logistical considerations? Will you	<p>The biggest challenge is a mindset shift of staff.</p> <p>Our staff must believe that restorative practices and high expectations for student behavior can co-exist. Leadership must</p>	<ol style="list-style-type: none"> 1. Anticipation of potential challenges is not sufficiently

	<p>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>continually emulate a message of high expectations and high support.</p> <p>We have to collectively abandon the notion that suspensions change behavior and embrace a better way of guiding students in accepting ownership and repairing harm.</p> <p>We have the staff to do this work. Continual PD on restorative practices will sustain the effort.</p>	<p>developed.</p> <ol style="list-style-type: none"> 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>Implementing restorative practices takes more time and more personnel. Money from general Fund, Title I, and Section 7 will continue to be allocated to purchase additional in-school security monitors and certified teachers to supervise the school's two Positive Action Centers (PACs). Support personnel in these role groups will receive all RP training and are expected to utilize restorative questioning as de-escalation strategies on a daily basis.</p> <p>Proposed mini-grant funds will secure <i>Pushout</i> and <i>Cultural Proficiency</i> texts for a book study and Dr. Irvin Scott as a presenter.</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.	Without data, full implementation of this plan is a positive feeling received from the moment you walk through Waggener's front doors. The school is a place where all adults work collectively to proactively teach positive behavior management, diminishing suspendable behaviors from students. When unwise choices are made, the student is involved in the process of repairing harm and reintegrated into the school community as a valued member.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	<p>Perceptions from students and staff at SSA family meetings will be indicative of the plan's success.</p> <p>Behavior data trending in a negative direction and/or increases in disproportionality of the data will call for adjustments to the plan.</p>