

## Waller Williams Riverview 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?	<p>Within the Waller Williams-Riverview Programs our student population is based on student special needs placement. Therefore, our racial equity plan will focus on two components; recruitment and staffing and improving cultural competency.</p> <p>(Discipline referrals and calming center data will be a direct reflection of student demographic data.)</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.	<p>Demographic data of students: 62.8% African American/Black, 25.6% White, 5.6% two or more races.</p> <p>Staff demographic data: 35% White female, 20.7% White male, 25.9 Black female, 11.6 Black male, 3.8% Latinx female, 1.29% Indian</p> <p>Staff to student data reflects a majority White female staff working with a majority Black male population.</p>	<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 that will be addressed through strategy.</i></li> </ol>
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	<p>Improve student transition readiness by improving their responses to adults in all settings students transition to their comprehensive programs, college, and/or career.</p> <p>Provide students with a range of experiences that will improve their ability to be successful with both adults and students of varied cultures.</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</i></li> </ol>

	<p>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><i>identified in Question 1, it is relevant to school, and it demonstrates an innovative approach to addressing racial equity.</i></p>
<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>The system and practice of removing students from their comprehensive programs in order to serve their needs is the current practice that causes disparities.</p> <p>The recruitment and staffing issue of priority versus non-priority schools. As Waller Williams-Riverview is not a priority school, schools who have ECE teacher needs, select teachers with the Waller experience 1-2 at a time, leaving Waller-Riverview with multiple vacancies as we are 100% special needs. This selection process allows priority schools to select teachers from our program leaving our program to select multiple teachers, often new to teaching.</p> <p>The lack of resources for our special needs programs, specifically technology funds because of the small program. Current finances do not meet technology needs.</p> <p>Mental health resources for students with moderate to severe social emotional needs as well as behavioral supports for the most challenging students in the district. Waller-Riverview is advertised as a</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 and insightful reflection on root causes of observed racial inequities.</i></li> </ol>

		<p>therapeutic program but historically the mental health resources have not been adequate to meet the needs of the population.</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>Mental health supports to meet the traumatic and contextually appropriate needs of students is critical; meeting the needs of urban district, and meeting the needs of the special education student exposed to trauma.</p> <p><i>Best practices of teacher withitness and cultural competency will improve teacher responsiveness in regards to the African American male and practices of special needs students.</i></p> <p>Black Educators for Black Students The State of Racial Equity in the Educator Workforce <a href="https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf">https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf</a></p> <p>Human Resources Recruiting and Retaining Educators of Color <a href="https://sites.ed.gov/whieeaa/files/2014/01/Resource-Slides.pdf">https://sites.ed.gov/whieeaa/files/2014/01/Resource-Slides.pdf</a></p> <p>School-Based Mental Health Services: Improving Student Learning and Well-Being <a href="https://www.nasponline.org/resources-and-publications/resources/mental-health/school-psychology-and-mental-health/school-based-mental-health-services">https://www.nasponline.org/resources-and-publications/resources/mental-health/school-psychology-and-mental-health/school-based-mental-health-services</a> (requesting access)</p> <p>Disproportionate Representation of African American Students in Special Education: Acknowledging the Role of White Privilege and Racism <a href="http://journals.sagepub.com/doi/abs/10.3102/0013189X035006024">http://journals.sagepub.com/doi/abs/10.3102/0013189X035006024</a> (requesting access)</p>	<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 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>Book study, educating males of color, Compassion Fatigue for staff, and educating students of color with disabilities (texts to be selected)</p> <p>Collaborate with HR to recruit teachers and instructional assistants of color.</p> <p>Collaborate with HR to recruit security and safety staff that represent various ethnicities.</p> <p>School wide diversity training to include understanding and communicating with varied ethnic groups (parents and students); workshops and guest speakers</p> <p>Increase proficiency of staff working with students of color with disabilities</p> <p><i>Collaborate with</i></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><i>Ashley Duncan to address needs of Waller Williams-Riverview.</i></p> <p><i>Meet with Jimmy Adams to help identify school in terms of priority for recruitment and staffing.</i></p> <p><i>Training to improve cultural competence of current and future staff.</i></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>Recruitment and staffing (applicants, interviews, and hiring data)</p> <p>Student data is determined by ARC recommendation for placement in least restrictive environment.</p>	<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>Monthly reflection on professional development and book study (qualitative data)</p> <p>Create an assessment that reflects understanding and knowledge of cultural context</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</i></li> </ol>

		<p>of special needs students with disabilities. (Survey format)</p> <p>Final data will be analyzed against pre-assessment data.</p> <p><i>Collaborate with Data Department to create assessment to reflect competency (pre-post).</i></p>	<p><i>make progress on strategy.</i></p>
<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>Racial Equity Team Administrative Team</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>Collaborate with parents to identify specific needs of special needs students.</p> <p>Collaborate with treatment partners to develop extended therapeutic treatment options.</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>

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>Time constraints. The work of our student population demands a great deal of time of the staff. Finding opportunities that are outside of the crisis work to focus on this plan with fidelity.</p> <p>*Same as book studies (above)</p> <p>-</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>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>Funds for trainers, books/texts, and guests. Exact amounts unknown at this time.</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>

POST REFLECTION	Directions	Notes
13. Full implementation	<p>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>	<p>Staffing at Waller-Riverview will reflect a balance of males/females of various ethnicities. The security staff will not be a majority African American while teachers are majority White. There will be a balance of male and female teachers and other ethnic groups in both the teachers and instructional assistant position.</p>

		<p>Behavior referrals and behavior incidents will be reduced.  Staff will improve communication with students and parents.  Staff will be able to identify trauma risks and improve supports for students.  Students will be successful because of the direct support from staff and transition to comprehensive programs within a shorter window than 2-3 years.</p>
<p>14. Adjustment</p>	<p>What are indicators that your plan is not working and needs adjustment?</p>	<p>Recruitment and staffing remains the same or weaker.  Few applicants of color in teaching positions but maintained in security positions.  Few male applicants but more female applicants.</p> <p>Behavior referrals maintained at current rate or more.  Staff will not improve in the area of collaborating with parents/stakeholders.  Students will not be transitioned to comprehensive programs successfully but will continue 2-3 year enrollment in the Waller Riverview program.</p>