

## **TEMPLATE AND RUBRIC**

### **Racial Equity Improvement Plan Development Tool**

School:	Zachary Taylor Elementary
Principal:	Dwayne Roberts

<b>PRE-REFLECTION</b>			
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>Black Students on Free/Reduced Lunch made up 16% of those suspensions (the district average is 7.4%).</p> <p>Black Students on Paid Lunch made up 11.9% of those suspensions (the district average is 2.5%).</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>135 Suspension Events - 2017-2018</p> <p>Black Students on Free/Reduced Lunch made up 16% of those suspensions (the district average is 7.4%).</p> <p>Black Students on Paid Lunch made up 11.9% of those suspensions (the district average is 2.5%).</p> <p>80% of Black Students on Free/Reduced Lunch have agreed or strongly agreed that they are satisfied with the school (the district average is 83.3%) and 85.7% of Black students agree or strongly agreed that they have a sense of belonging (87.7% is the district average).</p> <p>670 Classroom Removals 17-18 as compared to 185 in 16-17.</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	Please note that this may not be the same	<b>80% of school staff agree that school administrators consistently</b>	<ol style="list-style-type: none"> <li>1. <i>Identified long-term outcome is</i></li> </ol>

<p>outcome you hope to impact?</p>	<p>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><i>enforce rules for student conduct.</i></p> <p><i>75% Reduction in the number of African American Student Suspensions.</i></p> <p><i>50% Reduction in the number of classroom removals.</i></p>	<p><i>irrelevant to school, or no long-term outcome identified.</i></p> <ol style="list-style-type: none"> <li><i>2. Long-term outcome is acceptable, feasible, and relevant to school.</i></li> <li><i>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.</i></li> </ol>
<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>Conscious effort to enter every event into Infinite Campus.</p> <p>Increase in students newly enrolled this school year with mental health and behavioral needs.</p> <p>Increase in student emotional and social needs (increase in aggressive behaviors.</p> <p>Lack of teacher knowledge of strategies and skills to address changing behaviors and student population.</p> <p>Lack of de-escalation skills</p> <p>Lack of positive incentive and recognition.</p> <p>Lack of time to effectively modify inappropriate behaviors.</p> <p>Low academic performance</p>	<ol style="list-style-type: none"> <li><i>1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></li> <li><i>2. Response indicates some reflection of root causes.</i></li> <li><i>3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></li> </ol>

<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>	<ol style="list-style-type: none"> <li>1. <u>Modification of PAC Room to include de-escalation; behavior modification; behavior check-ins; and mental health support (utilizing counselor and FRC).</u></li> <li>2. <u>Creation of a Racial Equity Committee that is a part of the Culture and Climate Committee. The committee will focus on strategies that work in engaging african american male students in the classroom community and classroom activities. It will also conduct research on current best practices (work with JCPS Behavior MTSS Staff and JCPS Division of Racial Equity and Diversity and U of L ABRI / PBIS) that assist with classroom teacher modification of inappropriate behaviors.</u></li> <li>3. <u>Each student will be given a survey about relationships at school to identify at least one person that they feel comfortable. Each staff member will be assigned a group of students to conduct regular check-ins and mentoring. This will be led by our FRC. If students have an adult that they have a relationship in the building besides their teacher, there will be one more person that is able to de-escalate a situation prior to the situation becoming a disciplinary problem.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Response demonstrates little research into best practices.</li> <li>2. Some evidence that research conducted, but more needed.</li> <li>3. Response suggests careful consideration of best practices and reflective insight into practices.</li> </ol>
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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 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><b>Addressing Implicit Biases: (Teacher Reflection Survey)</b></p> <ul style="list-style-type: none"> <li>- Cultural Proficiency Continuum PD</li> <li>- Book Study: “For White Folks Who Teach in The Hood”</li> <li>- Continued PD with Diversity, Equity, and Poverty resource teacher.</li> </ul> <p><b>Behavior Systems: (Drummond Screener)</b></p> <ul style="list-style-type: none"> <li>- U of L ABRI/PBIS Initiative</li> <li>- Behavior PLCs to providing effective Culturally relevant (Using student interest/ learning style surveys - Garner Style) best practices for all students.</li> <li>- Targeted staff members will work with Behavior Coach/ PACT</li> </ul>	<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>teacher on Revised School Management Plan.</p> <p><b>Adjusting Academic Systems: (MAP)</b></p> <ul style="list-style-type: none"> <li>- ITL - Book Study on culturally responsive instructional practices</li> <li>- JCPS MTSS Academic will work with ZT on Teacher Clarity and engaging instructional practices.</li> <li>- PLC planning grouped into 4 categories (Behavior, Math, Reading and Deeper Learning) aligned with culturally relevant strategies.</li> </ul>	
7. Data tracking	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>IC Behavior Events / Suspension Data</p> <p>CSS Social-emotional Learning Data Results</p> <p>Positive Action Center Log of classroom removals and supports.</p> <p>JCPS Score Card</p> <p>Monthly Behavior Snapshots</p> <p>School Created Survey provided twice per year.</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	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	Data will be tracked on a monthly basis and reviewed at the end of each month by	<ol style="list-style-type: none"> <li>1. <i>Timeline is unacceptable</i></li> </ol>

		<p>the school's behavior team and the school's administration.</p> <p>Data will also be reviewed at monthly ILT / Grade Level Leads Meetings and a monthly Grade Level PLC meetings.</p>	<p><i>(unattainable or not aggressive enough).</i></p> <ol style="list-style-type: none"> <li><i>Timeline is somewhat appropriate.</i></li> <li><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>
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><b><i>Creation of a Racial Equity Committee that is a part of the Culture and Climate Committee. The committee will focus on strategies that work in engaging african american male students in the classroom community and classroom activities. It will also conduct research on current best practices (work with JCPS Behavior MTSS Staff and JCPS Division of Racial Equity and Diversity and U of L ABRI / PBIS) that assist with classroom teacher modification of inappropriate behaviors.</i></b></p>	<ol style="list-style-type: none"> <li><i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i></li> <li><i>Responsible party is somewhat acceptable.</i></li> <li><i>Responsible party will reliably enforce timeline and ensure progress is made.</i></li> </ol>
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>Teachers - provide input and feedback on data and responsible for the implementation of best practices to be shared.</p> <p>JCPS MTSS Behavior and Academics will work with ZT all year to provide teachers with strategies, best practices and activities that assist with the behavior and academic needs of</p>	<ol style="list-style-type: none"> <li><i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></li> <li><i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i></li> <li><i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></li> </ol>

		<p>the classroom teacher. JCPS Race Diversity and Equity will provide 6 embedded professional development session related to culturally responsive teaching and teacher bias. PEACE ED has provided a mentor in collaboration with the ZT FRC that will provide mentorship to our Tier 3 African American Males. U of L ABRI/PBIS (Diane Claire) continues to work with Zachary Taylor on the implementation of our school-wide student management system and behavior policy and implementation of positive behavior intervention supports. ZT SBDM will continue to monitor progress data and provide the necessary policy support and financial supports to address the current needs of our students and teachers.</p> <p>ZT PTA will continue to provide financial and parental support related to our positive incentive and rewards systems and to provide financial support for the classroom needs that are identified by ZT Staff.</p>	
11. Challenges	What hurdles or conflicts do you anticipate, and how will you address them? Are there logistical considerations? Will you get pushback from any	Change in paradigm about student misbehavior and how to	1. <i>Anticipation of potential challenges is not sufficiently developed.</i>

	<p>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>effectively modify positively.</p> <p>Some of the greatest pushback will be teachers and parents due to the fact that people always want something done to “those” students and not realizing that the behaviors will not change or modify unless we do something different.</p> <p>We will continue to share purpose, progress and practices with our teachers during ILT/GLL meetings and weekly PLCs. We will also share progress with the SBDM and PTA to keep them informed of the purpose for our changes, the progress we are making with those changes and the best practices that have been implemented.</p> <p>We will offer and need professional development related to root causes for varying behaviors; classroom and school solutions to modify those behaviors; and our practices that agitate and escalate those behaviors.</p> <p>-</p>	<ol style="list-style-type: none"> <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	How will your budget need to be modified to implement your strategy? Assume your total budget	Our teacher committees and SBDM began the process last	<ol style="list-style-type: none"> <li>1. <i>Budget is insufficient to meet</i></li> </ol>

	will not change.	year of identifying areas of growth and prioritizing those areas of growth. Out of this prioritization our systems were realigned and the SBDM created and adopted a budget that addressed all of those priority areas and to effectively implement the goals and strategies outlined on our CSIP.	<p><i>demands of strategy.</i></p> <ol style="list-style-type: none"> <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>
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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>Student behavior and academic issues will be addressed in a positive and supportive manner. Once an issue has been identified, there will be an immediate plan for support and modification. Student needs will be met in a timely manner which reduces in class behaviors and increase the amount of time that students are on task and being academically successful.</p> <p>We will know this by monitoring a decrease in out of class removals and a dramatic decrease in suspension. We will also know by an increase in positive behavior interventions and supports being implemented by the classroom teacher prior to call for a removal from class.</p>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	<p>*Increase in classroom removals as noticed on our monthly behavior snapshot.</p> <p>*Increase in out of school suspensions as notice on our monthly behavior snapshot.</p>