Team Implementation Action Plan

Learning Community: _____   **School Name:** _____   **Installation Period:** <u>2021 - 2023</u>

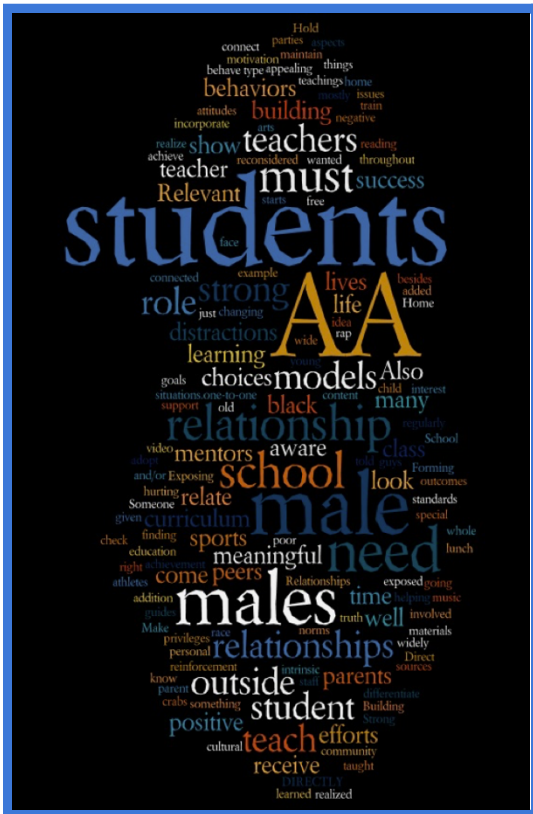**Persons Contributing to this Document:**

About This Tool:

The purpose of this document is to support school teams with developing comprehensive support systems to address the attendance, behavior, course performance and social-emotional needs of African American and Latino male students. For each student support practice *(i.e. MTSS, Culturally Responsive Instruction, Restorative Practices),* implementation elements are identified to guide Team based planning and progress monitoring of activities.

The two year plan is typically developed/reviewed in accordance with District expectations for annual School Improvement Planning. Mid-Year progress reviews are also highly recommended to inform any necessary adaptations. Most schools are already implementing one or more of the key practices. (MTSS, Restorative Practices, Culturally Responsive Instruction) For efficiency and accountability, each of the three student practices should be assigned to existing school committees.

● Monthly and quarterly reviews of student performance data should include staff fidelity as well as disaggregated student outcomes.
● Root Cause Analysis/Data Drill Down methodology allows teams to align solutions which are effective and efficient.
● Wherever possible, students and their families should have the opportunity to provide input for solutions which impact their lives.

(Note: Only Core and Supplemental tiers of the MTSS framework are emphasized due to individual student problem solving being a function of the Intensive level.)

African American Male Resilience and Self-Efficacy Model – National Institutes for Justice Research Study 2018-2021; Edwin Wilson, Jackie Peterson

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The table below demonstrates the instructional model's alignment with *NC Star Focus Indicators* for school Improvement. You may wish to refer to the "Goal Evaluation/Evidence" column as you complete each segment of your implementation plan.

School Improvement Plan (SIP)		
African American Male Resilience and Self-Efficacy Model		
NC Star Focus Indicators	**Supporting Actions**	**Goal Evaluation/Evidence Measures**
A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. **NCSTAR Resource - Instructional Alignment & Design** Key Lever: Culturally Responsive Instruction	Coaching Instructional Staff Conducting Action Research Providing Peer Feedback Modeling Problem Solving During PLCs Creating Systems for Peer Observation	Lesson Plan Design Rating for CRI Formative Assessments Summative Assessments Insight Student Surveys Quarterly /Semester Grades PLC Meeting Minutes Staff Handbook Teacher Self-Efficacy
	Coaching of Skills and Technique Conducting PLC Action Research Modeling Problem Solving During PLCs	Student Attendance Student Tardies Office Discipline Referrals Peer Observations Administrator Observations PD Calendar Teacher Self-Efficacy Staff Handbook
A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. **NCSTAR Resource - MTSS Framework** Key Lever: Multi-Tiered Systems of Support	Scheduling Team Meetings Analyzing Data Reports Monitoring Fidelity and Outcomes Communicating with Parents Mapping School Based Resources	Tiered Fidelity Inventory (TFI) Facilitated Assessment of MTSS-School (FAM-S) Triangle Reports Professional Development Calendar Teacher Self-Efficacy Student Handbook Staff Handbook

Team Implementation Action Plan

Learning Community: _____   **School Name:** _____   **Installation Period:** <u>2021 - 2023</u>

School Improvement Plan (SIP)		
African American Male Resilience and Self-Efficacy Model (*cont*)		
NC Star Focus Indicators	**Supporting Actions**	**Goal Evaluation/Evidence Measures**

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.
 	
NCSTAR Resource - Social & Emotional Needs
 	
Key Lever:
 	
  Restorative Practices
 	
  Multi-Tiered Systems of Support
	Integrating SEL into Behavior Matrix
	Modeling Affective Statements
	Supporting Weekly Class Circles
	Integrating Circles into Discipline
	Creating Student Leadership Group
		Caring School Community Assessments
		7 Mindsets Teacher Dashboard
		Restorative Practices Classroom Circles
		Restorative Practices Responsive Circles
		- Student Discipline Integration
		Parent Surveys
		Panorama Student Data
		MTSS Triangle Discipline Data
		MTSS Triangle Academic Data
		Administrator Observations
		Teacher Self-Efficacy

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.
 	
NCSTAR Resource - Instructional Monitoring
 	
Key Lever(s):
 	
  Culturally Responsive Instruction
 	
  Restorative Practices
	Assigning of Personnel
	Scheduling of PD
	Cheerleading Team Efforts
	Communicating the "Big Picture"
	Reviewing Meeting Minutes
		Master Schedule
		Staff Surveys
		Staff Evaluations
		Administrator Observations
		Conferencing
		Teacher Self-Efficacy

Team Implementation Action Plan

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E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).
 	
NCSTAR Resource - Parent Communication
 	
Key Lever(s):
   Multi-Tiered Systems of Support
   Culturally Responsive Instruction
   Restorative Practices
	Scheduling Community Town Halls
	Modeling Restorative Conversations
	Developing Formal Graduation Plans
	Sharing Community Support Options
	Collaborating w/ Community Agencies
	Sharing Intervention Options
	Recruiting Parent Opinions
		Student Handbook
		Staff Handbook
		Parent Surveys
		Parent Engagement Data
		Communication Data
		Staff Self-Efficacy for Parent-Teacher Meetings

Multi-Tiered Systems of Support (MTSS)
CORE Behavior Instruction

IMPLEMENTATION ELEMENT	ACTION STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE By When	IMPLEMENTATION STATUS — Place in "X" in the status location			GOAL EVALUATION MEASURE/ EVIDENCE (Indicate Measures)
			NO	PARTIAL	YES	
Example: *Common Philosophy and Purpose: MTSS Implementation mission statement developed*	1. *Team attended PBIS Core PD in August 2018.* 2. *Mission Statement and goals were developed during training.* 3. *MTSS leadership Team reviews Mission and Goals annually.*	*MTSS Team* *Team Facilitator* *August 2021*			X	☐ *MTSS Team Folder* ☐ *August Team Agenda* ☐ *Mission Statement* ☐ _____

African American Male Resilience and Self-Efficacy Model – National Institutes for Justice Research Study 2018-2021; Edwin Wilson, Jackie Peterson

Team Implementation Action Plan

Learning Community: _____   **School Name:** _____   **Installation Period:** 2021 - 2023

#				NO	PARTIAL	YES	
1	Common Philosophy and Purpose: MTSS Implementation mission statement developed. **Staff Shared Agreements:** Mission Statement & Implementation SMART Goals.	1. Resource(s): MTSS Mission Statement and Goals Template, Caring School Community PD		NO	PARTIAL	YES	☐ Student Handbook ☐ Staff Orientation ☐ Theory of Action ☐ School Mission Statement
2	Leadership Team meets monthly to identify trends and solutions in schoolwide behavior.	1. Resource: MTSS-B Team Roster and Roles; Meeting Agenda Template, Navigator - African American Male Resilience and Self-Efficacy	**WHO IS RESPONSIBLE By When**	NO	PARTIAL	YES	☐ Student Handbook ☐ Staff Orientation ☐ Meeting Minutes ☐ _____
3	*African-American Male Success Sub-Committee* established for the purpose of guiding decisions to address the needs of African American male students. Note: Subcommittee tasks may be integrated with MTSS Leadership Team	1. Resource(s): MTSS Team Roster & Meeting minutes, Navigator - African American Male Resilience and Self-Efficacy		NO	PARTIAL	YES	☐ Roster ☐ Meeting Agendas ☐ Theory of Action
4	Eighty percent(80%) of African-American Male Success Sub-Committee members attended Root Cause Analysis/Data Drill Down professional development.	1. Resource(s): Root Cause Analysis PD		NO	PARTIAL	YES	☐ PD Roster ☐ Meeting Minutes ☐

Team Implementation Action Plan

Learning Community: _____   **School Name:** _____   **Installation Period:** 2021 - 2023

#	Description	Action	Who is Responsible	NO	PARTIAL	YES	Evidence
5	Clarification of Expected Behaviors for Students and Staff: Schoolwide Behavior Matrix language inclusive of student cultures.	1. Resource(s): PBIS schoolwide behavior matrix and Culturally Responsive Schoolwide PBIS Assessment	**WHO IS RESPONSIBLE** **By When**	NO	PARTIAL	YES	☐ Student Handbook ☐ Staff Handbook ☐ TFI Report ☐ _____
6	Response to problem behavior flowchart and discipline consequences reviewed annually for biased interpretations/outcomes.	1. Resource(s): PBIS schoolwide behavior matrix and behavior flowchart examples		NO	PARTIAL	YES	☐ Student Handbook ☐ Staff Handbook ☐ TFI Report ☐ _____
7	Effective Classroom Practices: 100% of staff have completed district sponsored classroom management professional development.	1. Resource(s): 4 Components Canvas Course		NO	PARTIAL	YES	☐ Staff Handbook ☐ PD Schedule ☐ PD Roster ☐ Teacher Self-Efficacy
8	Matrix Lessons and schedule developed for explicit student instruction of prosocial schoolwide behaviors. Visual reminders posted throughout the building.	1. Resource(s): PBIS matrix lesson/social skills lesson template		NO	PARTIAL	YES	☐ Master Schedule ☐ Staff Orientation ☐ Lesson Plans ☐ TFI Report
9	Acknowledgement system developed for encouraging expected student and staff behaviors (verbal/tangible)	1. Resource(s): MTSS/PBIS Acknowledgment system		NO	PARTIAL	YES	☐ Student Handbook ☐ Staff Orientation ☐ TFI Report

Team Implementation Action Plan

Learning Community: _____ **School Name:** _____ **Installation Period:** <u>2021 - 2023</u>

10	Monthly ongoing monitoring of effectiveness of Core instruction (Academic, Behavior, & SEL) to determine effectiveness for African American and Latino male students.	1. Resource(s): Master Schedule, Root Cause Analysis/ Data Drill Down	WHO IS RESPONSIBLE By When	NO	PARTIAL	YES	☐ Staff Meetings ☐ Data Reports ☐ TFI Report ☐ ___
11	Quarterly ongoing monitoring of MTSS Team implementation fidelity.	1. Resource: Tiered Fidelity Inventory (TFI); FAM-S		NO	PARTIAL	YES	☐ Staff Meetings ☐ Data Reports ☐ TFI Report ☐ ___
12	Cross representative student focus group convened by MTSS Team quarterly to support problem solving of schoolwide concerns.	1. Resource(s): MTSS Core PD, Master Schedule		NO	PARTIAL	YES	☐ Student Roster ☐ Meeting Schedule ☐ Meeting Agenda

MTSS Core Implementation
(Section to be Completed by Learning Community Representative)

Learning Community: Coaching Support and Recommendations

Adaptive:

Technical:

Culturally Responsive Instruction (CRI)
CORE Academic Instruction (Differentiation)

Team Implementation Action Plan

Learning Community: _____   **School Name:** _____   **Installation Period:** <u>2021 - 2023</u>

	IMPLEMENTATION ELEMENT	ACTION STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE By When	IMPLEMENTATION STATUS Place in "X" in the status location			GOAL EVALUATION MEASURE/ EVIDENCE (Indicate Measures)
				NO	PARTIAL	YES	
	Example: *Common philosophy & purpose established for the implementation of culturally responsive instruction*	1. CRI Champions attended PD by Dr. Chance Lewis. 2. Developed implementation mission statement and rollout plan. 3. Staff given the opportunity to explore their own culture during PD.	*Administration CRI Champions* *By August 2021*		X		☐ PD Roster ☐ Rollout Plan ☐ ☐
1	Common philosophy & purpose established for the implementation of Culturally Responsive Instruction (CRI). *CRI Champions Rollout Plan: Shared Agreements and Implementation Goals*	1. Resource(s) : CRI Implementation Plan/ Theory of Action		NO	PARTIAL	YES	☐ School Mission Statement ☐ CRI Rollout Plan ☐ Theory of Action
2	*Implicit Bias* professional development completed by 70% of building staff within the past two years.	1. Resource(s): Implicit Bias Canvas Course PD		NO	PARTIAL	YES	☐ PD Schedule ☐ PD Roster ☐
3	Curriculum texts are representative of student cultures across all subjects.	1. Resource(s) : Text Adoption Minutes		NO	PARTIAL	YES	☐ Ethnicity Enrollment ☐ Curriculum Inventory ☐

African American Male Resilience and Self-Efficacy Model – National Institutes for Justice Research Study 2018-2021; Edwin Wilson, Jackie Peterson

Team Implementation Action Plan

Learning Community: _____ **School Name:** _____ **Installation Period:** 2021 - 2023

			WHO IS RESPONSIBLE By When	NO	PARTIAL	YES	
4	Repository of CRI lesson plans established by grade level/department. (i.e. English, Math, Science, Social Studies)	1. Resource(s) : CRI PD, Lesson Template	WHO IS RESPONSIBLE By When	NO	PARTIAL	YES	☐ CRI Lesson Template ☐ CRI Repository ☐
5	Implementation Goals: Skills gap analysis completed to determine equitable course performance needs for African American and Latino male students.	1. Resource(s): Navigator - African American Male Resilience and Self-Efficacy		NO	PARTIAL	YES	☐ PLC Minutes ☐ ☐
6	Culturally Responsive Instruction professional development received by a minimum of 80% of instructional staff within the past year.	1. Resource(s): CRI Canvas Course		NO	PARTIAL	YES	☐ PD Schedule ☐ PD Roster ☐
7	Culturally Responsive Instruction practices integrated into all core subject lesson plans (i.e. English, Math, Science, Social Studies)	1. Resource(s) : CRI Canvas Course		NO	PARTIAL	YES	☐ Lesson Review ☐ CRI Repository ☐ Observations
8	Grade level/department PLCs discuss culturally responsive instruction as a problem of practice once per month. (i.e. Literacy, Math, Behavior, SEL)	1. Resource(s): PLC/Action Research PD		NO	PARTIAL	YES	☐ PD Schedule ☐ PD Roster ☐ Teacher Self-Efficacy

Team Implementation Action Plan

Learning Community: _____ **School Name:** _____ **Installation Period:** 2021 - 2023

9	Ongoing monitoring system established to determine staff fidelity and performance outcomes for African American and Latino male students. (mid-year & end of year reviews include rates of student engagement for targeted groups)	1. Resource(s): Root Cause Analysis/Data drill Down PD, Navigator - African American Male Resilience and Self-Efficacy	WHO IS RESPONSIBLE By When	NO	PARTIAL	YES	☐ Master Schedule ☐ Data Reports ☐ Meeting Minutes

Culturally Responsive Instruction (CRI)
(Section to be Completed by Learning Community Representative)

Learning Community: Coaching Support and Recommendations
Adaptive:
Technical:

Restorative Practices
CORE SEL Instructional Pedagogy

	GOALS	ACTION STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE by When	IMPLEMENTATION STATUS Place in "X" in the status location			GOAL EVALUATION MEASURE/ EVIDENCE (Indicate Measures)
				NO	PARTIAL	YES	
	Example: *Common philosophy & purpose established for the implementation*	1. *Administrators and Behavior Support Staff attended Introduction to Restorative Practices professional development.*	*Administration* *by August 2021*	X			☐ SIP Plan ☐ Master Schedule ☐ PD Materials

African American Male Resilience and Self-Efficacy Model – National Institutes for Justice Research Study 2018-2021; Edwin Wilson, Jackie Peterson

Team Implementation Action Plan

Learning Community: _____   **School Name:** _____   **Installation Period:** 2021 - 2023

	of Restorative Practices for SEL instruction	2. *Administration communicates to staff alignment of Restorative Practices with SEL instruction and restorative discipline*				
1	Common Philosophy & Purpose established for the implementation of Restorative Practices for SEL instruction MTSS Mission & Goals or SEL Mission & Goals	1. Resource(s): Restorative Practices PD, Student Focus Group, Caring School Community/7 Mindsets PD	**WHO IS RESPONSIBLE By When**	NO	PARTIAL	YES	☐ School Mission Statement ☐ Theory of Action ☐ SEL/RP Plan
2	Implementation Goals: SEL student screening data analysis completed to determine trends for African American male students.	1. Resource(s): Panorama, Navigator - African American Male Resilience and Self-Efficacy		NO	PARTIAL	YES	☐ Meeting Minutes ☐ ☐
3	Restorative Practices professional development received by a minimum of 80% of staff within the past year.	1. Resource(s): Restorative Practices PD		NO	PARTIAL	YES	☐ PD Schedule ☐ PD Rosters ☐
4	Restorative Practices Circles integrated into weekly classroom procedures and routines.	1. Resource(s): Restorative Practices PD		NO	PARTIAL	YES	☐ Master Schedule ☐ Observations ☐ Teacher Self-Efficacy
5	Restorative Practices Proactive and Responsive Circles integrated into student discipline procedures.	1. Resource(s): Restorative Practices PD, Discipline Flowchart, MTSS Behavior Flowchart		NO	PARTIAL	YES	☐ Discipline Flowchart ☐ Discipline Conferences ☐ Discipline Conference Minutes

Team Implementation Action Plan

Learning Community: _____ **School Name:** _____ **Installation Period:** <u>2021 - 2023</u>

			NO	PARTIAL	YES	
6	Develop an upper grades minority male peer mentor team (Lead 20/20) to facilitate student circle discussions, increase student voice and foster leadership opportunities.	1. Resource(s): Lead 2020 Male Group Framework, Restorative Practices Circles materials	**WHO IS RESPONSIBLE By When**	NO	PARTIAL	YES	☐ Lead 2020 Roster ☐ Meeting Minutes ☐
7	Ongoing monitoring system established to determine staff fidelity and impact on "connectedness" for African American and Latino male students. (mid-year & end of year reviews)	1. Resource(s): Panorama Data, Root Cause Analysis/Data Drill Down PD		NO	PARTIAL	YES	☐ Master Schedule ☐ Data Reports ☐ Meeting Minutes ☐

Restorative Practices
(Section to be Completed by Learning Community Representative)

Learning Community: Coaching Support and Recommendations

Adaptive:

Technical:

Multi-Tiered Systems of Support (MTSS)
SUPPLEMENTAL Academic & Behavior Instruction

African American Male Resilience and Self-Efficacy Model – National Institutes for Justice Research Study 2018-2021; Edwin Wilson, Jackie Peterson

Team Implementation Action Plan

Learning Community: _____   **School Name:** _____   **Installation Period:** <u>2021 - 2023</u>

	IMPLEMENTATION ELEMENT	ACTION STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE By When	IMPLEMENTATION STATUS Place in "X" in the status location			GOAL EVALUATION MEASURE/ EVIDENCE (Indicate Measures)
	Example: *Leadership/Teaming procedures established to guide supplemental intervention practices*	1. *Supplemental Tier Team members (Counselor, social worker, BMT, academic facilitator, administrator) meet every two weeks.* 2. *Gating measures used to identify which students need support (ABCs)* 3. *Each intervention has a Coordinator.*	*Supplemental Tier Team Facilitator* *Intervention Coordinators* *Date: 1st and 3rd Wednesday of each month.*	NO X	PARTIAL	YES	☐ Team Roster ☐ Meeting Agendas ☐ ☐
1	Leadership/Teaming procedures established to guide supplemental intervention practices.	1. Resource(s): STP Menu PD, MTSS PD		NO	PARTIAL	YES	☐ Team Roster ☐ Meeting Agendas ☐ TFI- Supplemental Tier
2	Standard Treatment Protocol Menu of interventions established to address students' Attendance, Behavior, Course Performance, Social-Emotional needs.	1. Resource(s): STP Menu PD, Selected Supplemental Intervention PD, Check and Connect PD	**WHO IS RESPONSIBLE**	NO	PARTIAL	YES	☐ PD Schedule ☐ Intervention Menu ☐ Needs Assessment ☐ TFI- Supplemental Tier
3	Ongoing professional development and technical assistance available for interventionists.	1. Resource(s): District MTSS Specialists		NO	PARTIAL	YES	☐ PD Schedule ☐ TFI- Supplemental Tier

Team Implementation Action Plan

Learning Community: _____   **School Name:** _____   **Installation Period:** <u>2021 - 2023</u>

4	Parent/student updates and engagement meetings scheduled quarterly.	1. Resource(s): Check & Connect Family Engagement Materials	**WHO IS RESPONSIBLE By When**	NO	PARTIAL	YES	☐ Parent Contact Log ☐ Intervention Summaries ☐ TFI- Supplemental Tier
5	On-going monitoring/review of academic and behavioral intervention effectiveness (2 x per month) for all groups (gender/ethnicity)	1. Resource(s): Navigator - African American Male Resilience and Self-Efficacy, Check and Connect Fidelity Tool		NO	PARTIAL	YES	☐ Meeting Agendas ☐ Data Analysts reports ☐ TFI- Supplemental Tier
**MTSS Supplemental** (Section to be Completed by Learning Community Representative)						
	Learning Community: Coaching Support and Recommendations **Adaptive:** **Technical:**						

African American Male Resilience and Self-Efficacy Model – National Institutes for Justice Research Study 2018-2021; Edwin Wilson, Jackie Peterson

YOUR SCHOOL'S THEORY OF ACTION

School Name: Today's Date:

MTSS Leadership Team Members Contributing:

_____

Educators believe wholeheartedly that all students can learn and should have the opportunity to achieve school success. Although well intentioned, many schools implement equity practices without first developing a common philosophy and purpose.

As your **MTSS Leadership Team** progresses through the series of discussions, you will develop a common understanding and shared agreements for African American and Latino male student needs. While you may find yourself reflecting on the school performance of all students, it is imperative to focus on the needs and practices specific to African American and Latino males in your building.

What is a Theory of Action?

- An evidence-based story, that explains the specific changes you intend to make at your site and why you believe these are the ones that will strengthen practices impacting students.

Why is it helpful?

- Helps us avoid jumping immediately to actions/pursuing the wrong path by focusing first on what's happening for students.

- Hones in on roles throughout the system and how their work contributes to results for students.

- Creates an evidence-based rationale for charting the course for improvement.

- Helps identify the supports teachers, principals, school-based staff need in order to make change.

YOUR SCHOOL'S THEORY OF ACTION

SCHOOL NAME: _____   SCHOOL YEAR: _____

DIRECTIONS:

Step 1: Define the overarching problems of learning for African American and Latino male students at your school.

Step 2: What is staff doing (or not doing) in their instruction that's helping or hindering African American/Latino male students' performance?

Step 3: How is Administrators' practice affecting staff instruction? What are Administrators doing (or not doing) as instructional leaders that's helping or hindering staff instructional performance.

Step 4: What is the Central Office doing (or not doing) that is affecting our Administrators' ability to lead instruction? How is the Central Office helping or hindering our Administrators' as instructional leaders?

Step 5: Complete "What needs to change? for the A-A/Latino Student, School Staff and Administrator columns?

Step 6: Finalize your Theory of Action Statement and ensure all equity strategies for African American and Latino male students align to your school level actions. Advocate for any identified support needs with your Learning Community and Central Office Departments.

Central Office/My Learning Community	Our School Administrators	Our School Staff	African American/Latino Male Students at Our School *(Problem(s) of Learning)*
What are our Central Office/Learning Community staff doing or not doing that is impacting the ability of School Administrators to close the performance gap for African American male students? Evidence:	What are our School Administrators doing or not doing that is impacting the ability of School Staff to close the performance gap for African American male students? Evidence:	What are our School Staff doing or not doing that impacts the ability of African American/Latino male students to close the performance gap? Evidence:	What are our African American/Latino male students doing or not doing which impacts their ability to perform at the same rate as their peers? Evidence:
What needs to change in Central Office practice to better support School Administrators' practice changes regarding African American male performance?	What needs to change with School Administrators' practice to better support changes in school staff regarding African American male performance?	What needs to change with school staff practices to better support changes in African American/Latino male student performance?	What needs to change with school performance for African American/Latino male students?

YOUR SCHOOL'S THEORY OF ACTION

Your Initial Draft Theory of Action for School Performance Supports of African American/Latino Males			
When Central Office/LC does blank… *[fill in the blank]*	Then School Administrators will be able to... *[fill in the blank]*	which will help school staff to... *[fill in the blank]*	so that African American/Latino male students will... *[fill in the blank]*

June 2021: Adapted from UW Center for Educational Leadership – The Wallace Foundation, Revised by Edwin Wilson

1. Percentage of the total School Enrollment is Male.	# Female	% Female	# Male	% Male
All Students	704	44.50%	877	55.50%

2. Racial enrollment for male students.	African American	White	Hispanic	Asian	Multi	American Indian	Pacific Islander
# of males	511	17	313	25	8	2	1
% of males	58.30%	1.90%	35.70%	2.90%	0.90%	0.20%	0.10%
9th Grade # of males	150	3	129	8	2	0	0
9th Grade % of males	51.40%	1.00%	44.20%	2.70%	0.70%	0.00%	0.00%

3. Racial enrollment for male students with disabilities.	African American	White	Hispanic	Asian	Multi	American Indian	Pacific Islander
% males with IEP (n)	(99) 19.40%	(3) 17.60%	(21) 6.70%	(1) 4.00%	(2) 25.00%	(1) 50.00%	(1) 100.00%
% males with 504 (n)	(43) 8.40%	(4) 23.50%	(4) 1.30%	(0) 0.00%	(1) 12.50%	(1) 50.00%	(0) 0.00%

4. EC eligibility percentage for African American male students.	Autism	Serious Emotional Disability	Intellectual Disability Mild	Other Health Impairment	Specific Learning Disability
% of African American Males	(11) 78.60%	(3) 75.00%	(13) 46.40%	(30) 66.70%	(38) 46.30%

5. Average Daily Attendance rate for male students by race.	African American	White	Hispanic	Asian	Multi	American Indian	Pacific Islander
ADA	92.60%	91.10%	92.80%	95.20%	91.20%	89.60%	95.10%

6. Current percentage of African American male students that has received a discipline action.	A risk index is the percent of a group that receives a particular outcome (most commonly an ODR or suspension), which is equivalent to the likelihood of someone from that group receiving that outcome.
	Number of male students in each subgroup that received a day or more of OSS African American-121 White-2 Hispanic-38 Mulit-2 Asian-2 American Indian-0 Pacific Islander-0
Risk Index	% in a group that is likely to receive at least one referral · 121/511=23.70%

7. The likelihood of African American male students receiving a discipline action compared a discipline action compared to other male student	A risk ratio represents the likelihood of the outcome (e.g., ODRs) for one group in relation to a comparison group. A risk ratio of 1.0 shows that the risk for the two groups is equal, whereas a risk ratio greater than 1.0 is indicative of overrepresentation for a particular group. Below you will see comparison of subgroups that received a day or more OSS						
Risk Ratio	Risk of AA Males receiving a referral when compared to White Males			23.70%/11.80%=2.01% (Twice as likely)			
Risk Ratio	Risk of AA Males receiving a referral when compared to Hispanic Males			23.70%/12.10%=1.96% (Twice as likely)			

8. The number of male students that earned an English 1 credit.	African American	White	Hispanic	Asian	Multi	American Indian	Pacific Islander
# of males	106 (76%)	3 (100%)	66 (66%)	6	1	0	0

9. The number of male students that attempted but did not earn an English 1 credit.	African American	White	Hispanic	Asian	Multi	American Indian	Pacific Islander
# of males	32 (24%)	0	33 (33%)	2	0	0	0

10. The number of male students that earned a Math 1 credit.	African American	White	Hispanic	Asian	Multi	American Indian	Pacific Islander
# of males	107 (87%)	3 (100%)	81 (72%)	7	2	0	0

11. The number of male students that attempted but did not earn a Math 1 credit.	African American	White	Hispanic	Asian	Multi	American Indian	Pacific Islander
# of males	16 (13%)	0	31 (28%)	0	0	0	0

12. The percentage of 9th grade male students retained.(2018-2019)	African American	White	Hispanic	Asian	Multi	American Indian	Pacific Islander
# of males	14.00%	0.00%	4%	13%	50%	0%	0%

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That Boy In My Classroom   **LITERACY LESSON PLANNER**

Instructor:		
Subject:	**Date(s) of Instruction:**	**Lesson Length** (minutes):

Unit Title:	**Materials and Resources:**	**Reading Strategies Used:** (Check all applicable)
Lesson Title:	**Prior Knowledge/Skills:**	o Connecting text-text o Connecting text-self o Critical questioning o Inferencing o Predicting o Revising o Visualizing

ENGAGE	**Lesson Summary/Purpose:**	**Common Core State Standard(s):**	**Student Learning Objectives:**
	Content Relevance for Me:	**Content Relevance for African-American Male Students:**	**Social Capitol Exchange for African-American Male Students:**

Edwin Wilson, M.S.W., M.Ed.

That Boy In My Classroom   **LITERACY LESSON PLANNER**

<table>
<tr><td rowspan="5">IGNITE</td><td>Cognitive Engagement Strategies:</td><td>Behavioral Engagement Strategies:</td><td>Emotional Engagement Strategies:</td></tr>
<tr><td>Whole/Small Group Instruction</td><td>1. Talk About It</td><td>2. Read About It</td></tr>
<tr><td>Small Group/Individual Instruction</td><td>3. Write About It</td><td>4. Speak About It</td></tr>
<tr><td>Performance Assessment Methodology</td><td>Informational Feedback (Whole Class)</td><td>Closure/Transition to Independent Work</td></tr>
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<table>
<tr><td rowspan="2">EMPOWER</td><td>Independent Activity</td><td>Performance Assessment Methodology</td><td>Informational Feedback (Individual Students)</td></tr>
<tr><td colspan="3">Extended Learning Assignments (Small Group or Individualized)</td></tr>
</table>

My Reflections:
Which of my students are able to demonstrate the Objectives?   What changes will I make for next time?

Edwin Wilson, M.S.W., M.Ed.