

## **ATES TEMPLATE AND RUBRIC**

### **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?	We will be addressing racial disparities (between our boys and girls of color) among free and reduced lunch students. Audubon is specifically looking at access to culturally responsive teaching/ literature in the area of reading.	<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.	Our school equity scorecard demonstrates that literacy/ numeracy and school climate in free and reduced show disparities compared to our paid lunch students. We believe that by implementing a school wide training on culturally responsive pedagogy and teaching; we will engage diverse learners and improve academic achievement and a sense of belonging.	<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>

		<p>The equity scorecard clearly outlines that there is a widening gap between our student groups who fall into the achieve gap. Both groups are scoring higher than the district and state average it is clear that the academic performance of our girls of color is not positioned to make them globally competitive.</p>	
<p>3. What is the long-term outcome you hope to impact?</p>	<p>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&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>We want to increase achievement among the students from low-income in the area of school climate/culture and literacy/ numeracy. This will be measured by KPREP scores and the comprehensive school survey.</p> <p>Our KPREP scores will indicate the success of our teachers better reaching and teaching our students. In turn, we expect to see improvements (increases) in culture and climate and sense of belonging.</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 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</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</p>	<p>Our students of color need to feel as if they belong to the school community. Our interventions are only provided during the school day. This is an impediment and often renders our girls of color without access to accelerated services that we should and could provide after school. The comprehensive school survey</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> </ol>

<p>or inequities you are addressing?</p>	<p>REAP to reflect.</p>	<p>shows that girls of color are not as connected to the school as other students.</p> <p>Students from low-income only receive interventions and services during the school day due to lack of outside transportation. They are unable to stay after school for extra services that would aid in their academic success.</p> <p>Students from low-income have a disconnect or a sense of not belonging because many after school activities (literacy night, fall festival) require transportation that is not provided by the school.</p>	<p>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></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>Research is clear. Best practices for reaching and teaching students of color center around:</p> <ul style="list-style-type: none"> <li>● Relevant Curriculum</li> <li>● High expectations</li> <li>● Equitable Access and Resources</li> <li>● Teachers of color</li> <li>● Student Voice</li> </ul> <p>In turn, to fortify the best practices, we seek training locally and nationally to do the following:</p> <ul style="list-style-type: none"> <li>● Gamify</li> <li>● Storify</li> <li>● Make it social</li> </ul> <p><a href="https://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/">https://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/</a></p> <p>Also, teachers will attend professional development throughout the school year and in the past have attended the Equity Institute.</p>	<p>1. <i>Response demonstrates little research into best practices.</i></p> <p>2. <i>Some evidence that research conducted, but more needed.</i></p> <p>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></p>

		<p>To support students and their needs we will apply for the FRYSC grant. This will allow us to have a FRC coordinator in our school to help improve school climate and culture and provide additional programs.</p> <p>We will have a school wide compliment program to increase school climate and positive relationships. We will also have a culture and climate committee that will monitor the program and meet monthly.</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> from families, teachers, etc.</p>	<p>5th grade teachers will have a focus on the strand in the back of skills that focuses on Global and Culturally responsive students. (as where there will be many artifacts in backpacks, ATEs will emphasize they strand - understanding that research states that such a focus cultural competence improves student outcomes, particularly for girls of color.)</p> <p>By the end of the year, 85% of the certified staff will have received 6 hours of professional development in culturally responsive teaching.</p> <p>During PLC and ILT meetings we will endorse peer learning so that those teachers who received formal PD will train the rest of the staff in culturally responsive and inclusive</p>	<p>4. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i></p> <p>2. <i>Plan addresses inequity identified above, but needs more development.</i></p> <p>3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i></p>

		<p>pedagogical strategies that are proven to improve literacy success and school climate and culture.</p> <p>All adults will begin a mentoring program for students who are free and reduced lunch that are struggling with school climate and culture.</p> <p>Research is clear. Best practices for reaching and teaching students of color center around:</p> <ol style="list-style-type: none"> <li>1. Relevant Curriculum</li> <li>2. High expectations</li> <li>3. Equitable Access and Resources</li> </ol> <p>The book study and professional development training, and embedded PD focused on culturally responsive teaching will address curriculum, high expectations, and student access.</p>	
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	We will use the annual Comprehensive School	1. <i>It is unclear how data will track progress.</i>

	<p>Scorecard, JCPS data, KDE data, or another reliable and valid data source to track your progress.</p>	<p>Survey to see if students report feeling more sense of belonging at school.</p> <p>MAP and KPREP data will be used to monitor student success in literacy.</p> <p>The administrative will meet every 4 - 5 weeks with Drs. Davis and Marshall to review the scorecard and monitor progress in literacy. The following Tuesday, staff feedback will be given to the entire staff at a faculty meeting. Following feedback, I will meet with every teacher to calibrate the walkthroughs, the scorecard, and the MAP data.</p>	<ol style="list-style-type: none"> <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>
<p>8. Timeline</p>	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>We will report/monitor all assessments during PLC monthly. CSS data will be reported one time when the results are released in the</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</i></li> </ol>

		spring. KPREP data will be used when the scores are released in the fall.	<i>that there is a sense of urgency to make progress on strategy.</i>
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?	Our school counselor, assistant principal and principal will lead the staff for monitoring our school plan and district resource teacher from DEP. All certified staff will receive PD in cultural competency.	<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>
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.	We will work with FRC and the advisory council to implement our plan to improve literacy and school climate and culture. We will begin to incorporate home visits, parent support, and resources through the FRC to student students.	<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	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	We anticipate the biggest challenges to be limited	<ol style="list-style-type: none"> <li>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></li> </ol>



	<p>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>MTSS resources and intervention support during the school day. We need PD offered for culturally responsive teaching.</p> <p>Change in how we teach. This change will and must come with clear expectations from leadership/me and be monitored.</p> <p>We are limited in funds. (Mini-grant opportunities will allay some of the budget constraints.)</p> <p>Should Section 7 be afforded to my school, we will use that as well.</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>
<p>12. Budget</p>	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>We will allocate more money for PD and these PD's will focus on culturally responsive teaching and best practices with interventions.</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>

		Book studies will also be done to support learning.	
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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>We will know that our plan is implemented fully because teachers will be using strategies learned in the PD's and students are actively engaged in learning in a culturally responsive classroom.</p> <p>Our fifth grade teachers will have student artifacts that accentuate and appeal to global and culturally competent students. Further, said artifacts will target girls of color in a meaningful and deep way. (NOT: BOOK REPORTS, SUMMARIES, ETC.)</p>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	We will monitor culture and climate through the student council and school-wide activities. Data will be reviewed for free and reduced lunch students in the area of reading and math. Instructional strategies will be adjusted when students are not making improvements in literacy.