

**Camp Taylor Elementary School
TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool**

| PRE-REFLECTION | | | |
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| 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? | Camp Taylor's equity data shows above district average ratings for literacy, discipline, and school climate & culture across all groups with the exception of Caucasian Students in literacy and Latinx Students for caring environment. However, that data is deceiving in that there still exists a substantial gap in literacy rates between Black Students and Caucasian Students with like socio-economic backgrounds. That gap will be the focus of our improvement plan. | <ol style="list-style-type: none"> 1. <i>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</i> 2. <i>Identified issue is somewhat relevant to school</i> 3. <i>Identifies meaningful inequity that is very relevant to school.</i> |
| 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. | KPREP data as well as all data demonstrates the inequitable literacy achievement rates between Black Students and all other ethnic groups. Encouraging data can be found in school wide MAP reports. Those reports indicate that median growth percentiles and observed raw growth scores for Black Students are the highest ethnic group within the school. Both data reports show growth rates of 140% compared to Caucasian Students. | <ol style="list-style-type: none"> 1. <i>Insufficient data to define inequity.</i> 2. <i>Need more or more reliable or valid data to define inequity.</i> 3. <i>Data clearly highlight inequity that will be addressed through strategy.</i> |
| 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 | Although growth data suggests that at our current rates, Black Students would eventually catch up to our other ethnic groups, trend data from KPREP does not show this to be true. Multiple unanswered questions exist as to why this gap continues to exist. | <ol style="list-style-type: none"> 1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i> 2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i> |

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| | <p>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> | | <p>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></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>There are numerous practices that have led and continue to perpetuate these inequities. Many of those practices and policies exist outside of the school, within the communities that students live. Within our school, several factors may be causing these inequities. First, the mobility rates among ethnic groups varies greatly. Changing schools has a huge, negative impact on student achievement. Secondly, other minority ethnic groups have supports within the school that give them more individualized instruction and a greater sense of belonging. One third of CT students are eligible for ESL services. The majority of these students are Latinx. This gives them small group support that increases individualized instruction and creates deeper relationships with school staff. Beyond that, the school has done little in terms of curriculum adjustments that would create a more inclusive curriculum. We have not regularly considered racial equity when choosing</p> | <ol style="list-style-type: none"> 1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i> 2. <i>Response indicates some reflection of root causes.</i> 3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i> |

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| | | curriculum materials. This may create a climate where certain groups feel less a part of the school community than others. | |
| 5. What are best practices to address your identified inequity? | 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. | After meeting with JCPS DEP resource staff, we have realized that starting with ensuring more opportunity for students to have a “voice and choice” within our current curriculum is the best starting point. The advantages to that our that it's free and easy to build capacity among staff. | <ol style="list-style-type: none"> 1. <i>Response demonstrates little research into best practices.</i> 2. <i>Some evidence that research conducted, but more needed.</i> 3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i> |

| PLAN IMPLEMENTATION | | | |
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| 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>In order to increase a sense of belonging among all minority groups, especially our Black Students, Camp Taylor will implement a two part plan. Currently, only 84% of students feel like they belong according to CSS data. The first part of this plan is to systematically improve the amount of opportunities for students to include their own voice and choice when it comes to instructional work. This will be done through faculty and staff PD as well as incorporating this strategy into our TDD walk throughs. Currently, only 48% of students feel they have the opportunity to decide how assignments are done in class.</p> <p>The second part of our plan is to provide more diverse reading options for students. The first step in the process will be the purchase of specific, culturally relevant classroom library sets for each grade level.</p> | <ol style="list-style-type: none"> 1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i> 2. <i>Plan addresses inequity identified above, but needs more development.</i> 3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities</i> |
| 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>There are two sources of data we will use to track the impact of our plan. First, we would expect to see an increase in CSS results regarding a sense of belonging and students having the opportunity to make</p> | <ol style="list-style-type: none"> 1. <i>It is unclear how data will track progress.</i> 2. <i>Data identified to track progress are not most</i> |

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| | | more choices regarding work. Secondly, we hope to see an increase in reading scores across multiple data sets like MAP, DRA, and KPREP as we increase the number of desired books for minority students. | <p><i>appropriate. A better data source is available.</i></p> <p>3. <i>Progress will be reliably and validly measured with identified data.</i></p> |
| 8. Timeline | What is the timeline for tracking your data? Will you report monthly, quarterly, etc.? | Camp Taylor wants to be very intentional and clear with any schoolwide adjustments made to their instructional programs. This is key to being able to carry out the plan with fidelity. Camp Taylor has already included voice and choice as a focus area for TDD walk throughs and had embedded PD days devoted to the topic. We are currently building a school wide purchasing plan that includes the culturally relevant book sets. Once completed and approved by SBDM, we will begin to make those purchases in January 2019. | <p>1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i></p> <p>2. <i>Timeline is somewhat appropriate.</i></p> <p>3. <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></p> |
| 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? | Camp Taylor has established an equity committee that will meet on a monthly basis. That committee consists of six staff members. They will do the initial research and planning, then work with individual teams to roll out the proposed curriculum changes. | <p>1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i></p> <p>2. <i>Responsible party is somewhat acceptable.</i></p> <p>3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i></p> |

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| <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>SBDM will review the equity plan and feedback will be taken back to the equity committee to be considered.</p> | <ol style="list-style-type: none"> 1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> 2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i> 3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i> |
| <p>11. Challenges</p> | <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>Anticipated hurdles may include conflicts between proposed curriculum changes and the mandated curriculum. Another problem that may occur is if its possible to implement changes on an individual basis rather than changing our entire approach to curriculum. Logistically, the timeframe for implementation and introduction to this plan may pose some problems. The school year is underway and many of the plans at the school and grade level have been made prior to this consideration. Depending on the changes suggested by the committee, it may be hard to implement them mid-year.</p> | <ol style="list-style-type: none"> 1. <i>Anticipation of potential challenges is not sufficiently developed.</i> 2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i> 3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i> |

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| 12. Budget | How will your budget need to be modified to implement your strategy? Assume your total budget will not change. | There has been no definitive budget allocated for this plan. However, Camp Taylor finds itself in good financial standing and should be able to allocate funding from existing sources. | <ol style="list-style-type: none"> 1. <i>Budget is insufficient to meet demands of strategy.</i> 2. <i>Budget modification is acceptable but needs some improvements.</i> 3. <i>Budget modification provides sufficient resources to implement strategy.</i> |
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| POST REFLECTION | Directions | Notes |
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| 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. | This plan could/should be an ongoing process. Regular evaluation of our school wide curriculum should occur to make sure it represents our constantly changing student population. We envision that when full implementation occurs, staff will make ethnic and cultural considerations when choosing materials, lessons, and content independently. |
| 14. Adjustment | What are indicators that your plan is not working and needs adjustment? | The first indicator would be a long term decline in student responses related to feelings of inclusion and belonging. |