

Churchill Park
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 have no statistically identifiable racial inequity at the school in regards to student generated data.	<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.	There is no valid source of racial inequity at Churchill Park. We have no achievement gap data or other valid sources to consider. However, I would like to make the focus of our racial equity plan to have increased stakeholder involvement of minorities. The school believes that increasing minority stakeholders involvement would improve the educational experiences of our minority 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 involve increasing the number of Black	We have little stakeholder involvement of minorities in official roles at the school, staffing, SBDM, PTA and volunteering. We intend to have more stakeholder involvement of minorities.	<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> 3. <i>Identified long-term outcome is feasible given the inequity</i>

	<p>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><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>Upon reflecting on historical occurrences that have lead to low stakeholder involvement of minorities, my team and I discussed that minority access(transportation) child care, lack of knowledge, limited technology, cultural differences, language barrier, other unknown circumstances to involvement in roles at the school is a factor negatively influencing participation.</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>
<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</p>	<p>Upon brainstorming with my leadership team, PLCs, SBDM and ILT, and discussing how other schools have been successful in implementing stakeholder involvement of minorities. Some areas discussed are help in transportation, remote meetings with technology, providing childcare, creation of support groups, cultural liaison (stakeholder-stakeholder) sharing of knowledge, collaborating with existing community resources, such as the Council. Initiation of the</p>	<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>

	Education, JCPS Code of Conduct, or other sources to address the inequity you identified.	Parent Cafe program has begun in October of 2018.	
--	---	---	--

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>Plan name: <u>Improving Involvement of Minority Stakeholders.</u> We believe that our minority MSD students stakeholder participation is low in the school environment in general. We will strive to increase the number of stakeholder members of PTA, leadership of PTA. We will strive to increase the number of minority stakeholder involvement in SBDM as well. Volunteering as well. We need more involvement in all areas, including attendance at Parent Teacher Conferences, Open House, Hollyday Market, yearly Family Funfest, fieldtrip data, PTA meetings and events.. We believe that stakeholders will gain more knowledge about special programs and services for their children, including</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>

		educational services outside of school.	
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.	Our data will be generated based on participation of minority stakeholders in all areas of school involvement noted above. Examples--sign logs from events, fieldtrip report, stakeholder involvement log from EC, and PTC report....	<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 appropriate. A better data source is available.</i> 3. <i>Progress will be reliably and validly measured with identified data.</i>
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	We will start immediately by taking precise baseline data. We will then make our racial equity plan a regular part of our leadership agenda. Data will be aggregated bi-monthly and shared in ILT.	<ol style="list-style-type: none"> 1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i> 2. <i>Timeline is somewhat appropriate.</i> 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>
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?	Tom Knabel	<ol style="list-style-type: none"> 1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i> 2. <i>Responsible party is somewhat acceptable.</i> 3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i>
10. Stakeholder engagement and relationship building	What stakeholders (e.g., stakeholders, business, students, JCPS Central Office, community	I will begin by engaging existing school groups of PTA,	<ol style="list-style-type: none"> 1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or</i>

	<p>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>and SBDM. stakeholder recruiting is also important. I will reach out personally to those who frequent the building, and to those that don't, I will engage through phone calls, twitter, letters and other means of communications, such as the daily communication binders, school messenger, external website</p>	<p><i>demonstrates minimal reflection on who will need to be engaged.</i></p> <ol style="list-style-type: none"> 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>Once our stakeholders, of all races, get their child to Churchill Park, they get a sense of relief that their child is getting the highest level of special education and care that is available. So they take school time and get other things in their life accomplished that they can't do otherwise. Like work, grocery, cleaning, etc. This results in little interaction within the school. We also communicate daily with all of our stakeholders, this too leads to a feeling of knowing</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>

		what is happening in the school. In a sense, they become apathetic, but for a good reason. But, the result is lower involvement.	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	This will not be a lot of money. The money that is needed can come from my at risk funds, and the Principal's office, PTA funds.	<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>

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.	<u><i>Data that shows an increase in minority stakeholder involvement.</i></u>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	<u><i>If things remain the same--no increased stakeholder involvement.</i></u>