

Cochran
TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

PRE-REFLECTION			
Topic	Directions	NOTES	SCORE (Circle Score)
<p>1.What is the racial inequity you are going to address with your Racial Equity Improvement Strategy?</p> <p>1.Reduction of</p>	<p>Specifically, what is the racial disparity that will be intentionally addressed in your school this year?</p> <p>Novice in Reading</p> <p>KPREP READING 2017-18</p>	<p>We will be addressing racial disparities in Novice on the KPREP in Reading. We had many more Black students who scored Novice in Reading in 2018. 34% of our white students were Novice in Reading while 48% of our African-American students were Novice in Reading. That gap is quite alarming. We want to reduce the percentage for our African-American children by 10%, moving us to 43% Novice in Reading on the KPREP for May 2019.</p> <p>We will be addressing racial disparities in suspensions. Even though our African-American population is 60% of our student body, our numbers were still skewed. We will lower the number of days our African-American students will be suspended as well as the number of Black children who will be suspended. We will decrease both numbers by 75%. Last year we suspended 57 days for our Black children; this year it will be no more than 15 days. In regards to Black children, last year we suspended 16 Black children. This year it will be reduced to 5. Our goal is to make those numbers even lower.</p>	<ol style="list-style-type: none"> 1. Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school. 2. Identified issue is somewhat relevant to school 3. Identifies meaningful inequity that is very relevant to school.

<p>Novice in Reading</p> <p>2.Suspension Rates</p>	<p>White: 34% Novice</p> <p>African American: 48% Novice</p>		
<p>2. How do you know this? What data demonstrate inequity?</p>	<p>What data demonstrate this inequity? Use CSS, Data Books, KDE, or another reliable and valid source.</p> <p>Total Days: 102</p> <p>AA-57-56%</p> <p>W-16-17%</p> <p>OT-29-28%</p> <p>Total Kids: 28</p> <p>AA-16-57%</p> <p>W-5-17.8%</p> <p>OT-7-25%</p> <p>Actual School Data 2016-17 (by race):</p> <p>AA-55%</p> <p>W-30%</p> <p>H-7%</p> <p>OT-9%</p>	<p>We believe that by implementing school wide training on culturally responsive pedagogy, we will reduce repeat behavior incidences, improve belonging and thus lower suspensions. We also believe our boys group and girls group, created just for African-American children, will help our Black students with their sense of belonging. Once children believe they belong, then they can begin to focus on other things like their academic work and social skills. We are hoping by seeing color we will be able to help our students feel important, significant, and this will help with both of our goals, lowering the number of African-American students who score novice in reading and lowering the number of Black children suspended and the number of days they are suspended.</p>	<ol style="list-style-type: none"> 1. Insufficient data to define inequity. 2. Need more or more reliable or valid data to define inequity. 3. Data clearly highlight inequity that will be addressed through strategy.

	(according to databook)		
<p>3. What is the long-term outcome you hope to impact?</p> <p>The long-term outcome we hope to impact is to decrease novice on KPREP Reading which will increase apprentice /proficient. We will also continue to see decreases in suspension rates for</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&T). However, if that number is not impacting achievement, the strategy has no meaningful impact. In this</p>	<p>We want to reduce the overall rate of suspensions in our school (number of children and number of days by 75%), while simultaneously increasing the sense of belonging and reducing the disparity in suspension rates between Black and white students. In addition, we want to reduce Novice among the subgroup of African-Americans on the reading portion of the KPREP by 10%, moving us from 48% Novice to 43% Novice.</p>	<ol style="list-style-type: none"> 1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified. 2. Long-term outcome is acceptable, feasible, and relevant to school. 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.

<p>black children.</p>	<p>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>Improve KPREP scores for African-American children and keep children in school!</p>		
<p>4. What historical or current practices or procedures have</p>	<p>Reflect on historical occurrences in your school, department, district, or</p>	<p>In the past we have had a girls mentoring group for Black girls and this year we want to provide a boys group for Black males. Cardinal Club, a mentor program with the University of Louisville that provides all of our third through fifth grade students a one-on-one mentor for one solid hour every week, does not always match the racial makeup of the students. 60% of our</p>	<p>1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</p>

<p>caused or perpetuated the disparities or inequities you are addressing?</p>	<p>community that have improved or worsened inequities</p> <p>Consider and discuss how you can use the REAP to reflect.</p>	<p>students are Black yet only three of our mentors are Black. This year we are reaching out to the community to provide mentors, along with African-American sororities and fraternities, Manual High School's Black Student Union and others for support. We have already recruited students/mentors from the Porter Scholars at the University of Louisville.</p> <p>From the beginning of our nation's history, slavery painted a picture of doom. For decades the nation enslaved its African-Americans, treating them like property, and creating a culture of white versus Black. Many of the inequities today in our public schools can be traced back to slavery. Just 54 years ago the nation passed The Civil Rights Act (1964) that ended Plessy Vs. Ferguson, stopping Jim Crow Laws. That wasn't that long ago. Until white America starts to look at color to rid the nation of inequities and inequalities, the movement of change will be quite slow. For years people have said, "I don't see color." That time needs to end because we must start to see color so we can start to correct the problems our Black students face each day. Public education today has many problems involving race and it has always been that way! Here are some current statistics about public education and African-American students:</p> <ol style="list-style-type: none"> 1. Black students accounted for 18 percent of the country's pre-K enrollment, but made up 48 percent of preschoolers with multiple out-of-school suspensions. 2. Black students were expelled at three times the rate of white students. 3. Black girls were suspended at higher rates than all other girls and most boys. 	<ol style="list-style-type: none"> 2. Response indicates some reflection of root causes. 3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.
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4. **Nearly one in four boys of color, excepting Latinx and Asian American students, with disabilities received an out-of-school suspension.**
5. **One in five girls of color with disabilities received an out-of-school suspension.**
6. **A quarter of the schools with the highest percentage of Black and Latinx students did not offer Algebra II.**
7. **A third of these schools did not offer chemistry.**
8. **Black and Latinx students accounted for 40 percent of enrollment at schools with gifted programs, but only represented 26 percent of students in such programs.**
9. **Black, Latinx and Native American students attended schools with higher concentrations of first-year teachers (3 to 4 percent) than white students (1 percent).**
10. **Black students were more than three times as likely to attend schools where fewer than 60 percent of teachers meet all state certification and licensure requirements.**

From RaceForward.org: In the United States, public education has not always been free or universal.

Race has often been the deciding factor. The original U.S. Constitution did not recognize slaves as full human beings, let alone citizens. It's not surprising that southern states made no provision for their education. But southern laws went further than that. Slave owners considered Black literacy so dangerous that was illegal for African-Americans (whether slave or free) to learn to read, or for anyone to teach them. Until 1905, when the Supreme Court ruled the practice unconstitutional, California law excluded Chinese children from the public schools.

But today in the United States, grade school and high school are not only free, but until you're sixteen years old, school is compulsory.

<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>Intervention suggestion from UChicago: foster high levels of achievement among disadvantaged students by increasing both the quantity and quality of instruction students receive: increasing instructional time (We will open at 8:00 a.m.), reducing class size, expanding access to high quality preschool, improving teachers' knowledge (planning professional development) and skill, and so forth.</p> <p>FOCUS: Improving teachers' knowledge and skills</p> <p>We identified the text <i>Cultural Proficiency</i>, a manual for staff members to help inform our work. This book is replete with a tool kit of culturally responsive pedagogical strategies which will be used to support our school. Each teacher will receive a copy and participate in a book study. During three staff meetings, one in February, one in March, and one in April, we will designate time for Cultural Conversations through speakers, question/answer sessions and the book study. We will have a panel discussion during the January staff meeting, utilizing four in-house African-American, women, teachers who are working on their Administrative Certificates. They will field questions, give suggestions, and tips on how to engage and meet the needs of our African-American students and to discuss collective racial inequities.</p> <p>The plan is to have teachers begin the book study on Tuesday, February 5.</p> <p>We will use the book as a resource for the remainder of the year and a pillar of the school for 2019-2020.</p> <p>We also plan on our first book study, <i>For White Folks Who Teach in the Hood</i>. This is our mini-grant proposal. We will start this on gold day, November 5, 2018. There will be a short introduction with an assignment for the second Tuesday staff meeting of the month for</p>	<ol style="list-style-type: none"> 1. Response demonstrates little research into best practices. 2. Some evidence that research conducted, but more needed. 3. Response suggests careful consideration of best practices and reflective insight into practices.
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		<p>November, December and January. Those dates are November 13, December 11 and January 15.</p> <p>We will use specific strategies to lower suspensions and lower novice reading scores on KPREP. Our plan will consist of monitoring progress utilizing a 30-60-90 day plan template. Progress monitoring using MAP data, common formative assessments (10 MCQ questions for reading and for math), DRA scores, and district assessments will show us how we are doing in regards to our reading scores for our Black students and progress monitoring using the dashboard will keep us up to date on suspensions. The administrative team, led by Mr. Foster, the principal, has decided children will only be suspended as a last resort. Progressive discipline will always be used and instead of going from one category to the next, lower categories will be used multiple times.</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 data and clear metrics for accountability and include inclusive input from families, teachers, etc.</p>	<p>Teachers will participate in a book study, recommended by the Department of Equity and Diversity, to learn cultural responsive and inclusive pedagogy strategies that are proven to improve behavior and engagement. This will address both areas of the equity plan.</p> <p>We identified the text <i>Cultural Proficiency</i>, a manual for staff members to help inform our work. This book is replete with a tool kit of culturally responsive pedagogical strategies which will be used to support our school. Each teacher will receive a copy and participate in a book study. During three staff meetings in February, March and April, we will designate time for Cultural Conversations through speakers, question/answer sessions and the book study. We will have a panel discussion utilizing four</p>	<ol style="list-style-type: none"> 1. Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities. 2. Plan addresses inequity identified above, but needs more development. 3. Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .

		<p>in-house African American, women, teachers who are working on their Administrative Certificates. They will field questions, give suggestions, and tips on how to engage and meet the needs of our African American students and to discuss collective racial inequities.</p> <p>We will also use specific strategies to lower suspensions and lower novice reading scores on KPREP. Our plan will consist of monitoring progress utilizing a 30-60-90 day plan template. Individual teachers will complete a check-in form and give it to the Racial Equity Committee for review monthly (beginning in January 2019). We will monitor the data weekly in the administrative meeting. If there comes a time numbers start to shift away from a decrease in suspensions and/or seeing novice scores inflating with our Black children, the Racial</p>	
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		<p>Equity Committee will call an emergency meeting. We will then reach out for help from the DEP RT.</p> <p>Teachers will learn to use MAP data to develop individualized learning lessons for each child. Using MAP reports, we will match the child's needs with standard-specific interventions differentiated for each child. Cochran will keep a binder with goal setting (for MAP) specifically for African-American students. The committee will monitor the progress and interventions the students are getting on a regular basis (weekly PLCs). Special area teachers will help with intervention and progress monitoring during the "extra block" each week.</p> <p>We want to incorporate the community in our plan. The Cardinal Club (our mentor program with the University of Louisville with 150 college students, including students of color from the Porter</p>	
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		<p>Scholars Program) sponsor, Ms. Putman, has a system in place to deliver and track interventions and progress monitoring for all students who have been put into groups based on MAP data. Cardinal Club is a program where each 3rd, 4th, and 5th grade student gets at least 1 hour per week with a college mentor. We will be inviting/requesting more African-American role models to support and mentor our students. Flash Dads, Everyone Reads Volunteers, and African-American Sororities and Fraternities. We will do our best to match role models with students' needs during Cardinal Club.</p> <p>The Cochran Library is creating an area of the library to be dedicated to African-American books. This includes books with African-Americans as the main characters/authors/illustrators and books which reflect</p>	
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		<p>correct portrayal of African-American history. We are committing \$10,000 for books and \$5,000 for furniture to turn our library into a space where Black children will thrive. Our plan includes a celebration with the community. We believe our African-American children will be drawn to the section, like a magnet, reading as many books as they can put their hands on. And the section of the library is an entire front corner, the focal point after entering the library. We want our library to speak to our Black children. We believe having these books of interest will be the catalyst to get our young readers to become avid readers.</p> <p>Additionally, we are requesting Attica Scott, our local State Representative, to attend a faculty meeting and our panel discussion to address biases and racial inequities. Our goal is to bring biases to the forefront</p>	
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		<p>and improve educational practices in our school. DEP RT will provide support on how to conduct conversations around race.</p> <p>The school's Racial Equity Committee will continue to meet monthly and discuss progress and implementation of the plan and next steps. Additionally, at least one school representative will attend the monthly Racial Equity Community Meeting sponsored by the DEP.</p> <p>Another piece to our plan is to incorporate our VIRTUAL REALITY lab as a learning center of African-American heritage and landmarks. For example, the home of Fredrick Douglas can be toured through virtual reality. Along with the African- American History Museum in Washington, DC, the Underground Railroad Museum in Cincinnati, OH and the MLKJ Monument in D.C. are two more examples. All students will have access</p>	
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		<p>to this technology learning lab and have the opportunities to explore rich African American history. To target just our Black children we will create a Black VR Club that will be a club only for our Black children. This is important because we want our children of color to be able to talk openly and freely about issues that connect to the monuments and statues they see during the VR trips.</p> <p>During three staff meetings (November, January and March) we will designate times for Cultural Conversations through speakers, question/answer sessions and the book study.</p> <p>Part II of the Plan focuses on Lowering Suspensions: Adding steps of ...</p> <ul style="list-style-type: none">• Peer Mediation (student to student) 50 % of 5th graders trained• Family/Team Meetings (discuss	
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		<p>options other than suspension)</p> <ul style="list-style-type: none">● Parent Outreach (If unavailable, an adult advocate [ONE CAT] in the building chosen by the child)● Top 10 Daily Check-in (Each Administrator, Behavior Coach, GCC, TIR, and security monitor will check in with our top 10 Black students, at risk for suspension, at a scheduled time each day. This means, each of 10 children will be checked on by at least 7 people throughout the day to keep them on track and provide any support needed. This will also help keep students focused on academics and decrease novice in reading.) We have also worked hard on parent outreach. Part of the plan is Class Dojo, allowing us to text our parents	
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		<p>anytime. We believe this constant communication will allow us to address and stop misbehaviors before they escalate to the suspension level.</p>	
<p>7. Data tracking</p>	<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>KPREP scores for Reading. Referral/Suspension data from dashboard</p>	<p>We will use the annual KPREP scores for tracking novice percentage in Reading. We will constantly monitor our CFAs in PLCs, our current MAP data, daily lessons, DRA scores and collegial conversations.</p> <p>We will use behavior data to track our behavior/suspensions. We will use the district data systems to monitor our suspensions and all behavior incidents.</p>	<ol style="list-style-type: none"> 1. It is unclear how data will track progress. 2. Data identified to track progress are not most appropriate. A better data source is available. 3. Progress will be reliably and validly measured with identified data.
<p>8. Timeline</p>	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p> <p>MAP KPREP</p>	<p>We want to see GROWTH from our Black students in READING. We will use common formative assessments, MAP testing in winter and spring to track</p>	<ol style="list-style-type: none"> 1. Timeline is unacceptable (unattainable or not aggressive enough). 2. Timeline is somewhat appropriate.

	<p>Suspension Data</p>	<p>growth progress for identified 3-5 graders, KPREP data will be reported one time when results are released in the fall. We will also use DRA scores to check for reading comprehension and then use the RtI process to help our struggling African-American readers in small group instruction or one-on-one instruction, particularly during Cardinal Club.</p> <p>We will report suspension data at the end of each grading period. The administrative team will review suspension data weekly during the administrative meeting. The SRT team will meet daily with the principal.</p>	<p>3. Timeline is sufficient to meet stated goals while also being ambitious so that there is a sense of urgency to make progress on strategy.</p>
<p>9. Responsible individuals or group.</p>	<p>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>	<p>The school has a Racial Equity Committee: Lead, Margot Smith (AA admin candidate); Aundra Lipscomb (AA admin candidate), Ashley Cottrell-Robinson (AA admin candidate), Charvette Jones</p>	<p>1. No responsible individual or group identified, or identified party is inappropriate or unreliable.</p> <p>2. Responsible party is somewhat acceptable.</p>

	<p>Racial Equity Committee will meet monthly to review data and then report out to the entire school via principal's weekly update on Sunday. This will take place the last week of every month. The first update will be Sunday, October 28, 2018.</p>	<p>(AA admin candidate), Heather Stone, Holly Fernandez and Tim Foster. Reporting data to the assistant superintendent will be Holly Fernandez.</p>	<p>3. Responsible party will reliably enforce timeline and ensure progress is made.</p>
<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>Students, parents, teachers, the University of Louisville College of Education, Pi Kappa Alpha Fraternity and the Porter Scholars</p>	<p>Historically, Cochran has had a dynamic relationship with students, parents, community members and staff. We look forward to strengthening the bond through JCPS programs and offerings which can improve our success. We will also work closely with all parents, especially our African-American parents, via Class Dojo, letters mailed home, phone calls, text messages, and Twitter.</p>	<p>1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</p> <p>2. Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</p> <p>3. All stakeholders have been included, and relationship building has been sufficiently considered.</p>
<p>11. Challenges</p>	<p>What hurdles or conflicts do you anticipate, and how will you address them? Are there logistical</p>	<p>As our teacher's time is valuable, we are concerned they will feel overwhelmed with additional demands of a</p>	<p>1. Anticipation of potential challenges is</p>

	<p>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>book study. However, we are planning to be flexible with the dates and timelines in an effort to give each participant the opportunity to embrace this professional development and make it a working part of their everyday life. We will offer stipend to each participant. We could potentially have resistance from teachers and families. We plan to be transparent and forthcoming with our plan, and remind all stakeholders this is what's best for all kids, especially our children of color.</p>	<p>not sufficiently developed.</p> <ol style="list-style-type: none"> 2. Anticipation of potential threats is somewhat developed, but needs more depth. 3. Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.
<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 be applying for the: Racial Equity Mini-Grant.</p> <p><u>WE ONLY ASKED FOR \$450</u> for a book study of the book <u>For White Folks who Teach in the Hood.</u></p>	<ol style="list-style-type: none"> 1. Budget is insufficient to meet demands of strategy. 2. Budget modification is acceptable but needs some improvements. 3. Budget modification provides sufficient resources to implement strategy.

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>When our plan is running successfully, we envision every conversation our teachers have around student's success will be through the lens of cultural competency. Our teachers will feel empowered in their teaching because they are reaching more students.</p> <p>We will see fewer suspensions of Black children. We will see fewer days of suspension of our Black children. We will see our Novice in reading decrease on KPREP. Each time MAP is given, we will see fewer African-American children scoring in the 'novice' category. We will see more African-American students scoring in apprentice in reading. We will see more Black children reading, checking out books, and owning their education.</p>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If we find behavior referrals are increasing or unchanged and/or KPREP scores in Novice increase among identified sub-groups in Reading, we will need to revisit our plan. Things that could be addressed are 1. A school wide behavior plan implemented 2. More professional development for PBIS. 3. Looking at other ways to reach our Black children in regards to reading. We will never stop looking for ways to elevate our test scores, our efficacy, and our systems.