

Laukhuf Elementary

TEMPLATE AND RUBRIC 2018-2019 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?	Opportunity & Access: We will be addressing racial disparities in our advanced program.	<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.	<p>According to our student profile report in the district's data management center, our identified AP student population is 63% White and only 20% Black. The data indicates only 5 Black students have qualified for the program requirements and have signed parent consent to participate in Laukhuf's AP program.</p> <p>B 5/24 = .208 W 15/24 = .625 BF 3/12 = .25 BM 2/12 = .16 m/f 8/12 = .66 Wf 8/15 = .53 Wm 7/15 = .46</p>	<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>

<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&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>We want to increase the overall participation in our advanced program, while identifying a larger number of Black students, as well as, provide support to all parents with completing AP paperwork. We believe this support will make gains towards a larger return of parent permissions for our Black student participation. We believe this will increase the sense of belonging, build collaboration/community across diverse groups and allow increased student learning opportunities.</p>	<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 identified in Question 1, it is relevant to school, and it demonstrates an innovative approach to addressing racial equity.</i>
<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>Over the past few years, all 3rd-5th grade students have been tested for eligibility in the advanced program; however, the consent paperwork has been mailed home to families to complete and return. Paperwork has not been returned for students qualifying or eligible for the appeals process. Research indicated that “<i>Black students in many instances do not consider enrolling in the AP program. Also, at some schools Black students who might wish to pursue an AP curriculum may face anti-intellectual peer pressure</i></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>

		<p><i>that makes young Blacks feel that in pursuing Advanced Placement they are selling out their race or “acting White.”</i></p> <p>We believe if we advocate for students by hosting an eligibility recognition awards celebration we will be able to connect to more parents, provide assistance and see a greater completion of the required paperwork, including assisting those parents with the appeal process. Follow-up contact after the program will be conducted too. Using the REAP instrument it was determined that a “sit in process” for students not qualifying for AP, but demonstrating achievement should be allowed to participate in advanced coursework.</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><u>Closing the Gap Strategies</u></p> <p>Aronson, J., & Steele, C. M. (2005). Stereotypes and the fragility of academic competence, motivation, and self-concept. In A. J. Elliot & C. S. Dweck (Eds.), <i>Handbook of Competence and Motivation</i> (pp. 436–456). New York: Guilford Publications.</p> <p>Bakker, J., Denessen, E., & Brus-Laeven, M. (2007). Socio-economic background, parental involvement and teacher perceptions of these in relation to pupil achievement. <i>Educational Studies</i>, 33(2), 177-192. doi:10.1080/03055690601068345</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>

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>For equity in opportunity & access:</p> <ul style="list-style-type: none"> • Students will become familiar with the question format prior to CogAT. Teachers will administer the practice assessment with their class,model, discuss and review the assessment. • GCC & teachers will create more questions to review during bell ringers. This will expose students to the unique format of the questioning on the CogAT • To allow for greater access to the assessment, all 3rd-5th grade students will be tested in October unless a parent returns a signed exclusion form. • Staff in 3rd-5th grades will discuss the benefits of the AP program during conferences and encourage families to 	<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>

		<p>return all needed paperwork when it is distributed.</p> <ul style="list-style-type: none">● Work with Labron Horton, Director of Gifted and Talented dept in the district to support program and train teachers.● Train teachers on implicit bias and have teachers reach out to parents of students scoring 18 or higher to encourage participation in awards ceremony and AP program● Applied for a mini grant to collaborate with Dr. Donna Ford from Vanderbilt as a consultant.● An awards ceremony invitation will be extended to student families recognizing all students achieving 18 or higher. At the awards celebration all paperwork will be given to parents to complete. Additional support from the AP district office, administration and	
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		<p>teachers will be available to assist any parent after the ceremony.</p> <ul style="list-style-type: none">• For students not in attendance for the award ceremony, a sign & return form with a dress down coupon will be given to all students that return the consent paperwork.• The counselor will host a parent night at the local public library to assist with paperwork completion.• Phone calls from Counselor and/or FRC will be made to each family that has not completed eligible paperwork. Counselor and FRC will provide personal assistance.• To build more awareness of the AP program, build a talent pool in 2nd grade with teacher recommendation, parent recommendation and core instruction data. Advertise the various deeper learning, differentiated and	
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		personal learning opportunities.	
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.	<ul style="list-style-type: none"> • Data Points -Envision Equity Data, Sense of Belonging, Attendance to events, increased return of paperwork. • CSS to see if students/families report a greater sense of belonging. <ol style="list-style-type: none"> 1. September - Practice Assessment; create CogAt type questions; review data for student understanding and misunderstanding of format. 2. October - Administer CogAT 3. November - Train staff on implicit bias and have staff personally invite their parents to attend the upcoming awards ceremony. 4. December - AP candidate awards ceremony and workshop 5. January - Parent workshop at local library to complete paperwork. 	<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.?	Data will be tracked at the end of each action step. CSS data will be reported in the spring.	<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>

<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>Implementation: Counselor - Cindy Ogden FRC coordinator - Walt Aberli</p> <p>Reporting Data: Principal - Michele Yates-Brown</p>	<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>
<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>Office Staff, FRC, Administration, Teachers</p> <p>Collaboration with Dr.Donna Ford, local libraries and District AP office.</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>The biggest challenge will be getting all paperwork returned from the families not in attendance at the awards ceremony. Personal phone calls will support 100% return of signed paperwork. Possible challenge will be to get high scoring recommendations from teachers of students with less desirable behavior.</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>

		PD needed: Implicit Bias for all staff.	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	<p>\$200 award certificates, punch, cookies, paper</p> <p>Mini Grant of \$3000 for Dr. Donna Ford to train staff centered on identified students of color for Gifted and Talented and \$4000 for two book studies on AP instructional practices and cultural competence.</p>	<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.	<p>Greater access and opportunity to Black students in the AP and talent pool.</p> <p>Greater sense of belonging with students, parents, teachers.</p>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	No change in enrollment of Black students in the AP program.