

Okolona **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?	<p>I. Racial disparities sense of belonging</p> <p>II. Educator efficacy, including culturally-responsive pedagogy</p> <p>According to our Comprehensive Schools Survey (CSS) data:</p> <ul style="list-style-type: none"> ● Students need more voice in deciding how assignments are completed in class. ● All ethnic groups need to develop more compassion with other students, even if they are not friends. ● Lessons need to include more culturally relevant material. ● Culturally responsive teachers provide positive, responsive feedback regarding student responses and participation. ● Classroom assignments/lessons and feedback that seeks inclusiveness of all cultures. This will occur in all aspects of the classroom and school to develop a vibrant community. 	<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.	<ul style="list-style-type: none"> ● Fifty-four percent of all student groups say they get opportunities to decide how assignments are completed in class. (Voice) ● Eighty percent of Black females feel they can talk to their counselor. (Caring Environment) ● Seventy-seven percent of Black males feel teachers care about them. (Caring Environment) ● Sixty-nine percent of Black males feel they have opportunities to work together on projects. (Collaboration) 	<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>

		<ul style="list-style-type: none"> Fifty-eight percent of all students are willing to help other students, even if they are not friends. (Compassion) 	
<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>	<ul style="list-style-type: none"> Our overall goal is for teachers to intentionally create lessons that are culturally relevant and provide discourse among students regarding cultures while simultaneously giving students more voice and develop a sense of belonging. Staff will engage students in Deeper Learning experiences throughout the year giving them more voice in learning, creating a culture that is conducive for all. Artifacts will be uploaded into the student's digital backpack as evidence. All teachers will bring their professional learning on cultural relevance into their daily lessons. This will be documented in lesson plans and reviewed by the admin team. Classroom teachers will use Culturally Responsive Teaching (CRT) best practices including the following: <ul style="list-style-type: none"> CONTENT INTEGRATION-Teachers use examples and content from a variety of cultures & groups. KNOWLEDGE CONSTRUCTION-Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases PREJUDICE REDUCTION-Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations. EQUITABLE PEDAGOGY-Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds. EMPOWERING SCHOOL CULTURE-Using the other four dimensions to create a safe and healthy educational environment for all. 	<ol style="list-style-type: none"> Identified long-term outcome is irrelevant to school, or no long-term outcome identified. Long-term outcome is acceptable, feasible, and relevant to school. 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>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>	<ul style="list-style-type: none"> ● Okolona will start using the Racial Equity Analysis Protocol (REAP) to assess policies and practices that are implemented or will be implemented to make sure they are culturally inclusive. Cultural inclusion will be embedded in all content and strategies. ● Although the staff at Okolona Elementary takes into account individual needs, in the past we have not intentionally planned lessons around cultural differences or used specific resources to support diversity and inclusiveness. 	<ol style="list-style-type: none"> 1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities. 2. Response indicates some reflection of root causes. 3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.
<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>	<ul style="list-style-type: none"> ● Trauma Informed Care professional development modules ● All staff will participate in Ruby Payne : A Framework for Understanding Poverty, The Academic Approach professional development in the summer of 2018 (18 hours) ● Certified teachers will participate in a Book Study: For White Folks Who Teach in the Hood...and the Rest of Y'all Too by: Christopher Emdin ● Goal Clarity Coach (GCC) will participate in an online Instructional Coach Office Hours (Zoom) on culturally responsive teaching on Feb. 27 and deliver her professional learning from the session to the staff in PLCs. 	<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.

PLAN IMPLEMENTATION			
Topic	Directions	Notes	Score (circle score)
<p>6. Describe your plan.</p>	<p>Describe the plan you intend to implement that addresses the challenges you reflect on above. Explain how your plan addresses root</p>	<ul style="list-style-type: none"> ● <u> </u> Admin team met with Shashray McCormack, resource teacher with Diversity, Equity and Poverty programs to discuss equity needs for Okolona and ways she can provide support. ● <u> </u> Ms. McCormack will visit Okolona on August 29th during PLCs to meet with teachers to do a needs assessment to support inclusive instruction of all cultures. 	<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.

	<p>causes of the inequities. Be sure to explain why 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>	<ul style="list-style-type: none"> ● Provided the staff 18 hours of Ruby Payne : The Academic Approach to Poverty professional development ● Staff will participate in the Trauma Informed Care professional development. ● Determine staff needs and develop ways to implement culturally relevant lessons in the classroom to improve student achievement. ● CSS student data will be used for accountability of this plan ● Evidence will be through bi-weekly lesson plan checks and daily walkthroughs. ● Support from Ms. McCormack visiting classrooms and looking for culturally relevant practices periodically throughout the year. ● Certified staff will listen to Podcast on Culturally Responsive Teaching from Zaretta Hammond, who is a well-known speaker on CRT. After listening to this Podcast, teachers will have a better understanding of what it means to be culturally responsive as a teacher and what it is not. Having a better understanding of CRT, teachers will be more aware and use what they learned in their classroom. ● On Gold Day, the staff will attend the District Equity Institute to acquire knowledge and understanding regarding equity and inclusion. ● At a Staff meeting, the admin team will review the Building Equity in Your Teaching Practice with the staff. Staff will self-assess by highlighting areas that they need to improve. An open and honest discussion with peers in small groups will help staff members own inadequacies' and ways to improve. 	<ol style="list-style-type: none"> 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 .
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</p>	<ul style="list-style-type: none"> ● Comprehensive School Survey (CSS) student data, lesson plans, walkthroughs from Admin team and Diversity, Equity, and Poverty Resource teacher. ● We will use the annual CSS to determine if students report that they feel they have more voice in assignments. ● Feedback will be given on a regular basis once the first grading period and twice the 2nd-4th grading periods from walkthroughs and on lesson plans. 	<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.

	to track your progress.	<ul style="list-style-type: none"> Diversity, Equity, and Poverty Resource Teacher will provide information to admin team regarding her walkthrough visits. 	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	<ul style="list-style-type: none"> Bi-weekly checks of teacher lesson plans uploaded into our Google Platform Data will be reported at the end of each grading period of the 2018-2019 school year. Comprehensive School Survey (CSS) student data will be reported one time when results are released in the spring. 	<ol style="list-style-type: none"> Timeline is unacceptable (unattainable or not aggressive enough). Timeline is somewhat appropriate. Timeline is sufficient to meet stated goals while also being ambitious so that there is a sense of urgency to make progress on strategy.
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?	<ul style="list-style-type: none"> Principal-reports progress to Assistant Superintendent Assistant principal-review lesson plans bi-weekly for culturally responsive activities Counselor-facilitate peer mediation between students when conflicts arises Shashray McCormack-Support teachers in developing resources in our classrooms Family Resource Center-Outreach of community partnerships to support school plan Instructional Leadership Team will review plan and progress quarterly Certified teachers will develop lessons and implement the school plan in daily activities 	<ol style="list-style-type: none"> No responsible individual or group identified, or identified party is inappropriate or unreliable. Responsible party is somewhat acceptable. Responsible party will reliably enforce timeline and ensure progress is made.
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	<ul style="list-style-type: none"> District resource teacher, Shashray McCormack School librarian will help teachers locate resources to be more culturally competent LMPD-School Service Division Partnership to foster positive relationships with LMPD and students. <ul style="list-style-type: none"> Peace Education Program for 5th graders to develop conflict resolution strategies, anger management, and overall social emotional learning. 	<ol style="list-style-type: none"> Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged. Some stakeholders have been engaged or have been thoughtfully considered for future engagement.

	<p>or relationships will need to be nurtured or developed to ensure success with your plan? Explain.</p>	<ul style="list-style-type: none"> ● Fund for the Arts Grant activities to support students to understand and be exposed to different culturally art experiences 	<ol style="list-style-type: none"> 3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i>
11. Challenges	<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>	<ul style="list-style-type: none"> ● Some teachers may need extra support to integrate culturally relevant activities and materials into their lessons due to the level of teaching experience. ● Modeling, resources and support from Shashray McCormack. 	<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>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<ul style="list-style-type: none"> ● The school will purchase any additional culturally relevant resources that are needed. ● Grant was submitted to Diversity, Equity, and Poverty Department. for books for the Book Study and for a motivational speaker to come to Okolona at the end of the year for an event for teachers, parents, and the community. 	<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>Lessons plans and walkthroughs will reflect culturally responsive teaching strategies being implemented in classrooms.</p> <p>Students will be more engaged in learning because their voice will be heard in how to complete assignments.</p> <p>A more sense of belonging and working together to complete tasks and increase student achievement.</p>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Teachers not aware of the plan and their teaching is not changing to meet the needs of diverse learners in the 21 st century.