

**Roosevelt-Perry Elementary School  
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>Gap between black female and black male</p> <p>Teacher efficacy and setting high expectations for our students - using culturally responsive teaching. Roosevelt Perry is 97% African American students.</p>	<ol style="list-style-type: none"> <li>1. <i>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</i></li> <li>2. <i>Identified issue is somewhat relevant to school</i></li> <li>3. <i>Identifies meaningful inequity that is very relevant to school.</i></li> </ol>
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>CSS data shows discrepancy between black female and black male, MAP scores show gap with these subgroups, KPREP data has shown a growing gap with these two subgroups</p> <p>18.2% of AA males feel more of a part of the school community than AA females</p> <p>The data is triangulated. Our data show that the majority of our students are entering and leaving school behind grade level. The data that illustrates this is the equity scorecard, ESS, CSS, and the TELL survey. (Our boys and girls have a low sense of belonging. Our students' sense of belonging is lower than the other students (African American) throughout the district.</p>	<ol style="list-style-type: none"> <li>1. <i>Insufficient data to define inequity.</i></li> <li>2. <i>Need more or more reliable or valid data to define inequity.</i></li> <li>3. <i>Data clearly highlight inequity that will be addressed through strategy.</i></li> </ol>

<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&amp;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&amp;T programming among Black students</p>	<p>Increase student achievement on KPREP, CFAs, MAP between the two subgroups; CSS survey results</p> <p>Students will have a stronger sense of belonging; however, we will measure and/or attribute this sense of belonging to the effort that teachers make to meet high expectations and be more culturally responsive/inclusive.</p>	<ol style="list-style-type: none"> <li>1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i></li> <li>2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i></li> <li>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></li> </ol>
<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>REAP - Over the years, overall school belonging has declined among our school population, specifically our females. As a result, we are trying to create a welcoming environment that fosters trust and allows room for students to engage in a healthy and inclusive culture in the classroom and school community.</p> <p>Historically speaking at RP, we offer more year long after school opportunities for our males (i.e basketball, street academy) versus our girls (ie Girls on the Run, cheerleading). Possible community factors</p>	<ol style="list-style-type: none"> <li>1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></li> <li>2. <i>Response indicates some reflection of root causes.</i></li> <li>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></li> </ol>

		<p>would be social media, loss of housing and family time, our girls acting are caregivers.</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>Professional development - readings, school-based PD  Increase after-school offerings for females - Girls on the Run, book clubs, step team  During the school day, invite girls to eat lunch with teachers, support staff, leadership, in order to facilitate conversation</p> <p>Cultural competence training and focus on sense of belonging.  Create innovative summative assessments that  Curricula overhaul - relying on the Academic Supports team  Intentional training a recruitment of teachers of color. - with hopes to bypass the transfer system  Setting high expectations through pedagogy and bibliotherapy</p>	<ol style="list-style-type: none"> <li>1. <i>Response demonstrates little research into best practices.</i></li> <li>2. <i>Some evidence that research conducted, but more needed.</i></li> <li>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></li> </ol>

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>100% of the staff will receive training on culturally responsive teaching and biases in order to help us be more responsive to the needs of our population, specifically the gap between black female and black male.</p> <p>Staff will be prescribed training from the district and the school leadership. For the next three years, all staff will be participate in PD that focus cultural competence and high expectations. We will also utilize our Tuesdays for a principal lead book study.</p>	<ol style="list-style-type: none"> <li>1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i></li> <li>2. <i>Plan addresses inequity identified above, but needs more development.</i></li> <li>3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i></li> </ol>
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>Continue to administer the CSS, as well as administer mini student surveys, with a focus on school culture and climate</p> <p>Begin tracking assessment data based on male versus female</p> <p>We will track PD hours accrued by staff. This will be done monthly. We will use the walkthrough to observe best practices in culturally responsive teaching.</p>	<ol style="list-style-type: none"> <li>1. <i>It is unclear how data will track progress.</i></li> <li>2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i></li> <li>3. <i>Progress will be reliably and validly measured with identified data.</i></li> </ol>

<p>8. Timeline</p>	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>Surveys will be given every 9 weeks Assessments are administered on 3 week cycle</p>	<ol style="list-style-type: none"> <li>1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i></li> <li>2. <i>Timeline is somewhat appropriate.</i></li> <li>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></li> </ol>
<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>Marshall will send data to Assistant Super ILT will be responsible for supporting the staff with implementing the plan</p>	<ol style="list-style-type: none"> <li>1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i></li> <li>2. <i>Responsible party is somewhat acceptable.</i></li> <li>3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i></li> </ol>
<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>We will utilize the Urban League, DEP, and culture and climate department. We will engage parents during family nights, Open House, and through surveys</p>	<ol style="list-style-type: none"> <li>1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></li> <li>2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i></li> <li>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></li> </ol>
<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</p>	<p>Parent participation Staying consistent Funding Finding sponsors for after-school clubs</p>	<ol style="list-style-type: none"> <li>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></li> <li>2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i></li> </ol>

	<p>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>	Culturally responsive PDs	<p>3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i></p>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>Utilize the grant to bring in Roger Cleveland</p> <p>Utilize community partners (Urban League, eventually YMCA and Passport Health)</p>	<p>1. <i>Budget is insufficient to meet demands of strategy.</i></p> <p>2. <i>Budget modification is acceptable but needs some improvements.</i></p> <p>3. <i>Budget modification provides sufficient resources to implement strategy.</i></p>

POST REFLECTION	Directions	Notes
13. Full implementation	<p>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>	
14. Adjustment	<p>What are indicators that your plan is not working and needs adjustment?</p>	