

TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool
Slaughter Elementary

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 will address the lack of student voice and representation are perceived by both our Black Male and Female Students. Student sense of belonging is connected to student voice which is connected to the academic efficacy of students. We believe that students who feel that they belong will achieve more. Currently our Black students are not achieving Proficiency at the same rate as our White students. We believe that the lack of voice and sense of belonging is connected to this lack of achievement.	<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 the Comprehensive School Survey, our Black Male and Female Students are less inclined to feel that they have opportunities to decide how assignments are done in their class. Only 61% of our Black Male Students and 66.7% of our Black Female students agree that they have this voice.</p> <p>There is also a Proficiency gap between our Black and Latinx students and our White students.. On the 2017-2018 KPREP Reading, 23.9% of our Black students and 24.5% of our Latinx students scored Proficient or Distinguished while 47.8% of our White students scored Proficient or Distinguished. Although Black students had a 9.2% gain in proficiency and are now performing on par with Lantix students, the gap between Black students and White students still persists. It is also relevant that both our Black students and our White students fall into the achievement gap and the difference in scores remains. This discrepancy in performance indicates an inequity at the school level that must be addressed.</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).</p>	<p>We want our students to feel valued and appreciated. We want them to recognize that their voice is important and to see themselves as an integral part of our school. We also would like to close the achievement gap in Reading between our Black and Latinx students and our White Students.</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>We believe that because of the poor behavior and low achievement previously shown in our school there is a low expectation for achievement. This may be linked to a reticence on the part of the teachers to relinquish control of classroom activities to students. Also, the belief that students from poverty are, “low” or “cannot do the work” leads to a focus on basic skills that is not engaging for students. In addition, this way of thinking could lead to the belief that our students are incapable of choosing appropriate activities. This is also true for our students who are learning English, English Language Learners in addition to being from a low-income household.</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 Education, JCPS Code of Conduct, or other sources to address the inequity you identified.</p>	<p>We worked with Cheryl Bibby and Justin Elliott from the Deeper Learning Team to arrange and implement student voice interviews to gain information about student concerns in order to address the lack of voice and sense of belonging. We believe that this evidence will strengthen our objectives and provide an authentic purpose for our Improvement Plan.</p> <p>After reading the students’ responses we found that the only time that they feel that they get to choose is either during wellness or “Fun Friday” or if they are choosing a book to read. The rest of the time, they feel that their teacher chooses what they do and they have to do what he/she says.</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>

		<p>In order to remedy this problem with perception, we will:</p> <ul style="list-style-type: none">● Encourage teachers to provide opportunities for student voice in addition to Deeper Learning Strategies in order to enhance student achievement.<ul style="list-style-type: none">○ Intentional focus in PLCs on including student voice and choice in lessons○ Lesson planning includes focus on differentiated objectives○ Implementing MTSS Toolkit 2; including high yield modes of instruction in lesson plans ● Using an equity lens in relation to our MTSS process to enhance student achievement.<ul style="list-style-type: none">○ Work with Melanie Page and Amy Downs to provide professional development for our staff on our Toolkit (2) and on applying the high yield strategies to diverse populations○ Book study on “Culturally Responsive Teaching and the Brain...” Use the book, Culturally Responsive Teaching and the Brain to raise our teacher’s socio-political consciousness in order to expand their cultural lens. Increasing our teacher’s sensitivity to issues of racial equity will help them be more empathetic to our students as well as increase the likelihood that they will make thoughtful decisions about how they organize and implement their instruction. ● Filtering classroom resources and materials through an equity lens results in greater representation for all students and an increased sense of belonging (mirrors and windows).<ul style="list-style-type: none">○ Use the book, Culturally Responsive Teaching and the Brain to raise our teacher’s socio-political consciousness in order to expand their cultural lens. Increasing our teacher’s sensitivity to issues of racial equity will help them be more empathetic to our students as well as increase	
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		<p>the likelihood that they will make thoughtful decisions about how they organize and implement their instruction.</p> <ul style="list-style-type: none"> ○ Using PLC protocol to monitor the use of an equity lens in planning <ul style="list-style-type: none"> ● Working to decrease implicit biases and to increase teacher's sensitivity to issues of racial equity will help them be more empathetic to our students as well as increase the likelihood that they will make thoughtful decisions about how they organize and implement their instruction <ul style="list-style-type: none"> ○ Use the book, Culturally Responsive Teaching and the Brain to raise our teacher's socio-political consciousness in order to expand their cultural lens. Increasing our teacher's sensitivity to issues of racial equity will help them be more empathetic to our students as well as increase the likelihood that they will make thoughtful decisions about how they organize and implement their instruction 	
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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 the root causes of the inequities. Be sure to explain why you chose this best practice over others you outlined 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>Phase 1: We worked in conjunction with the Deeper Learning Team to interview students about voice and sense of belonging. We will use this information to create objectives for improvement.</p> <p>Phase 2: Use the data generated from the student interviews to</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>

		<p>implement objectives around the following areas:</p> <ul style="list-style-type: none"> • Deeper Learning Strategies • MTSS through an Equity Lens • Culturally Responsive Teaching • Implicit Bias Prevention 	
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>In order to track progress, we will use our Monthly U of L Coding, Power Walks, student perception surveys, weekly learning checks (Study Island), MAP data, CFAs, and KPREP.</p>	<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	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>U of L Coding - Monthly Power Walks - Coach every 3 weeks CFAs - Monthly Student Perception Surveys - Quarterly MAP - Three Times per Year KPREP - annually</p>	<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.	<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>Culture and Climate Team: Our Principal, Stacey Rowan will be responsible for reporting data to our Assistant Superintendent Dr. Hartstern. Dr. Howard our Assistant Principal, our</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>

		Counselor, Stephany Belcher, and our Social Services Support Worker will be responsible for data collection and tracking.	3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i>
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 or relationships will need to be nurtured or developed to ensure success with your plan? Explain.	We are working with the Deeper Learning Team. We also plan to roll out our plan to our SBDM and to the parents at large. In addition, we work with the National Center for Families Learning and we will include them if it is within their wheelhouse.	<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>
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>	<p>We anticipate there being some disappointment on their behalf of the staff if the students provide negative feedback. We also anticipate some growing pains in terms of implementing the objectives and data collection/analysis.</p> <p>In order to ensure that our staff is ready for the changes and the focus on individualized instruction and deeper learning for students, we have invited Amy Downs to do PD on Lesson Frames, we have invited Melanie Page to do PD on inclusion of Black students in instruction, we are also expecting</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>

		Jessie Mettile, Lynn Smith, and hoping to hear from Dr. Smith in order to provide PD on curriculum implementation, high yield instructional practices, and effective use of CFAs in both Reading and Math.	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	In order to regularly monitor student perception we may need to pay for a research based data collection tool to monitor student perception/sense of belonging.	<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.	We will know that our plan is fully implemented when over 85% of our students feel that they have a voice and are represented in their classroom instruction, when greater than 30% of our Black students score Proficient or Distinguished on the K-PREP, and when less than 30% of our Black students score in the Novice range on the K-PREP for Reading.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Students expressing that they do not feel a sense of belonging or have voice or 66% of students or less agreeing that they have voice, Black students not showing growth on CFAs or MAP, or K-PREP.