

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>Upon reflection and review of data, we believe our primary focus areas will include what Comprehensive School Survey data classifies within the constructs of caring environment, collaboration, compassion, perseverance, belonging, and voice. We see some disparities in the data (some minimal and others much wider) but therein exists a gap that has an impact on the overall culture of our school. The 6 constructs are all indicators that are crucial to creating an environment that promotes equity for all students. Specifically, the targeted red areas in topic #2 show that there are some improvements to strive for regarding our black males, hispanic males, and hispanic females. All students need more opportunities for voice.</p>				<ol style="list-style-type: none"> Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school. Identified issue is somewhat relevant to school Identifies meaningful inequity that is very relevant to school. 																																										
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>Comprehensive School Survey is our primary data point. We found the following:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Construct/ Question</th> <th>All Students</th> <th>Black Male</th> <th>Black Female</th> <th>Hisp. Male</th> <th>Hisp. Female</th> </tr> </thead> <tbody> <tr> <td>Caring Environ/I feel my teachers really care about me.</td> <td>96.34</td> <td>88.24</td> <td>94.12</td> <td>91.67</td> <td>88.89</td> </tr> <tr> <td>Collaboration/My classmates and I have opportunities to work together on projects.</td> <td>92.81</td> <td>88.24</td> <td>100</td> <td>84.62</td> <td>88.89</td> </tr> <tr> <td>Compassion/Students are willing to help other students, even if they are not friends</td> <td>88.48</td> <td>70.59</td> <td>88.24</td> <td>84.62</td> <td>88.89</td> </tr> <tr> <td>Perseverance/When I'm taught something that I don't get, I keep working at it until I get it</td> <td>96.36</td> <td>87.5</td> <td>94.12</td> <td>92.31</td> <td>88.89</td> </tr> <tr> <td>Belonging/I really like other students in my school</td> <td>93.71</td> <td>87.5</td> <td>94.12</td> <td>84.62</td> <td>88.89</td> </tr> <tr> <td>Voice/ I get opportunities to decide how assignments are done in this class</td> <td>65.22</td> <td>56.25</td> <td>75</td> <td>76.92</td> <td>62.5</td> </tr> </tbody> </table>				Construct/ Question	All Students	Black Male	Black Female	Hisp. Male	Hisp. Female	Caring Environ/I feel my teachers really care about me.	96.34	88.24	94.12	91.67	88.89	Collaboration/My classmates and I have opportunities to work together on projects.	92.81	88.24	100	84.62	88.89	Compassion/Students are willing to help other students, even if they are not friends	88.48	70.59	88.24	84.62	88.89	Perseverance/When I'm taught something that I don't get, I keep working at it until I get it	96.36	87.5	94.12	92.31	88.89	Belonging/I really like other students in my school	93.71	87.5	94.12	84.62	88.89	Voice/ I get opportunities to decide how assignments are done in this class	65.22	56.25	75	76.92	62.5	<ol style="list-style-type: none"> Insufficient data to define inequity. Need more or more reliable or valid data to define inequity. Data clearly highlight inequity that will be addressed through strategy.
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<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>The long term impact would be an equitable environment of inclusion where students and teachers collaborate with one another, where students show compassion and share ideas willingly with friends and with students they don't know, where students show compassion for one another and encourage others to grow and learn, and where students don't give up but work hard and with the help of other students and the guidance of teachers, have their voice heard. This would create an inclusive environment that encourages belonging and ultimately the success of all.</p> <p>The long term goal is that our Achievement GAP would be significantly smaller than the comparative norm (even non-existent) for all GAP 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>In the 6 years I have been at Wilt, I believe that the school community has been one that has promoted inclusion through the high expectations held for all students. EdWeek came in 2014 to reflect on the 60 year anniversary of Brown V. Board and the overwhelming finding was that the environment promoted 'likeness' while acknowledging difference as a strength to unite all.</p> <p>We will use the REAP as we progress throughout the year. As we get to know new students in our school, it will be important to continually monitor the area addressed in topic #2 to ensure that not only students from all backgrounds that we are already familiar with are provided equitable opportunities, but also</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>that new students are quickly identified and provided the same, inclusive environment.</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>In Geneva Gay's book <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>, Gay writes that "communication is the quintessential medium of teaching and learning. It is also inextricably linked to culture and cognition. Therefore, if teachers are to better serve the school achievement needs of ethnically diverse students by implementing culturally responsive teaching, they must learn how to communicate differently with them."</p> <p>Through strategies and activities that are Culturally Responsive (Gary Howard resources) I believe going deeper into self-identity and awareness, along with the way we communicate with one another and our students will help us communicate in a way that connects with students on a personal and cultural level more effectively. This awareness will increase inclusion, collaboration, compassion, voice, choice, and belonging.</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>

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>Our school theme this year deals with Charlotte's Web and the qualities (power verbs) that were used in the story. This will be a collective message all students will be encouraged to exemplify (being remarkable, humble, radiant, and terrific). The theme promotes the individual and whole group social development, inclusion, collaboration and compassion of every child K-5.</p> <p>In addition, we will create Google Forms that will formally check for student feedback on the CSS data and questions outlined in the table above. This will provide a formal procedure for checking Intermediate student feedback specifically, and all students eventually as they learn the process.</p> <p>PLC planning time will provide for horizontal and vertical teams to provide activities that elicit deeper learning activities that engage students that provide choice and voice and individual expression throughout the year.</p> <p>Additional support from our DEP RT will be sought to help us become more concrete in our plan implementation using the cultural proficiency walkthrough tool as well as student led conferences.</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>
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>Primary data points will be behavior data and Google Doc Surveys that provide us quality check data for the 6 areas addressed in the table above across all gender and ethnic groups.</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	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	Monthly- through Computer Special Area schedule on a 4 week rotation or once every 2nd rotation.	<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.	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>Principal Assistant Principal Counselor All Teachers Students Parents</p> <p>Our racial equity plan was shared and approved at our first SBDM meeting (9/11). The principal and assistant principal will be the primary individuals responsible for tracking data and reporting to the superintendent. Addition staff support through the technology coordinator, tech lab teacher, and GCC will be utilized. Data will be presented to our team and shared with SBDM members during regular meetings.</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>
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 will engage parents and district resources, specifically the ESL department for strategies to reach the Hispanic community within our school. This will address several inequities that exist according to our CSS data outlined in topic #1 and 2. We are also hosting an ESL Open House on 9.17.18 to provide opportunities to communicate clearly with our ESL Department and establish better relationships with the community.	<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>As with any barrier that comes with challenging a mindset, barriers that are outside of our collective control will shape perceptions that are sometimes not accurate, often temperamental, and are regularly one sided. Disagreement often spurs allegations of attack instead of mutual respect.</p> <p>Specifically, we will ensure that each child from every background is academically challenged and held to a high expectation of success. When students are not successful, our progress monitoring of academic achievement will allow us to directly pinpoint which students exhibit the need for additional supports and our staff (teachers, admin team, support staff) will respond to provide those intensive supports to help bridge gaps that may exist.</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>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>At this time, the budget will not be affected.</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	<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>	<p>I hope that much stays the same; we are proud of our successes, embrace our struggles, celebrate our victories, cherish the unique gifts of each child while creating a spirit of collective responsibility. We strive to be the most efficacious community we can possibly be.</p>
14. Adjustment	<p>What are indicators that your plan is not working and needs adjustment?</p>	<p>Blame Shifting, withdrawal, animosity, not fitting into an expected bubble from outside sources.</p>

