

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Alex R Kennedy
Principal:	Patrick Sivori

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 disproportionality in showing compassion to our Black male and female students.	<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>CSS - Compassion</p> <p>Students are willing to help other students, even if they are not friends.</p> <p>Black male and female were the 2 lowest ratings by about 10%.</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>
3. What is the long-term outcome you hope to impact?	Please note that this may not be the same as the data you are tracking (described	The long term impact we hope to achieve is our Black students feel cared for and they belong at ARK like every other student. And research shows that the sense of belonging will lead to an increase in	<ol style="list-style-type: none"> 1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i>

	<p>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>student achievement.</p>	<ol style="list-style-type: none"> 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 are entering our 4th year as an elementary school. Our climate and culture has been strong from the beginning. When examining our CSS results, the compassion portion is the one that really stood out to us.</p> <p>We participate in the Compassion School Project, but just as a sample school.</p> <p>The REAP can be used to monitor our students compassion and sense of belonging periodically throughout the school year. The REAP will constantly remind us of where our focus needs to be for our Black students. The sense of belonging will ultimately result in an increase student achievement.</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</p>	<p>Consider practices and interventions at</p>	<p>Guidance Lessons - Our Counselor has made a focus in her lessons to address the compassion piece.</p>	<ol style="list-style-type: none"> 1. <i>Response demonstrates little research into best practices.</i>

<p>address your identified inequity?</p>	<p>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>PBIS- We have made school wide decision to incorporate more PBIS items and analyze our current systems that ensure student success. We will also work collaboratively with our MTSS behavior resource teacher.</p> <p>During staff meeting, we will dedicate time for reflection and discussion for teachers in relation to our REAP.</p> <p>We will continue to consult with other schools to identify some solutions for their student's sense of belonging and compassion for all students.</p>	<ol style="list-style-type: none"> 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>
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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 root 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>	<p>We will make a school wide focus on the compassion of our Black students. The effectiveness of our work will have to be monitored on a regular basis to help drive our plan. The annual review will be the true measurement but our attention must be focused each and every day to maximize its effectiveness. We will annually review our CSS and TELL(every 2 years). This year our major focus will be on our students who fall into the achievement gap's perception of the compassion at Alex R Kennedy.</p> <p>REP committee will meet at minimum once a month to look and analyze data points throughout the school year</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</p>	<p>CSS Guidance Lessons Feedback from Guidance Lessons Student Interviews</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</i>

	progress.		<p>are not most appropriate. A better data source is available.</p> <p>3. Progress will be reliably and validly measured with identified data.</p>
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	Monthly Meeting Ongoing monitoring	<p>1. Timeline is unacceptable (unattainable or not aggressive enough).</p> <p>2. Timeline is somewhat appropriate.</p> <p>3. Timeline is sufficient to meet stated goals while also being ambitious so that there is a sense of urgency to make progress on strategy.</p>
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?	Administrative team will monitor, track, and report data to Assistant Superintendent.	<p>1. No responsible individual or group identified, or identified party is inappropriate or unreliable.</p> <p>2. Responsible party is somewhat acceptable.</p> <p>3. Responsible party will reliably enforce timeline and ensure progress is made.</p>
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.	<p>At this point, all school level staff.</p> <p>We are planning on involving parents and business/community members in the future.</p> <p>We just completed our application for a new FRYSC with the state. Hopefully that</p>	<p>1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</p> <p>2. Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</p> <p>3. All stakeholders have been included, and relationship building has been</p>

		will be accepted and begin in January 2019.	<i>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>Commitment of all stakeholders. Since teachers/staff were first introduced to this item on August 13, 2018, it is very new and in the development stages for all.</p> <p>Certified staff JCPS Racial Equity Institute on October 8th Gold Day.</p> <p>We will have our DEP resource teacher present PD to all staff on the topic of Cultural Proficiency.</p> <p>As a school, we will look at Culturally Responsive teaching best practices.</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	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	At this time, we are not in need of any money to drive our REP.	<ol style="list-style-type: none"> 1. <i>Budget is insufficient to meet demands of strategy.</i> 2. <i>Budget modification is acceptable</i>

		In the future, I am willing to spend the necessary budget to provide quality, not compliant, PD opportunities and conferences for all my staff.	<p><i>but needs some improvements.</i></p> <p>3. <i>Budget modification provides sufficient resources to implement strategy.</i></p>
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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.	“Every Child Matters” is our school motto. If we are living this motto everyday, the schools REAP will be fully implemented and will eliminate and disparities among our students at ARK
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Teacher feedback and/or reflection is negative Student interviews are not indicating our plan is effective. Staff is just viewing the REP as compliance and not committed.