

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

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| School: | Bloom Elementary |
| Principal: | Jack Jacobs |

| PRE-REFLECTION | | | |
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| 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 style="text-align: center;">We will be addressing racial disparities in the two categories of academic and behavior.</p> <p style="text-align: center;">Academic Racial Equity Work:</p> <ol style="list-style-type: none"> 1. Bloom's Advanced Program. 2. Closing the gaps in MAP growth. <p>Behavior Racial Equity Work:</p> <ol style="list-style-type: none"> 3. Addressing racial disparity as it relates to a sense of belonging. 4. Implicit Biases of the Bloom Community | <ol style="list-style-type: none"> 1. Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school. 2. Identified issue is somewhat relevant to school 3. 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>Academic Racial Equity Work:</p> <ol style="list-style-type: none"> 1. African American students are significantly underrepresented in Bloom's Advanced Program. 2. Bloom's MAP data indicates a significant gap for African American students. <p>Behavior Racial Equity Work:</p> <ol style="list-style-type: none"> 3. Our School Equity Scorecard indicates that African American students report a lower sense of belonging when compared to white students. 4. Research shows that teachers/professionals have implicit biases towards marginalized students; Implicit Association Test data is the | <ol style="list-style-type: none"> 1. Insufficient data to define inequity. 2. Need more or more reliable or valid data to define inequity. 3. Data clearly highlight inequity that will be addressed through strategy. |

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| | | common measure used for racial implicit biases. | |
| <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>We want to ensure that African Americans are empowered to become the best version of themselves and are celebrated.</p> <p>We want to increase the number of African American students who are in the advanced program.</p> <p>We want the racial composition of our students reaching proficiency to be commensurate with the racial composition of our population. This includes MAP Growth scores, KPREP scores, and academic grades.</p> <p>We want African American students to have a sense of belonging equal to or greater than their white peers.</p> <p>We want African American members of the Bloom community to be free from any implicit biases or microaggressions.</p> | <ol style="list-style-type: none"> 1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified. 2. Long-term outcome is acceptable, feasible, and relevant to school. 3. 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> | <p>Advanced Program practices are historically accessible to families with privileges and/or who are in the know. There wasn't a systematic approach to support all families with the AP appeals process until the 2018-2019 school year at Bloom. Additionally, the actual test, the CogAT, is culturally biased.</p> <p>MAP RIT scores may be lower for African American students because of instructional procedures or practices. If any of the following are NOT effectively practiced, then African American students may score lower on assessments such as MAP: building strong relationships with both the student as well as the families; culturally responsive teaching; inclusivity as it relates to instructional techniques and curriculum; effective instruction (including effective</p> | <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 |

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| | <p>interventions).</p> <p>Historically, Bloom’s population for both students and staff members is predominately white. The JCTA/JCPS contract related to teacher transfers has an unintended consequence, causing a racial inequity. Of the 30+ teacher transfer interviews in the last 5 years, only 1 candidate was African American. Additionally, Bloom, like JCPS in general, often loses our African American staff members (retention) that we have recruited and hired. Typically, these staff members leave for career advancement or retirement. Lastly, access to after school programs and clubs for some of our African American students is hindered by transportation needs.</p> <p>While implicit biases may exist with individuals, it is typically the implicit biases of the entire community that is failing: https://www.npr.org/2018/03/09/591895426/the-mind-of-the-village-understanding-our-implicit-biases). The “It takes a village” saying is true for overcoming implicit biases as well. There is also much research on the negative effects of microaggressions: “A 2017 survey conducted by NPR, the Robert Wood Johnson Foundation and the Harvard T.H. Chan School of Public Health, found that 92% of African Americans believe they’re discriminated against, and nearly half say individual prejudice is a bigger problem than discrimination rooted in government policies. A January 2018 study in the <i>Journal of Multicultural Counseling and Development</i> found that of counselors who had clients reporting race-based trauma, 89% identified “covert acts of racism” as a contributing factor,” https://www.usatoday.com/story/news/2018/02/28/what-microaggressions-small-slights-serious-consequences/362754002/).</p> <p>Furthermore, “A lot of people hear ‘microaggressions’ and they think, ‘Oh, it’s just the little things that hurt people’s feelings,’” said Roberto Montenegro, a chief fellow in child and adolescent psychiatry at Seattle Children’s Hospital. He studies the biological effects of discrimination. “It isn’t about having your feelings hurt. It’s about how being repeatedly dismissed and alienated and insulted and invalidated reinforces the differences in power and privilege, and how this perpetuates racism and discrimination,”</p> | inequities. |
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| | | (https://www.usatoday.com/story/news/2018/02/28/what-microaggressions-small-slights-serious-consequences/362754002/) . | |
| 5. What are best practices to address your identified inequity? | 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>Best practices to address our identified inequities include:</p> <ul style="list-style-type: none"> ★ Racial Equity: Advanced Program <ul style="list-style-type: none"> ○ Differing standards for AP/GT program inclusion ○ Personalized Learning ○ Reexamining identification procedures for AP/GT ○ Question the assessment (CogAT) used to identify for AP ○ Building Strong Relationships with Families ○ Develop a system/program to support families with the AP appeal process ○ Small group work ★ Racial Equity: MAP Growth <ul style="list-style-type: none"> ○ Collective Teacher Efficacy ○ Effective Instruction and Effective Interventions ○ Personalized Learning ○ Culturally Responsive Teaching ○ Building Strong Relationships ★ Racial Equity: Sense of Belonging <ul style="list-style-type: none"> ○ Collective Teacher Efficacy ○ School-wide strategies for relationship building. (i.e. 2X10) ○ Learning environments that reach African American students ★ Racial Equity: Implicit Biases <ul style="list-style-type: none"> ○ Self-reflection ○ Mindfulness practices ○ System in place to alert of probable implicit biases | <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 | | | |
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| Topic | Directions | Notes | Score (circle score) |
| 6. Describe your plan. | 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 | By the end of the 18-19 school year Bloom will triple the number of African American 4th and 5th grade students in the Advanced | 1. Plan is poorly developed, does not adequately address inequities described in |

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| | <p>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>Program and increase the number of Gifted/Talented African American students from zero to two.</p> <ul style="list-style-type: none"> → The Bloom Staff will create and use a less culturally biased assessment system for the AP identification and placement. We will develop a system/ rubric based on the Backpack of Success Skills. → Bloom staff will support and advocate for African American students by informing students and families of the opportunities and benefits of the Advanced Program. → African American students will also be exposed to personalized learning opportunities that create equitable access to rich learning experiences. → 4th and 5th grade African American students who score between 15-21 on the CogAT will receive enrichment similar to JCPS' R.E.A.C.H. program. → 3rd grade African American students will receive small group instruction geared toward building confidence and self-esteem. → Bloom Staff will research and analyze the CogAT assessment using the lens of racial equity. → We will train staff to be mindful of having a culturally responsive approach to daily instruction, which includes building classroom | <p>Reflection (above), or does not show potential to address inequities.</p> <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. |
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| | | <p>communities and making classroom instruction more congruent with cultural value systems.</p> <p>By the end of the 18-19 school year 100% of African American students at Bloom will meet or exceed their Projected RIT score on the MAP Growth assessment. 100% African American students who are not at grade level norms/RIT shall exceed their Projected RIT score on the MAP Growth assessment.</p> <ul style="list-style-type: none">→ Bloom teachers/staff will develop their Collective Teacher Efficacy (CTE) with a focus on reducing different gaps that negatively impact students of color in trainings and PDs throughout the year.→ African American students will also be exposed to personalized learning opportunities that create equitable access to rich learning experiences.→ We will train staff to be mindful of having a culturally responsive approach to daily instruction, which includes building classroom communities and making classroom instruction more congruent with cultural value systems.→ School-wide strategies for developing and strengthening relationships will be implemented throughout the year, including strategies such as the 2X10 Strategy and more.→ Bloom's system of interventions will | |
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| | | <p>be strengthened this year. We will develop the most effective and efficient system of interventions possible for Bloom students.</p> <ul style="list-style-type: none">→ The staff at Bloom will utilize the Fundamental Five walk-through system to support and monitor the aforementioned components of this portion of our Racial Equity Plan. <p>By the end of the 18-19 school year Bloom's African American students will report a sense of belonging within three points of what Bloom's white students report as measured on JCPS' CSS.</p> <ul style="list-style-type: none">→ Bloom teachers/staff will develop their Collective Teacher Efficacy (CTE) with a focus on reducing different gaps that negative impact students of color in trainings and PDs throughout the year.→ Bloom staff will research and develop a school-wide toolkit for building relationships with African American students and their families. Examples may include: 2x10 Strategy; attending special events outside of the school; etc.→ The Bloom staff will be proactive in recruiting and retaining African American staff members.→ Research and implement culturally sensitive learning environments so that Bloom's WHY Statement and | |
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| | | <p>Vision is a reality for our African American students.</p> <p>By the end of the 18-19 school year Bloom staff will have been trained in 6 hours of professional development on implicit biases and microaggressions. We will work collaboratively with Highland Middle School to write and secure a Racial Equity Collaboration Grant to provide stipend to our teachers for this professional development and continued work.</p> <ul style="list-style-type: none"> → Work with HMS to write a Racial Equity Collaboration Grant to bring in an outside consultant on implicit bias and microaggressions for Bloom teachers and staff. → Develop systems to alert staff of potential implicit biases. | |
| <p>7. Data tracking</p> | <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>Racial Equity Plan Overall</p> <ul style="list-style-type: none"> → We will triangulate the data for all components of our Racial Equity Plan listed below <p>Racial Equity: Advanced Program</p> <ul style="list-style-type: none"> → CogAT Test Scores → Backpack Rubric Scores for AP Qualification → Naglieri Scores → AP Appeals Numbers → MAP Growth Scores <p>Racial Equity: MAP Growth</p> <ul style="list-style-type: none"> → MAP RIT scores → CFA and FA scores | <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. |

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| | | <ul style="list-style-type: none"> → Class and Grade Standard Deviation → Intervention Data <p>Racial Equity: Sense of Belonging</p> <ul style="list-style-type: none"> → 17-18 and 18-19 CSS Data → Student interview data → Student focus group data → Referral data → Transfer/Hiring Demographic Data <p>Racial Equity: Implicit Bias & Microaggressions Training</p> <ul style="list-style-type: none"> → PD Sign-In Forms → Self-assessments → Group assessments → Referral data → 17-18 and 18-19 CSS Data | |
| 8. Timeline | What is the timeline for tracking your data? Will you report monthly, quarterly, etc.? | <p>Depending on the data we are collecting (see above) we will track our data monthly, quarterly, and yearly.</p> <p>Monthly:</p> <ul style="list-style-type: none"> → CFA and FA data → Intervention Data → Student interview data → Student focus group data → Referral data <p>Quarterly:</p> <ul style="list-style-type: none"> → MAP Scores → Class and Grade Standard Deviation → PD Sign-in Forms → Self-assessments → Group assessments → Data triangulation <p>Yearly:</p> | <ol style="list-style-type: none"> 1. Timeline is unacceptable (unattainable or not aggressive enough). 2. Timeline is somewhat appropriate. 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. |

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| | | <ul style="list-style-type: none"> → CSS Data → Data triangulation | |
| 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>Implementation and Fidelity:</p> <ul style="list-style-type: none"> → Jack Jacobs, principal <ul style="list-style-type: none"> ◆ SBDM Committee → Amy Wright, assistant principal → Mary Barnes, GCC <ul style="list-style-type: none"> ◆ Equity Committee (SBDM) <p>Tracking and Reporting:</p> <ul style="list-style-type: none"> → Jack Jacobs, principal → Amy Wright, assistant principal → Mary Barnes, GCC | <ol style="list-style-type: none"> 1. No responsible individual or group identified, or identified party is inappropriate or unreliable. 2. Responsible party is somewhat acceptable. 3. 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 or relationships will need to be nurtured or developed to ensure success with your plan? Explain. | <p>Stakeholders engaged in our school plan include students, teachers, leadership team, parents, and district support staff including the DEP staff.</p> <p>Students are asked to share their opinions regarding a sense of belonging on the CSS survey which is administered once per year. Students also complete the MAP test three times per year. Students and staff will analyze their MAP scores and drive instruction based upon results.</p> <p>Teachers will be impacting and supporting the work through daily instruction, reflecting upon current practices during PLC work, and working toward removing implicit biases through training and support provided during staff meetings.</p> <p>Parents and stakeholders will be included in</p> | <ol style="list-style-type: none"> 1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged. 2. Some stakeholders have been engaged or have been thoughtfully considered for future engagement. 3. All stakeholders have been included, and relationship building has been sufficiently considered. |

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| | | <p>the development, management, and reviewing of Bloom's Racial Equity Plan. Parents and other key stakeholders will also be involved in reviewing and creating school wide policies through SBDM.</p> | |
| 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>Possible hurdles that we anticipate include:</p> <p>Staff will need professional development opportunities that nurture the school environment and culture to remove biases that currently exist and provide supports for culturally responsive teaching practices.</p> <p>Time and the time it will take to do this work with fidelity, including the monitoring components, will be an issue that we must be aware of and address early on.</p> <p>We will need trainings and PDs related to the Equity Plan itself, implicit biases, and how to use the MAP reports to strengthen our efforts on racial equity.</p> <p>Implicit biases and/or possible microaggressions of Bloom staff members might be a hurdle if teachers are not sincere and/or putting their best efforts toward our work with racial equity.</p> | <ol style="list-style-type: none"> 1. Anticipation of potential challenges is not sufficiently developed. 2. Anticipation of potential threats is somewhat developed, but needs more depth. 3. Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical. |
| 12. Budget | <p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p> | <p>We are co-applying with HMS for one of the mini-grants for training on implicit biases. If we do not receive a JCPS mini-grant, then we will need to find funds for implicit bias training for our staff.</p> | <ol style="list-style-type: none"> 1. Budget is insufficient to meet demands of strategy. 2. Budget modification is acceptable but needs some improvements. |

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| | | <p>We have already set aside funding for a part-time AP/GT coordinator, whom would also be a part of this plan.</p> <p>We have set aside funds for book studies and Naglieri assessment items and small group instruction as well.</p> | <p>3. Budget modification provides sufficient resources to implement strategy.</p> |
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| POST REFLECTION | Directions | Notes |
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| <p>13. Full implementation</p> | <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>One big change would come in the form of when more African American Bloom students are attending middle schools as AP/GT students.</p> <p>We assume that with greater sense of belonging and success in meeting personalized academic goals (both with AP and MAP goals) that there will be fewer behavior referrals/issues and more happy students.</p> <p>Bloom teachers and staff will be more aware, researched, and able to put into practice true cultural competency. There would be an absence of implicit biases, which may change how students are respected, understood, and challenged. African American students at Bloom will be empowered to stand up for themselves, advocate for themselves and others, and embrace their own uniqueness and diversity - to be able to argue that diversity and different experiences and perspectives should not only be tolerated, but should be cherished.</p> <p>Lastly, the demographics of the Bloom staff will reflect the student population. There will be more African American staff members than there currently is.</p> |

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| 14. Adjustment | What are indicators that your plan is not working and needs adjustment? | <p>Disproportionality in data remains the same; there is no improvement in disproportionality - both academically and behaviorally.</p> <p>The number of faculty and staff who best represent the school's student population is not growing.</p> |
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