

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Bowen Elementary
Principal:	Lisa Wathen

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 disproportionate amount of in-house office referrals and improve academic achievement for our Black 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.	According to the 2017-18 Enrollment By Race and Gender Data Book, the student population at Bowen is 11% Black, 18% Latinx, 57% White and 14% Other. However, our 2017-18 data shows 56.5% of office referrals were written for Black students, 33% were written for White students and 7% were written for Latinx students. Furthermore, of the 15 totals suspensions reported in 2017-18, 53% were Black students, 33% were White students and 14% were classified as Other.	<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 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	<p>The long-term outcome we hope to impact is to reduce the percentage of Black students scoring Novice in Reading and Math.</p> <p><u>*2017 Reading:</u> 27.8% Novice (Black); 14.4% Novice (White)</p> <p><u>*2017 Math:</u> 30.6% Novice (Black); 13.4% Novice (White)</p> <p>If we increase student engagement for Black students and focus on increasing the quantity and quality of adult-student relationships with these</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</i>

	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	students, we will decrease behavior referrals and increase student achievement. Therefore, our focus will be to increase student engagement and increase the quantity and quality of adult-student relationships for Black students.	<i>feasible given the inequity identified in Question 1, it is relevant to school, and it demonstrates an innovative approach to addressing racial equity.</i>
4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you are addressing?	Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities Consider and discuss how you can use the REAP to reflect.	The average teaching experience for certified staff at Bowen Elementary is 17.3 years. While this may not be indicative of traditional style teaching at all schools, it is at Bowen. Prior to the 2015-16 school year, there was a lack of emphasis on staff collaboration and continuous professional growth. Most teachers worked in silos and earned the minimum number of required professional development hours each year. Additionally, there was a focus on direct whole group instruction, with little discussion student engagement. Furthermore, there has never been discussion of how to tailor instruction to meet the needs of Black students.	<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>
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.	Currently, opportunities for continuous professional development and collaboration are embedded throughout the school year. This format will allow us to review data for Black students, investigate ways to improve our practices, implement new strategies and evaluate the effectiveness of those strategies.	<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)

<p>6. Describe your plan.</p>	<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>*The Principal and Assistant Principal met with Equity & Inclusion Resource Teacher on 8/21/18; Resource Teacher will conduct classroom walk-throughs on September 4 and provide feedback to school leadership.</p> <p>*The Principal will conduct a book study with Administrative Team and possibly the Instructional Leadership Team on <u>Cultural Proficiency: A Manual for School Leaders</u> by Lindsey, Robbins and Terrell.</p> <p>*The Principal and Assistant Principal will collaborate to write a mini-grant for funding to purchase this book and classroom resources for engagement strategies.</p> <p>*The School Community Liaison will engage a diverse range of students in a Student Advisory Council to discuss ways to better engage all students in the school community.</p> <p>*The School Community Liaison will develop a student support program. Teacher will be able to refer a student to receive intentional support from staff. Each referred child will be paired with 3-4 staff members who regularly check-in with the child and work to build strong relationships and a system of support for the child.</p> <p>*The Equity & Inclusion Resource Teacher will work with MTSS Academic Resource Teacher to develop recommendations for classroom engagement strategies - specifically research-based strategies for engaging Black male students.</p> <p>*The Equity & Inclusion Resource Teacher will conduct a whole staff meeting to share walkthrough findings and engagement strategies; The Resource Teacher will follow-up with school staff in PLC meetings to focus on grade-specific strategies for engagement and to answer teacher questions.</p> <p>*The SBDM Council will develop and distribute a parent and staff survey to determine current levels of family engagement and perceived shortcomings of the school.</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>
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7. Data tracking	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.	The Administrative Team will track in-school office referrals, walkthrough data related to student engagement, MAP data, and survey data from the Student Advisory Council and the SBDM-created parent and staff survey.	<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.?	We will continuously track data. We will review and analyze in-school office referral and walkthrough data monthly as an Administrative Team. This information will also be reviewed by the Instructional Leadership Team and the SBDM Council. The parent and staff surveys will be conducted in October and in April. MAP data will be reviewed in PLCs after each assessment window..	<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?	The Administrative Team, the Instructional Leadership Team and the SBDM Council are the responsible groups. The principal will report data to the assistant superintendent.	<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.	<p>The following stakeholders have already been engaged to support this plan:</p> <ul style="list-style-type: none"> *Equity & Inclusion Resource Teacher *MTSS Academic Resource Teacher *MTSS Behavior Resource Teacher *All School Staff *SBDM Council *Family Resource Center Coordinator *School Community Liaison <p>The following partnerships need to be developed:</p> <ul style="list-style-type: none"> *Form a Student Advisory Council *Form a Culturally Responsive Teaching Team 	<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>

		<p>*Identify partners for professional development support</p> <p>*Connect with New Beginnings counselor to ensure there is a clear system of referral and support for struggling students</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>I don't anticipate significant pushback or conflicts. There will, however, be difficult conversations around how to best meet the needs of our Black student population.</p> <p>Our staff will need professional development on Culturally Responsive Teaching, Implicit Bias and Engagement Strategies.</p> <p>-</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>Money will be moved as needed into professional development and supplementary book codes to support this work.</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>We will know our plan is fully implemented when the following is true:</p> <ul style="list-style-type: none"> *There is a reduction in the number of in-house office behavior referrals for Black students. *Our referral data is more representative of our student population. *The planned activities and programming are functioning effectively (Student Advisory Council, student support program, etc.) *Our MAP scores indicate a reduction in the gap between the number of Black and White students scoring below the norm.

		*Walkthrough data shows an increase in student engagement for Black students.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	<p>We will know our plan is not working and needs adjustment if:</p> <ul style="list-style-type: none"> *The number of in-house office behavior referrals for Black students either stays the same or increases. *Our referral data is not representative of our student population. *The planned activities and programming are not functioning effectively (Student Advisory Council, student support program, etc.) *Our MAP scores do not indicate a reduction in the gap between the number of Black and White students scoring below the norm. *Walkthrough data does not show an increase in student engagement for Black students.