

***j*TEMPLATE AND RUBRIC**

Racial Equity Improvement Plan Development Tool

School:	Chancey Elementary
Principal:	Ronda Cosby

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 style="text-align: center;">According to the Comprehensive School Survey data result from 2017 & 2018 we must improve our student engagement with males of color. Although we increased our percentage points of Black males that were engaged in school from 2017-2018, our Latinx male students were not as engaged as the previous year.</p>	<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>After analyzing data from the Comprehensive School Survey, in the fall of 2017 we noticed a significant difference with males of color versus white males under the construct of Student Engagement. Utilizing the CSS, we determined that 56% of our Black male students felt school was fun and only 60% enjoyed coming to school. In 2018, 73% Black males, felt school was fun</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>and 72% enjoyed coming to school. Although this was a significant improvement, 90% of their White male peers agreed school was fun and 83% enjoyed school. 61% of our Latinx males in 2018 agreed that school was fun compared to 90% of their white male peers.</p>	
<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 increase the level engagement for males of color, while also improving teachers' cultural competence, elucidate reality pedagogy, and make teachers aware of implicit bias.</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</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</p>	<p>We began our work of addressing the inequity last school year by making all stakeholders aware of the data. We made the data public for PTA, SBDM, ILT, Staff Development and the administrative team. We discussed ways to engage students who were disengaged. Many of our classrooms were organized in a way that did not value the brilliance</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>

<p>are addressing?</p>	<p>REAP to reflect.</p>	<p>that students bring to school outside of paper pencil assignments. After receiving feedback from our students, we addressed the inequities through “school initiatives”. In 4th grade we were able to become 1:1 with Google Chromebooks, which greatly increased student choice and engagement. Our STEM lab created learning experiences for students that allowed them to demonstrate their learning outside of the “traditional” way of teaching and learning. We hosted a presentation of learning night, Chancey’s Got Talent, that highlighted students in a way that made our “tier 3” kids shine. We also became one of 12 Envision Pilot schools to engage our staff in Backpack of Success Skills. Although the initiatives made improvements, this did not address the elephant in the room. Our data revealed that a certain race compared to other races did not have the same engaging experiences at school. Real or perceived, we have to address the inequity..</p> <p>It is time to go deeper with our learning and our professional growth. Our Equity Scorecard revealed that 77% of the teaching staff is white while 62% of the student population is non-white. This summer our administrative team read the book, <u>For White Folks Who Teach in the Hood and The Rest of Yall</u> by Chris Emdin. We decided to do a book study with this book because our student population is very diverse but over 75% of our staff are white females. Chris Emdin’s book is written for teachers and it also dispels what we “The Rest of Yall” do to students. We will also read this book as a staff as a year long book study lead by teachers. The long term impact of the book study is that our teaching staff will become aware and knowledgeable about reality pedagogy. Race is no longer a topic we can ignore in the schoolhouse. If we are going to truly close opportunity gaps we have to know who WE are to WHOM we serve. This will take work.</p> <p>Many educators aren’t aware of their own identity. Once one is made</p>	<p>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></p>
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		<p>aware of their identity it provides a lens for them to relate to others and BE AWARE OF OTHERS outside of “their” world.</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>Backpack Success Skills, Project Based Learning, U of K Next Generation Leadership Academy, & Personalized Learning are all initiatives that my staff has received training on or are presently a part of. All of these practices are highly engaging and values the individual learner. Traditional school values the status quo of those who can maintain it. Students of color can thrive in personalized learning environments because they are valued for what they can bring to the learning environment versus being judged for not meeting the criterion of the learning environment not designed for them.</p> <p>To transform inequities in the classroom, the adult learner must be educated and made aware of their own impediments to the teaching and learning environment. As a staff we are meeting monthly to discuss Chris Emdin’s book and reflect on our learning.</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>By the end of the year every student will have presented on one of their artifacts from their Digital Backpack. This presentation of learning will include a grade level rubric and it will be of value to the student. The student's level of engagement will be high because their work matters and they created the artifact. The presentation of learning will improve our Student Engagement construct by 10% points on the 2019 CSS.</p> <p>The entire staff will participate in the book study, <i>For White Folks Who Teach in the Hood and the Rest of Ya'll</i> by Chris Emdin. This book study will begin in September.</p> <p>Attend November Equity Institute. This will allow us to get in front of the work by taking the training and embedding the skills learned in the institute.</p> <p>The administrative team will participate in the district book study, Black Male (d) and discuss how his book impacts our work.</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</p>	<p>We will track evidence of artifacts in the Digital Backpack monthly at PLC meetings beginning in October. We will use our PowerWalk trend data to analyze levels of engagement in the classroom. Utilize</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>

	Scorecard, JCPS data, KDE data, or another reliable and valid data source to track your progress.	<p>the walkthrough tools provided by DEP department to gauge if responsiveness and inclusion is a focus in each class. We will determine deadlines for grade levels to showcase their presentations of learning. We will collect reflective qualitative data from our teachers during the book study to measure their professional growth.</p> <p>We will use qualitative data from our Collaborative Calibration Visits regarding equity.</p>	<p>3. <i>Progress will be reliably and validly measured with identified data.</i></p>
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	<p>Monthly for backpack 3x for Book Study 3x Collaborative Calibration Visits</p>	<p>1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i></p> <p>2. <i>Timeline is somewhat appropriate.</i></p> <p>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></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?	<p>Ronda Cosby Tioka Ivory</p>	<p>1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i></p> <p>2. <i>Responsible party is somewhat acceptable.</i></p> <p>3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i></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	<p>Department of Equity & Poverty</p> <p>Lamanda Rodriguez, DEP, Resource teacher</p> <p>Teacher leaders</p>	<p>1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></p> <p>2. <i>Some stakeholders have been engaged or have been thoughtfully</i></p>

	partnerships or relationships will need to be nurtured or developed to ensure success with your plan? Explain.		<p><i>considered for future engagement.</i></p> <p>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></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>All Chancey staff members have to participate in Implicit Bias training this school year. All staff members understand that the CSS data reveals the voice of students and that it is imperative that we listen. When introducing the book study, there will be levels of discomfort because discussions around race in America evokes emotion. Introspection is part of the work we have to do. Our ENTIRE student population is worth it.</p> <p>Our book study teacher leaders anticipate this angst and are going to ease the staff into the book study by first starting with the identity of self.</p> <p>-</p>	<p>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></p> <p>2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i></p> <p>3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i></p>
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	The books for the book study were purchased with 2017-2018 funds. We will only use funds to purchase food for our book study.	<p>1. <i>Budget is insufficient to meet demands of strategy.</i></p> <p>2. <i>Budget modification is acceptable but needs some improvements.</i></p> <p>3. <i>Budget modification provides sufficient resources to implement strategy.</i></p>

POST	Directions	Notes
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REFLECTION		
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.	The plan will be fully implemented when PLCs take time to consider students of color when designing learning experiences. During PLC, the conversation about students will focus on how the learning will bring out the brilliance in the students versus focusing on what they perceive as deficits. Staff members will have a level of trust and transparency in discussing concerns around race and culture with their colleagues. Finally, our CSS and academic data will increase.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	An indicator that our plan is not working is if during our book discussions staff members shut down and withdraw from the book discussion. We will also know our plan is not working if our CSS data is remains the same or our data decreases.