

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Cochrane Elementary
Principal:	Jason Hobbs

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 lack of compassion felt specifically by African American females and other males.	<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.	Our school equity scorecard demonstrates that students in this group are not feeling compassion (61.54%). Also included would be CSS data as well as behavior incidents in previous years, leadership team observations, and conflict resolution conversations.	<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.
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	We hope to create systems that reduce and eliminate racial inequities. We want all of our children to feel compassion, particularly groups who rated the school low on the CSS (AA females). We want this to improve dramatically this school year. We know that if students do not feel compassion from his or her teacher, then this will impact academic	<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

	<p>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>success.</p>	<p><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></p>
<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>The lack of inclusion for special groups and/or counseling sessions. We have targeted other groups (AA males) more consistently. We have noticed that students have been slow to be accepted and/or be accepting as well as acknowledging differences. The counselor noticed in his sessions that African American female students feel they are quickly labeled sassy when they try to advocate for themselves. In addition, they feel that no one understands their point of view. Data from CSS from previous years shows that a lack of compassion has been present in past years. The implementation of the REAP will help us avoid these issues in the future.</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 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</p>	<p>More inclusion for groups must occur. We plan to utilize Racial Equity resource teacher and speakers to help us improve our knowledge and skill set. We will recommend the DEP PDs as well. We will do the Cultural Proficiency PD, Implicit Bias assessment, and a book study. We will also have more focus on compassion in morning and closing meetings. These resources have been vetted and are considered best practice. We know that some of our current Tier 1 practices for social</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</i>

	Education, JCPS Code of Conduct, or other sources to address the inequity you identified.	emotional education are best practice (morning meetings/Second Step/Restorative Practices).	<i>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>By the end of the year, 100% of our certified staff will have received at least four hours of PD on culturally responsive teaching with a focus on compassion. In addition, at least 50% of the classified staff will receive at least two hours of PD on culturally responsive teaching with a focus on compassion.</p> <p>We have started this year doing schoolwide morning meetings to address character issues.</p> <p>The counselor will do two four-part guidance lessons (fall and spring) that will focus on respecting differences of other students.</p> <p>There will be a girls group dealing with self-esteem and respecting others. The students will be chosen by</p>	<ol style="list-style-type: none"> 1. Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities. 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 .

		<p>teachers and through risk analysis assessment (DRUMMOND). This will be administered during the month of September. There will be two girl group sessions (fall and spring) that will last for six sessions. African American females will be included in this and be identified by teacher/administration.</p> <p>Second Step Character Education will again be done in the classroom at least once a week. We will verify through lesson plans the fidelity of this initiative. Restorative Practice Sharing Circles at least 3 times a week.</p> <p>Staff will learn strategies to assist in improving classroom climate to ensure that students are learning in an inclusive and engaging environment through PLCs and faculty meetings. Staff will share their practices during PLCs or faculty meetings.</p>	
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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.	<p>We will use the CSS to see if students report feeling more compassion at school. In addition, we will conduct quarterly students surveys to track this data.</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.?	<p>Our CSS data will be once per year; however, our short survey data will be quarterly (one per grading period), with the first one being Oct. 10-12. The second being the week of Dec. 17-21. The third will be March 11-15. The final will be</p>	<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>

		the week of April 29 - May 2.	
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?	Our Racial Equity Team will lead; however, all staff is responsible for improving this issue. The data will be tracked by admin/racial equity team. The principal will have the primary responsibility.	<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.	Outside stakeholders will include our Racial Equity resource teacher, and FRC. Another valuable stakeholder will be Alternative Behavior Interventions (ABI). This organization will conduct some of our groups. Our staff will also support this plan as this needs to be comprehensive (all hands on deck!).	<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.
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>	Scheduling time with teachers and classified staff to conduct the PD. Also, getting staff to participate in book studies will be challenging. Scheduling students for groups with a tight schedule is a challenge. Admin	<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

		<p>team will debrief results of surveys in team meetings.</p> <p>We have requested a guest speaker for our November Gold Day. In addition, we will do a book study with staff.</p> <p>-</p>	<p><i>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.	We are requesting funds from the DEP grants. If we are not successful, we will need to use some Title 1 funds.	<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	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.	When our plan is fully implemented, we will have data that shows improvements have been made. This will also be evident in day to day operations as students will report be happier, having better interactions with their teachers and peers, and being more cooperative and productive. This will also be evident in interactions with the counselor.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Based on the quarterly survey data (student feedback), we will address any areas that are not being improved. This will be a regular topic at our weekly behavior/academic administration team meetings.

