



## **Racial Equity Improvement Plan 2018-19**

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| School:    | Dunn Elementary  |
| Principal: | Dr. Tracy Barber |

| <b>PRE-REFLECTION</b>   |   |   |   |
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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? | Dunn will be addressing the racial disparities in sense of belonging between White/African American Males and White /African American Females . | <ol style="list-style-type: none"> <li>1. <i>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</i></li> <li>2. <i>Identified issue is somewhat relevant to school</i></li> <li>3. <i>Identifies meaningful inequity that is very relevant to school.</i></li> </ol> |

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| <p>2. How do you know this? What data demonstrate inequity?</p>                             | <p>What data demonstrate this inequity? Use CSS, Data Books, KDE, or another reliable and valid source.</p>   | <p>When analyzing the Comprehensive School Survey results, 66.7% of African American male students report "I feel that I belong in my school" in comparison to 91.7% of White male students. In addition, 80% of African American female students report "I feel that I belong in my school" in comparison to 94.1% to White female students.</p>       | <ol style="list-style-type: none"> <li>1. <i>Insufficient data to define inequity.</i></li> <li>2. <i>Need more or more reliable or valid data to define inequity.</i></li> <li>3. <i>Data clearly highlight inequity that will be addressed through strategy.</i></li> </ol>  |
| <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&amp;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&amp;T programming among Black students</p> | <p>Our overall impact is to increase the sense of belonging for our African American students as evidenced by the Spring 2019 Comprehensive School Survey.</p>  | <ol style="list-style-type: none"> <li>1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i></li> <li>2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i></li> <li>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></li> </ol> |
| <p>4. What historical or current practices or procedures have caused or perpetuated the</p> | <p>Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities</p>   | <p>Historically, Dunn has been a school with an underrepresented student populations where academic performance disparities are evident. In addition, the staff does not represent the school's student population. With this in mind, African American students have reported a discrepancy when compared to White students regarding the sense of</p> | <ol style="list-style-type: none"> <li>1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></li> <li>2. <i>Response indicates some reflection</i></li> </ol>  |

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| <p>disparities or inequities you are addressing?</p>                   | <p>Consider and discuss how you can use the REAP to reflect.</p>  | <p>belonging in our school. As a staff, we continue to address inequities. For example, the parents and staff participate in the Adopt a Dolphin program (holiday assistance), providing transportation for students to participate in after school events. However, the fact Dunn does not have a Family Resource Center has perpetuated some of these inequities that exist in our school. We believe in our continual work in providing a welcoming environment where we nurture the relationships between staff and students with all cultural backgrounds which ultimately will increase the sense of belonging.</p>  | <p><i>of root causes.</i></p> <p>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></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>We are submitting a grant by August 31, 2018 for a part time Family Resource Center to assist our school in making more meaningful connections with our families and provide a support system. Staff has completed book studies on <u>For White Folks Who Teach in the Hood</u>, <u>Teaching with Poverty in Mind</u>, and <u>Boys in Poverty</u> to deepen our understanding of how student learning and sense of belonging are impacted. In addition, all staff took a field trip to Beecher Terrace and Baxter Community Center with two local pastors as our tour guides to provide historical insight of the neighborhood and the realities our students face daily.</p> | <p>1. <i>Response demonstrates little research into best practices.</i></p> <p>2. <i>Some evidence that research conducted, but more needed.</i></p> <p>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></p> |

| PLAN IMPLEMENTATION    |  |   |   |
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| 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 the 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>We will collaborate with our Poverty, Diversity, Culture, and Climate Resource Teacher to ensure 100% (certified and classified) are engaged in culturally responsive professional development. Through this process, we hope to improve the student relationships between staff/student and student/student. Additionally, we will collaborate with our Poverty, Diversity, Culture, and Climate Resource Teacher and staff for a book study on <u>The Flat World and Education</u> by Linda Darling-Hammond. We will also create a round table focus group with fourth/fifth grade African American students (3rd, 4th, 5th) to help facilitate discussion to gain student voice and insight on how our school can be more inclusive of all students. Our librarian is</p> | <ol style="list-style-type: none"> <li>1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i></li> <li>2. <i>Plan addresses inequity identified above, but needs more development.</i></li> <li>3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i></li> </ol> |

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|                                      |  | going to ensure we have book collections and authors of color representing all the cultures in our school. These will be showcased in our library. With these various book collections, students will have the opportunity to see themselves represented through characters and authors.                       |  |
| 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. | We will have a fall and winter survey as a check in to monitor our progress on student sense of belonging. In the spring, we will use the Comprehensive School Survey data.  | <ol style="list-style-type: none"> <li>1. <i>It is unclear how data will track progress.</i></li> <li>2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i></li> <li>3. <i>Progress will be reliably and validly measured with identified data.</i></li> </ol>                              |
| 8. Timeline                          | What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?   | <p><b>November 2018</b> will be the first survey on sense of belonging given to the students.</p> <p><b>February 2019</b> will be the second survey on sense of belonging given to the students.</p> <p><b>April 2019 (CSS)</b> will be administered by the state to ascertain data on sense of belonging.</p> | <ol style="list-style-type: none"> <li>1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i></li> <li>2. <i>Timeline is somewhat appropriate.</i></li> <li>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></li> </ol> |
| 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>Principal, Assistant Principal, Counselor, Goal Clarity Coach, Librarian, Teachers, Poverty, Diversity Resource Teacher</p> <p>Principal/Assistant Principal</p>  | <ol style="list-style-type: none"> <li>1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i></li> <li>2. <i>Responsible party is somewhat acceptable.</i></li> <li>3. <i>Responsible party will reliably</i></li> </ol>   |

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|  |   |   | <i>enforce timeline and ensure progress is made.</i>   |
| 10. Stakeholder engagement and relationship building | <p>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>   | <p>Student focus groups will meet 3 times a year (November, February, April). We will work in collaboration with the Poverty, Diversity, Culture and Climate Resource Teacher from the district to design a year long professional development plan for staff focused on adult practices to improve student sense of belonging. We will meet with our resource teacher monthly to track progress towards our plan and get feedback for continued improvement.</p> | <ol style="list-style-type: none"> <li>1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></li> <li>2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i></li> <li>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></li> </ol> |
| 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>We believe the biggest challenge we will face is accepting and understanding our own personal biases and how to change our mindset regarding these biases. We could have potential pushback from teachers and possibly some parents.</p>   | <ol style="list-style-type: none"> <li>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></li> <li>2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i></li> <li>3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i></li> </ol>   |
| 12. Budget   | <p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>   | <p>The district will provide funding for the staff book study titled, <u>The Flat World and Education</u>.</p>  | <ol style="list-style-type: none"> <li>1. <i>Budget is insufficient to meet demands of strategy.</i></li> <li>2. <i>Budget modification is acceptable</i></li> </ol>   |

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|  |  | <p>In addition, our Scholastic Book sale will provide funding for the librarian to purchase culturally diverse book and author collections. If the grant is received, we will also have funding for a part time Family Resource Center.</p> <p>Additionally, Dunn and Field Elementary collaborated on a \$15,000.00 mini grant through the Department of Equity and Poverty. Students will work through a Project Based Learning experience to research, design, and coordinate a Cultural Fest.</p> | <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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| <b>POST REFLECTION</b>  | <b>Directions</b>   | <b>Notes</b>   |
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| 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. | Our student focus groups report a stronger sense of belonging and progress they believe has been made throughout the year. The librarian will showcase culturally responsive texts and authors where students can easily engage in reading as well as checking out these books. Our staff will consistently discuss and reflect using the culturally response lens and research based strategies and techniques to use with students of color. |
| 14. Adjustment          | What are indicators that your plan is not working and needs adjustment?   | If the student focus group does not identify positive changes to impact their sense of belonging, this would be an indicator our   |

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|  |  | <p>plan is not working.</p> <p>If our surveys do not indicate an increase regarding the sense of belonging for our African American male and female students, then the plan would need to be revised.</p> <p>If our staff is resistant to implementing strategies from the book study and professional development, then the plan would need to be revised.</p> |
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