

TEMPLATE AND RUBRIC

duPont Manual Racial Equity Improvement Plan Development Tool

School:	duPont Manual High School 8/27/18
Principal:	Darryl Farmer

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><u>We will address a trend of At-Risk students performing below the rest of the student body in the area of Transition Readiness, and continue to address the student populations that show an achievement gap. While assessment scores indicate that the student populations that show an achievement gap, performance is getting closer to the entire population, and out performs the rest of the district, there are still areas where improvement will be the focus.</u></p> <p><u>We will also address the level of satisfaction and belonging of students. These items were identified in the CSS and also in the Culture and Climate Assessment Report conducted by Dr. Cleveland.</u></p>	<ol style="list-style-type: none"> Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school. Identified issue is somewhat relevant to school 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><u>Envision Equity data indicates that the school is performing at or above district averages in College/Career readiness, now known as Transition Readiness. While performing well above the district in college readiness, there is still a twenty point discrepancy between the At-Risk student populations that show an achievement gap, and the students not showing an achievement gap.</u></p>	<ol style="list-style-type: none"> Insufficient data to define inequity. Need more or more reliable or valid data to define inequity. Data clearly highlight inequity that will be

		<p><u>CSS data sets also indicate a downward trend in overall satisfaction and belonging, especially among students of color; even more so among females of color where the indicators have dropped the most. Anecdotal evidence indicates that many of the underrepresented groups feel a sense of isolation when sitting in an Advanced Placement or dual credit course. Dr. Cleveland's findings also support the need to be more sensitive to cultural needs in the classroom as well as looking at specific curriculum.</u></p>	<p>addressed through strategy.</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><u>The long term outcome will be two-fold:</u></p> <p><u>Quantitative</u> <u>1) Student populations that show an achievement gap will continue to gain in performance at rates that are faster than that of the student populations that do not show an achievement gap. (Increase Proficiency)</u></p> <p><u>Qualitative</u> <u>2) That students of color will feel a stronger sense of belonging and support.</u></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</p>	<p>Reflect on historical occurrences in your school, department, district, or community</p>	<p><u>In the past, some students have fallen through the cracks academically because they were not identified early enough for the interventions to</u></p>	<ol style="list-style-type: none"> 1. Response shows minimal reflection of

<p>procedures have caused or perpetuated the disparities or inequities you are addressing?</p>	<p>that have improved or worsened inequities</p> <p>Consider and discuss how you can use the REAP to reflect.</p>	<p><u>truly make a difference. More timely and intentional baseline assessment of the students for the purpose of guiding meaningful instruction is necessary. Also, in the past many of the identified students have had multiple learning differences and/or physical disabilities. These challenges often lead to teachers spending necessary time addressing social and emotional needs of students. Leaving less time for academic focus. The strong focus on College Board AP courses has also been a hindrance to students of color. Often Eurocentric in approach, these courses have fewer students of color request them for scheduling. These students desire to study courses that are more relevant to their lives and history. Culturally, this focus has created an unintended systemic culture where students of color do not feel that they can be successful in these classes.</u></p>	<p>occurrences that may have contributed to observed racial inequities.</p> <ol style="list-style-type: none"> Response indicates some reflection of root causes. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.
<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><u>Last year the entire faculty participated in monthly Equity, Diversity, and Inclusion training, specifically focused on recognizing and overcoming implicit bias. This training helped all staff look through a different lens as they addressed students, often allowing the student to then feel supported in the classroom. The training was well received by the faculty and staff. Many teachers realized that approaching assignments from a different perspective created a more welcoming environment for their students.</u></p> <p><u>Equity Institute The entire staff will be attending the November 5 Equity Institute.</u></p> <p><u>African American History is now offered as a Social Studies graduation credit, not just as an elective. A professor from the U of L Pan African Studies department is collaborating closely with this class. Another course added this year is that of African American Literature, offered through the English department.</u></p> <p><u>We will also be participating with the district Diversity Equity and Poverty (DEP) office as a pilot for the new equity walk through tool.</u></p>	<ol style="list-style-type: none"> Response demonstrates little research into best practices. Some evidence that research conducted, but more needed. Response suggests careful consideration of best practices and reflective insight into practices.

		<p><u>The ILT will assist in departmental discussions and focus on equitable teaching practices.</u></p> <p><u>The administration will continue to focus on restorative practices in approaching student discipline.</u></p> <p><u>The school will continue to encourage students to take rigorous courses.</u></p>	
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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 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><u>MTSS</u> <u>Tier 1: Classroom, PLC, ILT,</u> <u>Tier 2: SST, MAC, ESS, Digital Academy, Crimsons Care</u></p> <p><u>Through our MTSS, we will increase the percentage of At Risk and African American students performing at or above proficiency level and in Transition Readiness Standards. As part of this plan, students not meeting benchmarks will be identified by the third week of school. They will be placed on our "Named and Claimed" list. Teachers will discuss student learning challenges in PLC groups. Teachers will be intentional on providing differentiated learning opportunities in the classroom. Students identified through state and local assessment data and self reporting students will receive one on one tutoring through our Manual Achievement Center (MAC).</u> <u>MAC Vision and Mission Statements</u></p> <p><u>Vision: The Manual Achievement Center (MAC) is a</u></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 .

nurturing, student-centered environment committed to empowering our diverse students to achieve excellence.

Mission: The MAC will...

- Foster the study skills and personal success habits that enhance learning and encourage the highest level of scholarship.
- Provide highly qualified teachers who assist students in reaching mutually established goals.
- Support students in achieving Transition Readiness through individualized instruction, mentoring, and peer tutoring.

This support will occur during the day and also after school. The student support team (SST) will look at each identified student and determine what the next steps are for each student will be. **SST Mission Statement** (We will meet to discuss our struggling students and create a plan for supporting each one. Minutes will be provided after each meeting for the purpose of on-going growth, communication, accountability, and transparency.)

Interventions and supports are tracked in the **MAC** by the **Instructional Coach and the BAC**, and shared with the **ILT** on a monthly basis at minimum during scheduled ILT meetings. Interventions can include referral to the **Crimsons Care** for additional encouraging support, where students who are in need are given school apparel and other items to encourage them and to let them know that they are cared for.

The **belongingness** and **satisfaction** issues indicated in the CSS will also be a discussion in ILT and PLC meetings as teachers discuss student work, they will also discuss how to be more intentional in inclusion, looking at the curriculum through the lenses of their diverse population, identifying culturally relevant/sensitive curriculum sources, and improving overall school culture and climate. Novels and other literature written by authors of color would be one example of culturally sensitive curriculum.

Also, College Board Advanced Placement (AP) teachers will encourage students to take the AP exams, and to enroll in the next level AP course for the following year. The long-term outcome is for all students to feel included and confident in their educational opportunities.

Counseling Services: During large group and English class scheduling sessions held by the counseling staff, students have dialogue with counselors and students are encouraged to take the most challenging courses in the curriculum. Classroom teachers also conference with students during scheduling to discuss next level courses in their specific fields of study. There are no GT restrictions to access the higher level courses. All students have access to take the higher level, grade appropriate courses. We do not limit access to courses. Any student can take Advanced Program and/or College Board courses. We provide opportunities for students to take the most rigorous courses available to them, no matter their magnet. That is why our focus is on identifying students who need additional support (in any level course) and then providing that support through the

		<p><u>items listed above.</u></p> <p><u>We address access through the structure of the magnets and the support systems for each magnet as well. Each magnet is designed around accelerated curriculum specific to that magnet and talent/skill set. Each magnet has a vast representation of ethnicities and backgrounds.</u></p> <p><u>Student diversity is represented in 37 different languages and 1st generation students from over 70 countries.</u> Also, <u>Each magnet has a parent support group that provides additional resources allowing students to more successfully access the higher level curriculum. For example, the YPAS parent group provides thousands of dollars each year to pay for professional music coaches to work one on one and in small groups with students who do not have resources for private lessons. These additional resources prepare the students for the work that takes place in the classroom as well as preparing them for scholarship auditions, thus providing resources for college attendance. The other magnets have similar support systems providing additional opportunities for access to the accelerated curriculum.</u></p> <p><u>PD Offerings:</u></p> <p><u>The Counseling staff will be attending the “Girls of Color Community Conversations” district PD sessions beginning in September, as we focus on increasing the sense of belonging of students.</u></p> <p><u>Other district PD will be attended by members of the administration team and staff as sessions become available. We will also be addressing equity issues during school based Gold Day sessions.</u></p>	
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		<p><u>We are also participating as a pilot school for the new district Equity Walk Through tool. This should also help us identify areas of growth. The data from these walks will be shared with faculty during a special called faculty meeting once use of the tool is implemented by the district DEP office.</u></p>	
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 Scorecard, JCPS data, KDE data, or another reliable and valid data source to track your progress.</p>	<p><u>Classroom assessments, transition data, MAP, and state testing data will be used to identify students that need extra attention by teachers. Progress data will be tracked by our Instructional Coach and the BAC. Data will be reviewed bi-weekly as results from assessments become available. The overall satisfaction and cultural sensitivity and belongingness focus will be an ongoing discussion among the administration, ILT, and PLC groups. We will use Equity Walk Through data as well. CSS data.</u> We will also be administering an eProve culture and climate survey in October to establish a baseline for the current student body.</p>	<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.
8. Timeline	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p><u>Data for student populations that show an achievement gap, will be reviewed each six weeks, or sooner if significant trends are identified.</u></p> <p><u>Data for the belongingness and overall satisfaction factor: We will establish a baseline using an eProve survey during October. We will review the results with the ILT at the November meeting and compare to the CSS data from the 17-18 survey. We will then take the eProve survey again in late Spring. will be anecdotal until the CSS is given for this school year.</u></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.
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?	<u><i>The ILT, SST, Administration team, and teachers/counselors will all have a role in this plan. It is a school wide awareness and support plan. The Transitions Coach and BAC will track classroom and assessment data. The Administration team will report status of equity being imbedded in each of the six systems implemented this year. We are adding some Equity Indicators boxes to our PLC minutes documents. PLC's will provide data through their regularly submitted minutes when addressing equity issues. This will assist in monitoring the conversation as the school looks at the inclusion and belonging concerns.</i></u>	<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.	<u><i>We have assembled an EDI team that will also give input on the items listed above. Currently, the team consists of two teachers, three administrators, a security monitor, and a parent (SBDM Member). The University of Louisville is an ongoing partner in training faculty in EDI issues, providing professional development opportunities whenever asked, or speaking as guest lecturers on EDI topics. The EDI trainer from U of L is also the parent on our EDI team and on SBDM. We will also continue to have faculty discussions and set aside faculty meeting time to specifically address equity issues. We will be addressing these issues with all teachers during Gold Day discussions. Evidence will be seen in agenda items. We have also partnered with U of L through the Louisville Academy, where over 50% of the participants are students of color.</i></u>	<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.

		<p><u>We have 76 clubs and organizations where all students can find a group to be a part of.</u></p> <p><u>The homecoming court consists of a diverse sampling of students from every club, providing opportunity for nearly 90 students to be involved in the school culture and build a sense of belonging.</u></p> <p><u>BSU students participate in preview nights at middle schools, volunteer to lead school tours, and meet with the admissions director to share ideas.</u></p> <p><u>We are hosting a community forum September 28, discussing the challenges Hispanic students face in school and community sponsored by The Hispanic Heritage Month with Manual's LAHSO (Latin American Hispanic Student Organization)</u></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><u>Push back should be minimal, since we have been working on this issue for over a year.</u></p> <p><u>However, ensuring that teachers are naturally embedding specific practices in their instruction will be a challenge.</u></p> <p><u>We will address this through Equity and Inclusion discussions in the ILT and on Gold Days and as part of PLC discussions. On Gold Days we will specifically look at how effective equity practices are embedded within the six systems. Also, PD will be voluntary, but intentional.</u></p> <p><u>The question of diversity of the staff is a concern many students raised last year. We are currently up to six African American teachers on staff and an additional long term substitute as well.</u></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</p>	<p><u>Funding for textbooks and resources has been approved for the new and existing courses that provide core content</u></p>	<ol style="list-style-type: none"> 1. Budget is insufficient to meet demands of

	budget will not change.	<u>from an African American perspective.</u> <u>We will also be pursuing resources to improve student connection with math curriculum and concepts.</u>	strategy. 2. Budget modification is acceptable but needs some improvements. 3. Budget modification provides sufficient resources to implement strategy.
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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.	1) <u>Teachers will facilitate training based on their knowledge and expertise.</u> 2) <u>Equity “best practices” are a natural part of every teachers’ lesson.</u> 3) <u>Students all feel a sense of belonging based on eProve survey, CSS and anecdotal data</u> 4) <u>Student populations that show an achievement gap are well represented in AP and Dual Credit courses.</u> 5) <u>Student populations that show an achievement gap are performing academically at the same levels of other groups.</u>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	1) <u>Teachers not implementing practices</u> 2) <u>Student populations that show an achievement gap show lack of progress in academic performance</u> 3) <u>Students do not feel a sense of belonging.</u>