Eisenhower Elementary
Racial Equity Improvement Plan Development Tool

Eisenhower Elementary				
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?	Increase achievement of African American students to minimize the achievement gap.		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.	Reading Proficiency: • 2018 Reading Proficiency all students: Black 40% and White 65%. There is a gap in performance of 25 points. Gap in performance has decreased by 7 points. • 2017 Reading Proficiency all students: Black 28.9% and White 61%. There is a gap in performance of 32.1 points. The testing data is from the KDE released KPREP student data file.	*(see table below)*	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.

2018 CSS Question	All	BM	BF	WM	WF	HF	OM	OF
I feel like I am part of my school community.	91.7	91.6	66.6	92.9	93.0	83.3	100	100

		This CSS data set reflected a group of 11 Black female students with 4 of the 11 indicating a lower sense of belonging. PD Central Records audit show minimal school-based professional development in Equity-Focused PD.	
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 achievement, the strategy has no meaningful impact. In this case, your long-term outcome would be to improve KPREP scores among Black students,	A long-term outcome desired is to increase Cultural Competence understanding with all staff and faculty. Another long-term outcome desired is to increase the student rating in 'Sense of Belonging' to minimize differences in groups. 1. Continue advocacy/policy and practices to increase participation of underrepresented student populations where academic performance disparities are evident in Advance Program/Talent Pool settings. 2. Increase staff capacity in cultural competence by scheduling Equity focused professional development for both certified and classified staff. The long-term outcome desired is to increase reading proficiency for Black students. Strategies implemented to meet this outcome include: 3. Committing to providing underrepresented student populations where academic performance disparities are evident with intervention support in reading starting in early primary through intermediate grades. 4. Utilizing MAP data to accelerate the learning of students experiencing housing instability issues. 5. Increasing the number of underrepresented student populations students in our Talent Pool/Advance Program classes 6. Increase data sets used for consideration in assigning students to Talent Pool/Advance Program classes.	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.

	by increasing enrollment in G&T programming among Black students		
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.	1.Our data indicates that our Black students experience more transitions in their school settings/assignments due to household changes and the JCPS Student Assignment Plan. Multiple household transitions contribute to lack of academic achievement. This contributes to a lack of sense of belonging. (see tables below)	● Response shows minimal reflection of occurrences that may have contributed to observed racial inequities. ● Response indicates some reflection of root causes. ● Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.

Number of years attending Eisenhower	Fifth Grade Black Students	Fifth Grade White Students
1	6/21 (28%)	5/65 (7%)
2	15/21 (71%)	60/65 (92%)
3	11/21 (52%)	56/65 (86%)
4	10/21 (47%)	52/65 (80%)
5	8/21 (42%)	47/65 (72%)
6	3/21 (14%)--0 Novices	43/65 (66%)--5 Novices

Who Are Our Novices?				
	#	Eisenhower Only/+1 Transition	3-8 Transitions	ECE/504	Significant Behavior 2+ Referrals/ Each Year

Grade 5	10	40%	60%	22%	6%
Grade 4	18	61%	39%	28%	11%
Grade 3	17	71%	29%	24%	5%

2. School wide professional development to address equity has been minimal.

3.Sense of Belonging:
- Lower sense of belonging as reported by Black females on the 2018 CSS. See section 2 for chart.

| 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 | Using multiple data sources to inform decisions is a best practice.
1. Per JCPS Policy, participation in the elementary Advance Program is determined solely by the CogAt score and an appeal process. Historically, it has been Eisenhower's practice to administer the CogAt to every student in third grade since 2002, not just those who were recommended. Since 2007, we have administered the CogAt to all fourth and fifth grade students, as well.
2. In 2017-18, we assigned 22 underrepresented students (Black, Hispanic, Two/More) to our Advance Program. Nine qualified based on CogAt. Eight were assigned on additional data sources (MAP, DRA, Star Reading). The achievement gap in reading proficiency narrowed from 32 points to 25 points.
3. In 2018-19, we assigned 36 underrepresented students (Black, Latinx, | 1. Response demonstrates little research into best practices.
2. Some evidence that research conducted, but more needed.
3. Response suggests careful consideration of best practices and reflective insight into practices. |

| | address the inequity you identified. | Two/More) to our Advance Program. Twelve qualified based on CogAt. Twenty four (24) were assigned on additional data sources (MAP, DRA, Star Reading).
4. Staff will attend Kentucky Association of Gifted Education (KAGE) Conference with focus being increasing equity participation and identification.
5. Staff will seek out opportunities to network with Donna Ford regarding identifying all of the gifts students may have, especially our girls of color.
6. Collect and analyze data to determine student involvement rates and parent involvement rates by groups, then develop a plan to address gaps in engagement/involvement for students to increase a sense of belonging. | |

PLAN IMPLEMENTATION			
Topic	Directions	Notes	Score (circle score)
6. Describe your plan.	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. 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 _data and clear metrics for accountability_ and include _inclusive input_ from families, teachers, etc.	By the end of 2018-19, we will 1. Increase staff capacity in cultural competence by committing to an equity focused professional development plan for both certified and classified staff in coordination with DEP Resource Teacher. Goal of 4 hours per staff member in equity focused PD for the 2018-19 school year. 2. All staff will complete implicit bias online training modules. 3. Administrative staff will complete the Black Male(d) Book Study in Google Classroom. 4. School Counselor and additional staff will attend Girls of Color Speaker Series for professional development. 5. Staff will attend Kentucky Association of Gifted Education (KAGE) Conference with focus	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 .

		being increasing equity participation and identification. 6. Staff will seek out opportunities to network with Dr. Donna Ford regarding identifying all of the gifts students may have, especially our girls of color. 7. Conduct initial and midpoint student voice surveys by subgroup to determine impact on student belonging as participation rates are monitored and adjusted to increase involvement. Use REAP for this. 8. Use universal screener MAP data to ensure all students have personalized instructional plans and interventions. 9. Increasing the number of Black students in our Talent Pool/Advance Program classes. 10. Use REAP for review of school practices and policies with review by SBDM. 11. Increase data sets used for consideration in	

		assigning students to Talent Pool/Advance Program classes. 12. Prioritize our efforts to minimize transitions for students by initiating parent contacts with transitional families and coordination with the Homeless Office.	
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.	1. DEP Walkthrough Tool 2. MAP data 3. Intervention Data 4. Student involvement data 5. PDCentral Reports 6. PD evaluations 7. AP/TP participation numbers 8. CSS Data	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	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	We will track progress with various timelines: DEP Walkthrough Tool: 3-6 times/ year MAP: 3 times/year Intervention Data: Monthly Student Involvement Data: Midyear & Annually PDCentral Reports: Midyear & Annually PD Evaluations: Midyear & Annually AP/TP Participation: Annually CSS Data: Annually	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?	Admin Team including Principal, AP, Counselor and FRC Coordinator	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.	We have used data sources from KDE, CSS Role Groups, and the JCPS Collaborative Team visit. We will access resources and assistance from the DEP and DEP Resource staff. We will share our plan with parents and seek input at Open House and through school wide communications. The SBDM Council will oversee implementation and receive updates on Equity Plan, use of REAP, and professional development. Teachers and staff will be surveyed regarding interest in PD offerings for scheduling.	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	What hurdles or conflicts do you	Time will be a challenge as we	1. Anticipation of potential

	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? What PD offerings will you need to ensure success?	have many initiatives launching in JCPS at this time. This equity work will remain a priority for us. This will become a focus of SBDM discussions, as well, as we use REAP to discuss policies and procedures. Determining the most effective PD offerings will also make this work more meaningful to staff as they see positive outcomes that can result from building cultural competencies and effects on student achievement.	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	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	We have allocated funding for professional development plans per our SBDM site based budget as determined last Spring 2018. With new Equity PD plans added, additional funding is sought using the DEP Equity Mini-grant Proposal. We also have more built in time for PD due to improved contractual allowances for meeting time with teachers. Additionally, budgeting will be prioritized for student academic needs to ensure Black students receive identified support.	1. Budget is insufficient to meet demands of strategy. 2. Budget modification is acceptable but needs some improvements. 3. Budget modification provides sufficient resources to implement strategy.

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.	The plan will be implemented fully when all plan components have been completed, and when survey data reflects improved culture data from our Black females. In our classrooms and throughout the building, culturally proficient practices will be evident in classroom practices.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Indicators that would indicate that our plan is not working would include: Non-compliance with attendance at professional development and culture data that reflects decreased (rather than increased)sense of belonging with our Black females.