

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Fairdale High School
Principal:	Brandy Corbin

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?	Implicit Bias, with specific focus on the sense of belonging for our African American girls (based on CSS feedback)	<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.	CSS Data indicates that the highest level of dissatisfaction in the school is among our African American girls who lack a sense of belonging, and do not like the other people with whom they go to school.	<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?	<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>Overall sense of belonging and ownership in the school for our African American girls. Students who have a sense of belonging want to be at school and find purpose in their time at school. It will increase student achievement, student behavior, and student attendance.</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.
4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you are addressing?	<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>Historically, Fairdale High School is a predominantly “White” school, with predominantly Christian beliefs. The community in which the school resides is a predominantly White community. The students who attend the school who are not part of this demographic come to the school on long bus rides from the West end of Louisville. Fairdale High School gets a majority of students from the resides area, which is predominantly White. History also indicates that the majority of our school gener make up has been boys. It was not until recently (in the</p>	<ol style="list-style-type: none"> 1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities. 2. Response indicates some reflection of root causes.

		<p>last 10-12 years), that the demographic of the school has seen a change. Our current racial demographics are about 60% White, 20% African American, and 19% Hispanic (the remainder of the population falling under the heading of 'other'). This is the first year that our school has been a fairly even split of boys to girls (it is almost a perfect 50/50 split, the difference is 6 more boys than girls at the current time). Of these subgroups, about 205 students' first/native language is not English. This changing population has presented many gifts and some challenges at the same time. The overwhelming similarity among all of our students is poverty. Our free/reduced lunch percentage is near 80%. Students who come to our school from neighborhoods far outside of the community have struggled to find "belonging" in the community. We have developed some in-school opportunities for students to get involved in school (other than sports), and we have formed some leadership groups for students to provide ways for the students to take ownership in the school. Men of Quality has been particularly successful for getting our boys involved in the school, and creating a support group for a group of students who struggled to find belonging in the past. We have tried to replicate this group with our Fairdale Leading Ladies, but have not seen the same success. Our RISE program allows students to get involved in extracurricular activities during the school day (clubs, organizations, academic teams, etc. that meet during the RISE hour), and this has increased the overall feeling of belonging among students. Our Mindfulness Program has also increased the sense of belonging, self esteem, and self awareness among our student population. Many of our students, especially those students that come from identified subgroups, live in a constant state of traumatic stress. We implemented the use of the ACES survey with students who volunteered to take it 2 years ago as "research" to determine a percentage of our student body who is dealing with trauma and PTSD. What we found was that the majority of students we saw</p>	<p>3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</p>
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<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>Our FRYSC Director has been working with district and other school based personnel to find leadership and self esteem programs that target the specific needs of our African American young ladies. We are also looking for professional development related to meeting the learning needs of African American girls. We are working with our community to provide mentors for our African American girls.</p> <p>Suggest leadership team and additional staff attend Speaker Series PDs that relate to sense of belonging for girls of color.</p>	<ol style="list-style-type: none"> 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.

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>Increase social and emotional supports for our identified subgroup (African American girls). Increase leadership opportunities, peer group opportunities, and school involvement opportunities for our African American girls. Staff book study: “This is Real Talk: Talking to Young People by Saying What Needs to be Heard” (all instructional staff-100 people) followed by “Two Backpacks: Learning Their Story and and Building Relationships with a Trauma Inspired Perspective” by Dr. Adolph Brown III and a book study with Admin/ILT/PLC Leads: “For White Folks Who Teach in the Hood...and the Rest of Y’all Too: Reality Pedagogy and Urban Education” by Christopher Emdin (PLC Leads---15 PLC leaders)</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>7. Data tracking</p>	<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>CSS data related to sense of belonging, KDE student achievement data, Equity Scorecard, JCPS Attendance and Behavior Data</p> <p>Add custom elements to walkthrough tool to include data collection on best practices and strategies related to book studies.</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.
<p>8. Timeline</p>	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>CSS Data is tracked annually. JCPS data will be reviewed at the end of each pupil month.</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.
<p>9. Responsible individuals or group.</p>	<p>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>	<p>Principal working with FRYSC Director, APs, Instructional Coaches, PLC Leads.</p> <p>Data reported by Principal.</p>	<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.

<p>10. Stakeholder engagement and relationship building</p>	<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>FRYSC Director working with several different community support organizations to provide social groups and leadership training/opportunities for our girls. Outreach to parents/guardians for support with attendance and behaviors. Community involvement from alumni and other community members through mentoring opportunities.</p> <p>Specific groups: Women of Worth, Michelle Miller Girls Guidance Group, Mechelle () Girls Mentoring Group, Lettie Johnson with Gifted by Design, The Global Youth Initiative, Men of Quality and Kenny Boyd, Renee Appling with Just Between Teens</p>	<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>11. Challenges</p>	<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</p>	<p>Money for students to participate in field trips and social group outings is always a concern. No pushback</p>	<ol style="list-style-type: none"> 1. Anticipation of potential challenges is not sufficiently developed. 2. Anticipation of potential

	<p>engage your supporters moving forward?</p> <p>What PD offerings will you need to ensure success?</p>	<p>anticipated.</p> <p>PD offerings will be in response to book studies related to culturally responsive teaching and strategies that work with targeted students to provide supports for greater connection to the school. PD related to building relationships with students who live in a constant state of trauma, stress, and anxiety.</p> <p>Additional PD related to Mindfulness techniques and strategies in the classroom and as part of the instructional plan.</p>	<p>threats is somewhat developed, but needs more depth.</p> <p>3. Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</p>
<p>12. Budget</p>	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>Seek grant opportunities to support student group outings. Look for sponsors for field trips for small groups. Book studies and PD can be supported by current budget.</p>	<ol style="list-style-type: none"> 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.	Plan implementation will be realized when student subgroups are identified and group activities are meeting during RISE throughout the year. Success will be measured by increased student achievement, increased student engagement in academics and school culture, and increased sense of belonging as reported by CSS data.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	The targeted subgroup does not show improvement across student achievement measures, and CSS data shows that the sense of belonging has decreased or stayed the same after targeted interventions and programming.