

## **TEMPLATE AND RUBRIC**

### **Racial Equity Improvement Plan Development Tool**

School:	Farmer Elementary
Principal:	Shannon Conlon

<b>PRE-REFLECTION</b>			
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>Farmer will address racial disparities in academic achievement and a sense of belonging among our students whose first/native language is other than English, namely Hispanic students.</p> <p>Specifically, Farmer will address the racial disparity in literacy. The goal is to increase the percent of free-reduced lunch, Latinx students that read either at the proficient or distinguished level to the District average (45%). Based on the 2016-17 KDE School Report Card, 42.9% of free-reduced lunch, Latinx students read either at the proficient or distinguished level.</p>	<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>
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.	According to Farmer's Envision Equity Data Card (Data source: 2016-2017 KDE School Report Card), "a sense of belonging" among Farmer's free and reduced Latinx students	<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</i></li> </ol>

		<p>is below the district average. The percent of Farmer free/reduced, Latinx students that either agree or strongly agree to having a sense of belonging is 88.2% and the District average is 92.9%. Moreover, Farmer's Envision Equity Data Card indicates that reading proficiency among free and reduced, Hispanic students is 34.5% and the District's average is 36.4%.</p> <p><b>Student Population</b></p> <p>Farmer has 731 K-5 students for the 2018-19 school year. Of these students, the largest student group who falls into the achievement gap (113 students) is our students whose first/native language is other than English, specifically Latinx students, comprising 15.6% of our total student population, and 55% of these students are Latinx.</p> <p>18 Kindergarten students (12 are Latinx students)  22 1st grade students (10 are Latinx students)  19 2nd grade students (11 are Latinx students)  21 3rd grade students (9 are Latinx students)  13 4th grade students (8 are Latinx students)  21 5th grade students (12 are Latinx students)</p> <p>Our Farmer students whose first/ native language is other than English represent 16 different languages, which includes Arabic, Chin Tedim, Hindi, Kinyarwanda, Kirundi, Kurdish, Malayalam, Nepali, Pashto, Russian, Spanish, Swahili, Tamil, Telugu, Turkish, and Wolof.</p>	<p><i>will be addressed through strategy.</i></p>
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<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>The long term outcome Farmer Elementary expects to impact is to increase the sense of belonging among our students whose first/ native language is other than English, specifically Latinx students, while simultaneously increasing academic achievement among these students. A sense of belonging will be measured using the Comprehensive School Survey, and achievement will be measured by ACCESS/WIDA, KPREP scores, and MAP Growth scores.</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 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>Based on past practices, Farmer Elementary focused on assimilating our students whose first/ native language is other than English to the American culture. The unintended consequence of assimilation devalued the unique cultures that our students represent, including our Latinx students. Therefore, a sense of belonging was compromised. Farmer believes that by valuing the Latinx culture, as well as the cultures of all our students whose first/ native language is other than English, they will develop a stronger sense of belonging. As a result of a stronger sense of belonging, academic achievement will also increase among students whose first/native language is other than English, specifically Latinx students.</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 of root causes.</i></li> <li>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></li> </ol>
<p>5. What are best practices to address your identified</p>	<p>Consider practices and interventions at other schools and how your peers can</p>	<p>Best practices to address inequities among students whose first/ native language is other than English include intentional</p>	<ol style="list-style-type: none"> <li>1. <i>Response demonstrates little research into best practices.</i></li> </ol>

<p>inequity?</p>	<p>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>collaboration with our Farmer ESL Resource teacher. This collaboration will focus on personalized learning for our students, specifically Latinx students, by implementing “Eight Key Practices to Support English Learners” in Farmer classrooms:</p> <ol style="list-style-type: none"><li>1. Create a safe classroom environment that encourages risk taking.</li><li>2. Use big ideas to plan instruction.</li><li>3. Develop learning targets that include the language function and content stem, and sensory, interactive, and/or graphic supports.</li><li>4. Provide scaffolds for student responses.</li><li>5. Provide interaction opportunities.</li><li>6. Incorporate visuals and organizers.</li><li>7. Build background knowledge and/or link instruction to prior knowledge and life experiences.</li><li>8. Teach and model metacognitive strategies.</li></ol> <p>Instructional accommodations help students whose first/ native language is other than Englishs, specifically Latinx students, access content and improve comprehension, often by reducing the language load. These instructional accommodations include:</p> <ol style="list-style-type: none"><li>1. providing students with accommodation cue cards</li><li>2. teaching and modeling metacognitive strategies</li><li>3. linking instruction to prior knowledge</li><li>4. scaffolding responses(oral/written)</li><li>5. providing interaction opportunities</li><li>6. building background.</li></ol>	<ol style="list-style-type: none"><li>2. <i>Some evidence that research conducted, but more needed.</i></li><li>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></li></ol>
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<b>PLAN IMPLEMENTATION</b>			
Topic	Directions	Notes	Score (circle score)

<p>6. Describe your plan.</p>	<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><b>PLCs</b> Farmer Elementary will have monthly ESL PLCs to encourage collaboration among the ESL teachers and classroom teachers. The purpose of these PLCs is twofold: (1) to ensure our students whose first/ native language is other than English, specifically Latinx students, make academic progress and (2) to be cognizant of the importance of students’ social and emotional well being.</p> <p><b>Student-led Conferences</b> Farmer Elementary will implement school-wide student led conferences, which allow students to share their progress with their families in their first/native language.</p> <p><b>Celebrations</b> Farmer Elementary will celebrate schoolwide Languages Week by displaying flags of the countries our students represent as well as sharing information about their first/native language and pictures of the students whose first/ native language is other than English. In addition, students will share with classmates their customs, culture and traditions.</p> <p><b>Communication</b> Farmer Elementary will ensure that families whose first/native language is other than English receive</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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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.	Farmer Elementary will use the annual JCPS Comprehension School Survey (CSS), as reported on the Equity Scorecard, to see if students report if a sense of belonging at school has improved. For academic achievement progress, Farmer will use data provided from MAP Growth data, DRAs, District Common Formative Assessments, and DCAs, if available.	<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.?	Farmer Elementary will create a survey using CSS questions that pertain to a sense of belonging. The survey will be administered to the students whose first/ native language is other than English, in the winter. The school will compare the data from the winter survey to the 2016-17 CSS data to determine growth in the two identified areas for improvement, academic progress and a sense of belonging. The results of this survey will also be compared to the data Farmer in the 2018-19 annual JCPS CSS.	<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?	Farmer's school administration team will lead the staff in implementing our school Racial Equity Plan (REP). Specifically, <ul style="list-style-type: none"> <li>● The principal will monitor the implementation of the plan.</li> <li>● The assistant principal will primarily be responsible for ACCESS/WIDA data, and KPREP data.</li> <li>● The Goal Clarity Coach will primarily be</li> </ul>	<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 enforce timeline and ensure progress is made.</i></li> </ol>

		<p>responsible for facilitating PLCs.</p> <ul style="list-style-type: none"> <li>● The school media specialist will be primarily responsible for the Prime Time Family Reading Time.</li> <li>● The teachers will be responsible for implementing the best practices and accommodations as well as conducting student-led conferences.</li> </ul>	
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>The following stakeholders have been identified to support REP:</p> <ul style="list-style-type: none"> <li>● JCPS ESL Department</li> <li>● families and students whose first/ native language is other than English i</li> <li>● ESL and classroom teachers</li> <li>● Catholic Charities</li> <li>● Kentucky Refugee Ministries</li> <li>● DEP resource teacher</li> </ul> <p>Farmer staff currently maintains a positive relationship with the stakeholders listed above. The school needs to continue its efforts in learning what other available resources are offered to further support our students.</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</p>	<p>With the number of languages our students speak, Farmer Elementary anticipates difficulty in providing pertinent school information in all languages. This in of itself creates an inequity among our ESL</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,</i></li> </ol>

	<p>stakeholders..how will you engage your supporters moving forward?</p> <p>What PD offerings will you need to ensure success?</p>	<p>students. To address this challenge, Livan Lima, Bilingual Language Services Coordinator in the ESL Department, presented to our faculty information concerning the Translation/Interpretation Engagement (TIE) System. This system allows the school to request translation of documents and interpreters when needed. In addition, Farmer hired a BAI instructor, a former JCPS Language Support Facilitator, who will be instrumental in helping the school use the TIE System as a means to remove language barriers for our families.</p> <p>-</p>	<p><i>but needs more depth.</i></p> <p>3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i></p>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>Farmer Elementary does not anticipate any additional costs to implement The Racial Equity Plan.</p>	<p>1. <i>Budget is insufficient to meet demands of strategy.</i></p> <p>2. <i>Budget modification is acceptable but needs some improvements.</i></p> <p>3. <i>Budget modification provides sufficient resources to implement strategy.</i></p>

POST REFLECTION	Directions	Notes
13. Full implementation	<p>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.</p>	<p>Determining full implementation of the Racial Equity Plan (REP) requires continuous monitoring and the utilization of the points of contacts. Once this plan is in motion, the intent is to create a greater sense of belonging among our students whose first/ native language is other than English.</p>

14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Indicators that our REP is not working include: no school-wide student led conferences, no monthly PLCs specific to ESL concerns, failure to increase communication with our families whose first/ native language is other than English.
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