

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Goldsmith
Principal:	Renner

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>We will address the racial inequity that our students, especially the male students of color, report that they do not feel as cared for as other students in the school.</p> <p>We need to help our Black male students feel like the teachers really care about them.</p> <p>We need to increase overall school satisfaction among our Latinx students.</p>	<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.	<p>Vertical Teams reviewed data that grade level teams had identified late last year as items of concern. Using CSS data they sought to ID gaps in culture/climate responses of our students. A guiding question was: What were the students of different racial groups reporting? On Aug 20 the ILT looked at the summaries provided by Vertical Teams as well as the Social/Emotional CSS report and began to draft the Racial Equity Plan.</p>	<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?	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	<p>Students will report that their teachers care about them and that they would prefer to attend Goldsmith over any other school. The students will respond to these two items in the affirmative at a rate of 90% higher and the difference in responses from different racial groups will be statistically insignificant.</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

	<p>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><i>given the inequity identified in Question 1, it is relevant to school, and it demonstrates an innovative approach to addressing racial equity.</i></p>
<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>Historically our staff has a good M/F balance but has not represented the school's student population. We have made good strides in this area and some of our long-range projects such as a K-5 Spanish Immersion strand and expansion of our ESL team have contributed to a faculty and staff who best represent the school's population.</p> <p>Historically teachers tend to teach the way they have been taught. We use high-quality professional development and a high functioning professional learning community system to discover and implement improved instructional practices which include many new ideas such as culturally relevant teaching, trauma-informed care, and the eight essential practices for students whose first/native language is other than English.</p>	<ol style="list-style-type: none"> 1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i> 2. <i>Response indicates some reflection of root causes.</i> 3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i>
<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>	<ol style="list-style-type: none"> 1. Staff will engage in article studies on topics of racial equity with discussion opportunities. Admin team will create a prof. development plan with RT from DEP to address items such as culturally responsive teaching strategies. 2. The school will celebrate Hispanic Heritage Month with student presentations and community fellowship around culture studies with a focus on food, drama, and recreation. The school will continue to celebrate our yearly International Festival, with a new focus on student presentations that represent deeper learning. 3. Staff will conduct focus groups with different student groups. We will provide a safe and confidential space for students to reflect on the CSS items and general school culture and climate items. We will code the 	<ol style="list-style-type: none"> 1. <i>Response demonstrates little research into best practices.</i> 2. <i>Some evidence that research conducted, but more needed.</i> 3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i>

		<p>results and hopefully be able to create action items from them.</p> <ol style="list-style-type: none">4. Behavior team will analyze office call logs and internal discipline referrals for potential racial inequities. Weekly behavior reports will include race and sex data.5. Already Completed: We listened to student's voice and worked through SBDM late last school year to move from a uniform policy to a dress code policy. Our students have reported that they are happy to wear the clothing of their choice and express themselves and their culture and personality through dress.6. Make significant purchases to the school library with the express intent of expanding both the Spanish language collection and the class sets of non-fiction books with characters who best represent the school's student population. We have started this work already and will make this even more of a spending priority with the current library budget. Staff is being challenged to use the new culturally relevant literature at least once monthly and to contribute to a shared bank of lessons for each book.7. Commit time and resources to "The Eight Key Practices" for students whose first/native language is other than English. We have had PD sessions with follow up to better reach all of our students whose first/native language is other than English with high yield strategies.	
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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 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>Goldsmith will undertake a year-long journey where our aim will be to understand exactly what our student body is thinking as it relates to culture and climate and identify activities and practices to improve their perception of school. We will aim to raise satisfaction and belonging across the board but will specifically target males of color. We will aim to raise satisfaction and belonging across all areas but we will specifically measure “My teacher really cares about me” and “I would rather choose Goldsmith than any other school.” We will do this by way of article and video studies, a PD series related to culture and climate and by holding focus groups with students to find out the things that matter most. We will know if we were successful if and when the CSS data shows improvement.</p>	<ol style="list-style-type: none"> 1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i> 2. <i>Plan addresses inequity identified above, but needs more development.</i> 3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i>
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>Primary data: CSS Other relevant Data: Student Focus Groups and behavior data</p>	<ol style="list-style-type: none"> 1. <i>It is unclear how data will track progress.</i> 2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i> 3. <i>Progress will be reliably and validly measured with identified data.</i>
8. Timeline	<p>What is the timeline for tracking your data?</p>	<p>Report behavior data</p>	<ol style="list-style-type: none"> 1. <i>Timeline is unacceptable</i>

	Will you report monthly, quarterly, etc.?	weekly Report focus group data upon completion.	<p><i>(unattainable or not aggressive enough).</i></p> <ol style="list-style-type: none"> <i>Timeline is somewhat appropriate.</i> <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>
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 Team Leads All staff will contribute and buy in.	<ol style="list-style-type: none"> <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i> <i>Responsible party is somewhat acceptable.</i> <i>Responsible party will reliably enforce timeline and ensure progress is made.</i>
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.	Parents, via SBDM and CSS	<ol style="list-style-type: none"> <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i> <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i>
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</p>	<ol style="list-style-type: none"> Finding the time for the article and video studies Finding high quality and relevant articles and videos Fitting in the items 	<ol style="list-style-type: none"> <i>Anticipation of potential challenges is not sufficiently developed.</i> <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i> <i>Potential threats have</i>

	success?	we haven't usually done (ie Hispanic Heritage events and other backpack worthy projects)	<i>been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i>
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	No expenses identified at this time; we are going to use current existing funding for the culturally relevant literature.	<ol style="list-style-type: none"> 1. <i>Budget is insufficient to meet demands of strategy.</i> 2. <i>Budget modification is acceptable but needs some improvements.</i> 3. <i>Budget modification provides sufficient resources to implement strategy.</i>

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.	We will know that we have implemented the plan well if our Comprehensive School Survey data reveals improvements in all areas, with special attention to the Black males and Latinx students.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If there are unforeseen problems in culture and climate we will need to adjust our plan.