

## ***Racial Equity Improvement Plan Greathouse/Shryock Traditional Elem.***

School:	Greathouse/Shryock Traditional Elementary
Principal:	Karla Davis

<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?	We will address the racial disparity that Black females do not feel a sense of belonging.	<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.	<p>Our 2018 CSS data shows that:</p> <p>64.71% of Black females feel that their teachers really care about them compared to 91.38% of White females</p> <p>58.82% of Black females feel that students are willing to help them compared to 61.02% of White females</p> <p>58.82% of Black females feel that they get individual attention from their teachers to help them learn better compared to 67.92% of White females</p>	<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 will be addressed through strategy.</i></li> </ol>
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	<p>Black females will feel that they have a voice in their classroom, that their classmates are willing to help them, and that their teachers care about them.</p> <p>We want Black females to feel as connected to the school as other students.</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,</i></li> </ol>

	<p>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><i>feasible, and relevant to school.</i></p> <p>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></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>-behavior referrals that do not reflect prior classroom interventions          -limited implementation of morning meetings across all grade levels/classrooms          -less emphasis on relationship building and more emphasis on academic content</p>	<p>1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></p> <p>2. <i>Response indicates some reflection of root causes.</i></p> <p>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></p>
<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</p>	<p>-intentional classroom morning meetings showcasing inclusion and relationship-building          -monthly school-wide morning meetings showcasing inclusion and relationship-building          -social skills instruction          -provide professional development that is culturally relevant and addresses implicit biases          -provide culturally sensitive literature and diverse role models          -provide opportunities for all families, including Black families, to feel a sense of belonging...Back-to-School picnic, monthly community nights at local restaurants, PTA family events, etc.</p>	<p>1. <i>Response demonstrates little research into best practices.</i></p> <p>2. <i>Some evidence that research conducted, but more needed.</i></p> <p>3. <i>Response suggests careful consideration of best practices</i></p>

	Department of Education, JCPS Code of Conduct, or other sources to address the inequity you identified.		<i>and reflective insight into practices.</i>
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<b>PLAN IMPLEMENTATION</b>			
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>	<ul style="list-style-type: none"> <li>-complete grant application for FRYSC</li> <li>-conduct culture and climate walk-throughs (fall-winter, spring) *LaManda Moore-Rodriguez</li> <li>-CSS will be given by homeroom teacher of record</li> <li>-full implementation of morning meetings to promote a sense of belonging (relationship-building, social skills with a focus on acceptance and inclusion)</li> <li>-provide professional development (counselor + community involvement committee: Girls of Color series; implicit bias 1/22/19. These sessions will help us to foster a sense of belonging and inclusion for our AA females</li> <li>-use of staff writing notebook for reflection on practice</li> <li>-add culturally responsive books to classroom reading workshop libraries; STEP/dance team, extracurricular activity; promote diverse artists/composers of the month-art, music classes</li> <li>-integrate district mandates and initiatives regarding racial equity</li> </ul>	<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>
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	<p>2019 CSS data</p> <p>walkthrough data</p>	<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</i></li> </ol>

	reliable and valid data source to track your progress.	completion of tasks in the plan (see #6)  Google Team Drive tracking form documenting completed activities	<i>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	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	fall, winter, spring walkthroughs with the resource teacher, LaManda Moore-Rodriguez  professional development -monthly speaker series -January 22, 2019: Implicit Bias training  morning meeting walkthroughs (GCC assigned to daily morning meeting walkthroughs)	1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i> 2. <i>Timeline is somewhat appropriate.</i> 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>
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 and ILT  resource teacher-LaManda Moore-Rodriguez and principal-Karla Davis	1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i> 2. <i>Responsible party is somewhat acceptable.</i> 3. <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.	admin team, PTA, resource teacher, PLCs, ILT, SBDM Council, students, teachers  n/a	1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> 2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i> 3. <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 success?</p>	<p>We do not anticipate any hurdles at this time</p> <p>-</p> <p>see above PD in the plan (#6) fall equity institute</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, but needs more depth.</i></li> <li>3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i></li> </ol>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>we will need to find allocations for classroom books</p> <p>student activity funds to purchase t-shirts for the STEP team</p>	<ol style="list-style-type: none"> <li>1. <i>Budget is insufficient to meet demands of strategy.</i></li> <li>2. <i>Budget modification is acceptable but needs some improvements.</i></li> <li>3. <i>Budget modification provides sufficient resources to implement strategy.</i></li> </ol>

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>implementation of the plan will be monitored through ILT meetings and documented on the team drive</p> <p>cultural proficiency will be demonstrated by all stakeholders; new CSS data at the end of the year</p>
14. Adjustment	<p>What are indicators that your plan is not working and needs adjustment?</p>	<p>2019 CSS data does not improve; informal observation, conversations with students, parents, etc.</p>