Hazelwood Elementary
Racial Equity Improvement Plan Development Tool

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? **Female students of color lack a sense of belonging and lack a sense of having voice in their learning opportunities.**		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:** **Fifty percent of female students of color indicated that they get the opportunity to decide how assignments are done in this class.** **Sixty-four percent of females students of color indicated they have lots of chances to share my ideas in class.** **Seventy-three percent of females of color indicated that they receive guidance and support from adults at my school.**		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 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 **Sense of belonging, more opportunity to plan and share projects, in turn increasing achievement levels in all areas but specifically in math.**		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	Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities **Female students of color have been a forgotten group as too often an emphasis has been placed on male students of color when developing strategies to reduce**		1. *Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.*

are addressing?	discipline issues and improving academic performance. Consider and discuss how you can use the REAP to reflect. **Content presented to students was not relevant to their culture.** **Project Based Learning and student choice was limited**.		2. *Response indicates some reflection of root causes.* 3. *Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.*
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 address the inequity you identified. **Our curriculum must be relevant to students' daily lives and culture.** **Teachers will use the principles from the book, Cultural Proficiency, to help make choices about culturally relevant materials.** **Teachers will use Culturally Responsive Teaching strategies everyday in the classroom.** **Numerous PBL opportunities will be provided along with student choice in their learning.** **Morning meetings will be held every day, in every classroom.**		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.	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. **Hazelwood will address our root causes by:** 1. **Establishing Inclusion** – collaborative and cooperative learning environment where students are treated equitably in learning communities and focus groups. The learning community will begin with a school-wide morning meeting and follow into class morning meetings. School-wide, teachers will use Kagan strategies to build confidence and inclusion in whole group instruction daily 2. **Develop Positive Attitudes** – Students will have choice in ways to show their knowledge in conjunction with a PBL opportunity. All students will reflect and lead in one Student-Led conference. 3. **Enhance Meaning** – Teachers will utilize Fundamental 5 strategy Student-to-Student Collaboration and Purposeful talk. Teachers will provide students with one opportunity a week to provide peer feedback and share out to class.		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.*

	4. **Inspire Confidence – Teachers will allow students opportunity for self-assessment by utilizing a model in the introduction of the attainment task or final product. Teachers and students will analyze work utilizing the Quality Work Protocol.** 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.		
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. **Students and families will complete the Social Emotional questions from the CSS quarterly throughout the school year. This data will help drive future strategies and give imperative information for current practices.** **We will use PowerWalks to gather data on specific high yield strategies such as student to student purposeful talk, student to student collaboration, using nonlinguistic representation, providing recognition, and reinforcing effort.**		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.? **A baseline survey will be administered to students and families in September. Additional progress monitoring survey data will be collected in December and March.**		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? **Tom Peterson, Courtney Grace, Sarah Fangman, Kayce Day, Shannon McIntire** Who will be primarily responsible for tracking and reporting data to assistant superintendent? **Tom Peterson, Principal and Courtney Grace, Assistant Principal**		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	What stakeholders (e.g., parents, business, students, JCPS Central Office, community		1. *Stakeholder engagement is minimal or*

engagement and relationship building	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. 1. **Jackie Webster: Neighborhood Place, school teachers, SBDM and parents.** 2. **Developing our home school connections will need to be nurtured and developed to a higher level.** 3. **Work with Kadia Turner with DEP to track data, monitor and provide feedback of our Equity Plan.**		*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 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? **Developing our curriculum so that it is relevant to all students is the most important aspect to our plan.** **Stakeholder engagement has historically been difficult. They are supportive of our efforts but seldom participate in the development of plans.** What PD offerings will you need to ensure success? **Hazelwood staff will participate in two book studies. Pushout The Criminalization of Black Girls in Schools. For White Folk Who Teach in the Hood…and the Rest of Y'all Too**	_	1. *Anticipation of potential 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. **Our budget will not need to be modified.**		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.*