

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	J. Graham Brown School
Principal:	Dr. Angela Parsons

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?	Academic Racial Disparity evident in grades 6, 7, and 8. Middle and High School African American Females feel they are not part of the school community.	<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>According to CSS data, middle and high school African American females feel they are not part of the school community. 63.64% (middle school African American females) and 55% (high school African American females) report “I really like other students in my school”. By contrast, 82% of middle school African American males report “I really like other students in my school” and 91% of middle school White females report “I really like other students in my school.” By contrast, 80% of high school African American males report “I really like other students in my school” and 72% of high school white females report that “I really like my school.”</p> <p>MAP data indicates the academic gap between Black students and</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.

		<p>White students is significant.</p> <p>Math</p> <p>6th Grade 63% White students met their growth benchmark benchmark 38% Black students met their growth benchmark benchmark</p> <p>7th Grade 63% White students met their growth benchmark benchmark 54% Black students met their growth benchmark benchmark</p> <p>8th Grade 71% White students met their growth benchmark benchmark 54% Black students met their growth benchmark benchmark</p> <p>Reading</p> <p>6th Grade 63% White students met their growth benchmark benchmark 46% Black students met their growth benchmark benchmark</p> <p>7th Grade 57 % White students met their growth benchmark benchmark 53% Black students met their growth benchmark benchmark</p> <p>8th Grade 53% White students met their growth benchmark benchmark 46% Black students met their growth benchmark benchmark</p>	
<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&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</p>	<p>We will eliminate the statistical disparities currently evident in middle school reading and math, measured using the MAP assessment. We also will increase the sense of belonging of African-American female students at the middle and high school levels, evidenced through CSS data.</p>	<ol style="list-style-type: none"> 1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i> 2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i> 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>

	in G&T programming among Black students		
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>	<ul style="list-style-type: none"> • Underrepresented student populations where academic performance disparities are evident have a history of academic struggles. • A faculty and staff who best represent the school's student population has been historically disproportionate to our student demographics. • Our school does not offer organizations specifically for African-American females that value their culture and background. (BSU is for high school students only and males may join.) • Curriculum offerings are limited with regard to the culture and heritage of African Americans. • Transportation is not provided for students attending after-school ESS. This may have an impact on student attendance. • There is a disproportionate number of African American students referred to school administrators for disciplinary reasons. 	<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. 3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.
5. What are best practices to address your identified inequity?	<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>	<ul style="list-style-type: none"> • 6th and 7th grade reading and math Tier 2 students will have Extra Instructional Support in small, pull-out groups 2 to 3 days a week. All instruction delivered during Extra Instructional Support will focus on the areas of need determined by the results of the MAP Fall Assessment. Success of accelerated achievement will be evaluated based on the students' improvement on the Winter MAP assessment. • ESS will be offered to middle school students not meeting grade level benchmarks in math and reading. • We will conduct a review of curriculum material in reading and math to determine if African Americans are represented positively. • We will conduct walk-thrus to understand implicit bias in classroom instruction. • We will train the faculty and staff in ways to eliminate implicit bias. • Clubs and organizations that interest/celebrate and value African-American females will be offered. • Connect with the Louisville Urban League to obtain support for the clubs and organizations offered to African-American females. 	<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.

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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 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>In order to close the achievement gap in reading and math between African American students and White students in middle and high school and make African American females feel more included, the J. Graham Brown School will:</p> <ul style="list-style-type: none"> • Student data will be reviewed by the intervention team every six weeks. The intervention team, part of the larger MTSS Committee, meets once every six weeks to analyze the progress of students receiving Tier 2 and Tier 3 interventions. • Ensure that math and reading materials include representation of African Americans. (see review of curriculum materials) • Continue to offer extra instructional support in reading and math (ESS, daytime interventions) for African American students. • Conduct classroom walk-thrus to detect implicit bias in classroom instruction. Share results of the walk-thrus with entire staff. During PLC's, teachers will construct a plan and timeline for implementation of the plan. A mid-year walk-thru and an end-of-the year classroom walk thru will be conducted to measure the progress toward prevention of instructional-based bias. • Offer clubs and organizations that interest, celebrate, and value African American females. 	<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>

<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>	<ul style="list-style-type: none"> ● Survey students in middle and high three times a year to gauge students' feelings of inclusion. ● Track ESS and Intervention data throughout the year. ● Conduct an initial racial equity assessment of curriculum materials to determine if students/people of color are well represented and represented in positive ways. ● After initial racial equity curriculum assessment, teachers will identify additional materials that represent students of color and send the monetary request to the budget committee. ● Conduct three walk-thrus a year for teacher implicit bias and feedback. Initial walk-thru will a collection of data for a baseline. ● Analyze MAP data three times a year by race. 	<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>
<p>8. Timeline</p>	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<ul style="list-style-type: none"> ● Survey students in middle and high in September, December, and March to gauge students' feelings of inclusions. ● ESS data will be collected and analyzed in December and April. ● Daytime intervention data will be collected and analyzed every 6 weeks. ● MAP data will be analyzed 3 times a year. ● Walk-thru data will be collected at the beginning (September/January) and end (December/May) of each semester. (Week of August 27 - 31) 	<ol style="list-style-type: none"> 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>
<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>The J. Graham Brown School Leadership Team:</p> <ul style="list-style-type: none"> ● Dr. Angela Parsons, Principal ● Shawn Wilson, ES Assistant Principal ● Dr. Brian Garrett, MS/HS Assistant Principal ● Christy Teague, ES Counselor 	<ol style="list-style-type: none"> 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</i>

		<ul style="list-style-type: none"> ● Pamela Willison, MS/HS Assistant Principal ● Mary Frances Landenwich, Goal Clarity Coach ● Robin Cash, College Access Resource Teacher ● Amy Thornton, Instructional Technology Coach ● Elona Mack, FRYSC Coordinator 	<p><i>enforce timeline and ensure progress is made.</i></p>
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>Initially share draft of plan with PTSA, SBDM, and the school leadership team</p> <p>Present the plan to the PTSA on August 21, 2018 Present to the SBDM on August 23, 2018 Present to the leadership team on August 28, 2018</p> <p>Reach out to Sadiqa Reynolds, CEO of Louisville Urban League, for feedback and possible partnerships with outside organizations</p>	<ol style="list-style-type: none"> 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>	<ul style="list-style-type: none"> ● We anticipate challenges with student attendance at ESS. ● We may experience teacher pushback on the use of walk-thrus and the corresponding feedback regarding implicit bias in their instruction. ● We may experience challenges in the delivery of extra instructional support at the middle school level. ● We would benefit from face-to-face training on implicit bias. ● Our staff would benefit from training on increasing the engagement of African American students. 	<ol style="list-style-type: none"> 1. <i>Anticipation of potential challenges is not sufficiently developed.</i> 2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i> 3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>If through a review of curriculum materials we determine that African Americans are not represented, we may need additional funds to provide materials that represent African Americans.</p>	<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</i>

		Applied for the Racial Equity Mini-Grant offered through the office of Katy DeFerrari, Ed.D., Assistant Superintendent for Climate and Culture for staff professional development in the areas of bias prevention and establishing culturally responsive learning environments.	<i>sufficient resources to implement strategy.</i>
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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.	Academic gaps between African-American students and White students will be eliminated. African-American females will feel like valued members of our school community, Organizations exist that provide opportunities for African-American females to engage one another and work together to provide service to the school community.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Survey data will indicate that African-American females continue to feel disconnected from the school community. They will continue to indicate ability getting along with one another. Academic gaps will persist between African-American students and White students as indicated by reviews of MAP and extra instructional support data.