

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Liberty High/Mary Ryan Academy
Principal:	Stacie Gamble

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?	We will be addressing Students of Color feeling a sense of belonging to the school.	<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.	Our CSS data demonstrates that students do not have a sense of belonging. According to our CSS data, 67.19% of Black Males and 68.49% of Black Females do not feel part of their school community. 66.13% of Black Males and 43.06% of Black Females really like other students in our school. Students were given an opportunity in May 2018 to complete a survey. Results from the survey stated that the Students of Color showed a desire for more activities acknowledging student achievement and ways to be involved in their school community.	<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?	<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 in G&T programming among Black students</p>	<p>We want our Students of Color to feel a sense of belonging. If our Students of Color feel a sense of belonging, achievement, and attendance will increase.</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 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 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>	<p>Previously, Liberty had a service learning period where students would either be servicing inside the learning community or they would serve outside the school community. Students would go to an elementary school and read to students or go to Kosairs and take patients homemade teddy bears. Currently, we have an advisory period where students follow the JCPS CAT objectives. Removing service learning projects eroded students' sense of community and belonging.</p>	<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?	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.	We plan to increase and create new opportunities for students to engage in activities/clubs/service learning in a way that is meaningful to them. We also will increase student recognition through acknowledgment of student achievement and success.	<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.

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>-We plan to increase and create new opportunities for students to engage in activities/clubs/service learning in a way that is meaningful to them. We will begin by creating an interest survey for staff and students to determine which activities/clubs/service learning opportunities should be offered. Next, we will hold an Advisory fair where teachers will promote their club and students will have the opportunity to learn about the various clubs and have a choice in which club they want to be involved. Students will choose the top 3 clubs they would like to participate. Students will then be scheduled into a club.</p> <p>-Staff will receive professional development on cultural competency and trauma-informed care.</p>	<ol style="list-style-type: none"> 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 .
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</p>	<p>We will use the annual Comprehensive School Survey to see if students report feeling</p>	<ol style="list-style-type: none"> 1. It is unclear how data will track progress. 2. Data identified to track

	reliable and valid data source to track your progress.	more sense of belonging here at the school. We will also conduct in-house surveys with students regarding the clubs.	<p>progress are not most appropriate. A better data source is available.</p> <ol style="list-style-type: none"> 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.?	CSS data will be reported one time, when results are released in the spring. We will conduct in-house surveys every 9 weeks.	<ol style="list-style-type: none"> 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? Who will be primarily responsible for tracking and reporting data to assistant superintendent?	Our school administrative team, CART, school PBIS Team, and the Diversity, Equity & Inclusion Department Resource Teacher	<ol style="list-style-type: none"> 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 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.	Administrators and the CART have met to discuss the plan. We will work with our current partnerships with Chick-fil-A,	<ol style="list-style-type: none"> 1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need

		Men of Quality, Woman of Worth, and Shelby Elementary to obtain support. We plan to introduce the new Advisory schedule to teachers to gain buy-in from them which will essentially lead to student buy-in.	<p>to be engaged.</p> <ol style="list-style-type: none"> 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	<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>	We do anticipate some pushback from some teachers. We will have to develop a plan for assigning students to clubs and clubs that address all student needs. We will offer service learning PD for staff members. Diversity, Equity & Inclusion Resource Teacher will provide additional support.	<ol style="list-style-type: none"> 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.	The only budget change will include funds to transport students on field trips to perform service learning projects.	<ol style="list-style-type: none"> 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.

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.	Our plan is fully implemented when our faculty is fully engaged with Advisory and students to start expressing gratitude for the opportunity to participate in clubs. Students' attitudes will improve and teacher/student relationship will be strengthened.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Survey results will show dissatisfaction and teacher feedback will guide the next steps.