

**TEMPLATE AND RUBRIC**  
**Racial Equity Improvement Plan Development Tool**

School:	Lowe Elementary School
Principal:	Austin Allain

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 style="text-align: center;">The racial disparities within our school that will be addressed are</p> <ol style="list-style-type: none"> <li>1) Academic growth and achievement between African American free and reduced and free and reduced white students using MAP and KPREP data.</li> <li>2) Chronic Attendance Percentages between our African American student population and white population..</li> </ol>	<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.	<ol style="list-style-type: none"> <li>1) Our 16-17 KPREP data had the following data:               <ol style="list-style-type: none"> <li>a) Non Free-Reduced African American Reading: <b>78.6% P/D</b></li> <li>b) Non Free-Reduced White Reading: <b>83.5% P/D</b></li> <li>c) Free and Reduced African American Reading: <b>33.1% P/D</b></li> <li>d) Free and Reduced Hispanic(Latinx) Reading: <b>41.2% P/D</b></li> <li>e) Free and Reduced White Reading: <b>87.5% P/D</b></li> </ol> </li> <li>2) Avg Conditional Growth Percentile in MAP Last Year for African American Students::               <ol style="list-style-type: none"> <li>a) Math: <b>30%</b></li> <li>b) Reading: <b>32%</b></li> </ol> </li> <li>3) <b>Number of Chronically Absent Students by Demographic:</b> <ol style="list-style-type: none"> <li>a) <b>16-17: AA (10) 17-18 (17) **80 Total Students</b></li> <li>b) <b>16-17: White (14) 17-18 (15) ** 290 Total Students</b></li> </ol> </li> </ol>	<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>

<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&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>Our long term outcome is that by 2020 the percentages of our African American conditional growth percentile in both MAP testing and KPREP P/D MA/RD testing will increase by 10%. We also are looking to decrease the percentage of African American chronically absent students to help impact their achievement from 17 total students to 10 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, feasible, and relevant to school.</i></li> <li>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></li> </ol>
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<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>Lowe is an extremely successful school that cares greatly about our kids. We have been attempting to close our achievement gap with our RTI system, mentoring groups, and student engagement. We have made some overall gains the last few years, but have been frustrated with the lack of progress in meeting our free and reduced Latinx and African American kids' needs to increase achievement. This could be due to a number of variables such as a lack of culturally responsive pedagogy, a lack of staff who best represent the school's student population,, or difficulty with parent engagement with families. Either way, we continue to try to find the right strategies to meet all our students' needs. Two areas from our CSS data that need attention this year are:</p> <ol style="list-style-type: none"> <li>1) Students are willing to help other students, even if not friends: 66% African American female, 67% White male.</li> <li>2) I feel like I am a part of my school community: 77% African American male</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></li> <li>2. <i>Response indicates some reflection of root causes.</i></li> <li>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></li> </ol>
<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>	<ul style="list-style-type: none"> <li>-Culturally responsive teaching strategies training</li> <li>-Implicit Bias Training</li> <li>-Early intervention on attendance issues</li> <li>-Specific mentoring group strategies-Boy's Club, Elevate, Minority targeted AP testing group-2nd grade</li> <li>-Utilizing universal screeners (MAP) to identify our student's needs early on.</li> <li>-Attending the Equity Institute</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Response demonstrates little research into best practices.</i></li> <li>2. <i>Some evidence that research conducted, but more needed.</i></li> <li>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></li> </ol>

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>	<ol style="list-style-type: none"> <li>1) Creating a Lunchroom Office Assistant position that specifically works with families, students, our Family Resource Center, and our school social worker on improving attendance for all our chronically absent students, but with our African American population as a primary focus. This creates a position that has the time and resources to work directly with families on attendance plans and what is preventing the students from coming to school as much as possible. Improving our African American student's attendance will improve their achievement data, growth, and sense of belonging.</li> <li>2) Creating an Instructional Assistant position primarily focused on co-</li> </ol>	<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>

		<p>teaching with our 4th grade group that has the most novice African American students will allow us to co-teach in specific classrooms with more individual attention.</p> <ol style="list-style-type: none"> <li>3) Identifying all our African American and Latinx students in each classroom and tracking MAP data specifically for those students KG-5th grade.</li> <li>4) Attending culturally responsive teaching PD trainings through the district in whatever fashion they are presented.</li> <li>5) Participating in implicit bias training through the district as well.</li> </ol>	
<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>	<ol style="list-style-type: none"> <li>1)Chronic Attendance Data Percentages will be looked at monthly.</li> <li>2) MAP achievement and growth data for our African American and Latinx populations will be looked at 3 times a year (Conditional growth percentile/index)</li> <li>3) DRA growth for our African American and Latinx population</li> </ol>	<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 are not most appropriate. A better data source is available.</i></li> <li>3. <i>Progress will be reliably and validly measured with identified data.</i></li> </ol>

		will be looked at 4 times a year.	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	Attendance: Monthly  Academics: Every 6 Weeks	<ol style="list-style-type: none"> <li>1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i></li> <li>2. <i>Timeline is somewhat appropriate.</i></li> <li>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></li> </ol>
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?	Principal: Austin Allain  ILT: Instructional Leadership Team	<ol style="list-style-type: none"> <li>1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i></li> <li>2. <i>Responsible party is somewhat acceptable.</i></li> <li>3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i></li> </ol>
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.	The plan was presented at SBDM for input and thoughts. Programs such as Elevate, Centerstone, and an intern therapist through Spalding are engaged in our programs.	<ol style="list-style-type: none"> <li>1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></li> <li>2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i></li> <li>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></li> </ol>
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,	I think the hurdles or conflicts are changing traditional pedagogy to a more culturally inclusive pedagogy. This requires changing adult behaviors which	<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> </ol>

	<p>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>can be a challenge. We will offer PD in the area of cultural proficiency and implicit bias that the district is supporting us with.</p> <p>-</p>	<p>3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i></p>
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 are utilizing over \$20,000 to create an Lunchroom Office Assistant position to help with attendance. We are also creating an Instructional Assistant position for \$21,000 to work specifically with 4th grade which has our most Novice African American students.</p>	<p>1. <i>Budget is insufficient to meet demands of strategy.</i></p> <p>2. <i>Budget modification is acceptable but needs some improvements.</i></p> <p>3. <i>Budget modification provides sufficient resources to implement strategy.</i></p>

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>We will know the plan is implemented if our PD's have taken place, our MAP/KPREP data improves, and our chronically absent attendance numbers improve.</p>
14. Adjustment	<p>What are indicators that your plan is not working and needs adjustment?</p>	<p>If our data points do not move in the direction we have stated and we have not participated in PD, then we are not executing the plan we discussed.</p>