

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	The Marion C Moore
Principal:	Rob Fulk

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>FIRST STEP- We need a specific body to be the frontline of this work on staff. To that end we have created a Racial Equity Team. This team will be comprised of 3 APs (2 High, 1 Middle) 2 Counselors (1 middle, 1 high) 4 HS teachers, 4 MS teachers, 1 Student Success Team member, 2 students, and 2 parents.</p> <p>This committee will meet monthly and report quarterly to SBDM/ALT- Sept, Dec, Feb, and May. Mr. Fulk will draft SBDM / ALT policy to make this a permanent standing committee that reports to SBDM / ALT. This is slated to be completed by September 2018. The purpose of this team is to:</p> <ul style="list-style-type: none"> - Monitor current professional development regarding equity. - Review current discipline and looking for gap data regarding equity: students with disabilities, students experiencing housing instability, student populations that show an achievement gap, students from low-income households, 	<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.

		<p>students whose first/native language is other than English</p> <ul style="list-style-type: none"> - Review equitable access to curriculum for all students - Utilize the REAP - Draft and monitor the equity plan, and report progress to both SBDM / ALT and admin team. <p>Racial Disparity we will intentionally address this year:</p> <p>Specific Racial Inequities:</p> <ul style="list-style-type: none"> ● Discipline: High referral numbers for Black students <ul style="list-style-type: none"> ○ HS - 49% (27% M, 22% F) ○ MS - 58% (39 M, 19% F) ● Sense of Belonging: Low representation of school belonging for school and students of color <ul style="list-style-type: none"> ○ "I feel like I am part of my school community." <ul style="list-style-type: none"> ■ All Students - 66.08% ■ Black Male - 70.10 ■ Black Female - 64.04% ■ White Male - 62.84 ■ White Female - 56.67 ■ Latinx Male - 67.69 ■ Latinx Female - 81.82 ■ Other Male - 83.33 ■ Other Female - 85.71 	
<p>2. How do you know this? What data demonstrate inequity?</p>	<p>What data demonstrate this inequity? Use CSS, Data Books, KDE, or another reliable and</p>	<p>Envision Equity School Data Card DMC - Behavior / Attendance Analysis Report</p>	<ol style="list-style-type: none"> 1. Insufficient data to define inequity. 2. Need more or more reliable

	valid source.	CSS	<p>or valid data to define inequity.</p> <p>3. Data clearly highlight inequity that will be addressed through strategy.</p>
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>	<ul style="list-style-type: none"> ● Address issues related to inequities in discipline for student populations that show an achievement gap ● Increase sense of belonging for all students specifically students of color ● Build staff capacity related to cultural awareness, personal reflection, and implicit bias 	<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	<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</p>	<ul style="list-style-type: none"> ● Teacher awareness and lack of culturally proficient teaching practices ● Lack of a faculty and staff who best represent the school's student population 	<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

are addressing?	REAP to reflect.	<ul style="list-style-type: none"> ● Societal norms ● Hidden practices ● Planned ignoring of practices/ procedures ● Practiced norms of the utilization of standardized tests 	<p>reflection of root causes.</p> <ol style="list-style-type: none"> 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.	<ul style="list-style-type: none"> ● Mandated specific and intentional professional development / training for all staff ● Ongoing data review ● Student inclusion / conversation ● Establishing a culture for all students to take part in advanced placement classes 	<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>First step is the creation of the Racial Equity Team (target date: August 2018).</p> <p>Second Step establishing SBDM / ALT policy to support accountability for the team, and clearly explain to staff the purpose of the team for our school. (target date: Aug-Sept 2018)</p> <p>Third Step is implementation of Racial Equity Team, drafting of Racial Equity Plan, and monitoring team's results and reporting procedures. (Aug-Sept 2018)</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 reliable and valid data source to track your progress.</p>	<p>Reporting:</p> <p>The Racial Equity Team will report to SBDM / ALT in Sept, December, February, and May of each year. They will utilize data from the DMC, administrative team, PBIS team, and survey data as needed.</p>	<ol style="list-style-type: none"> 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	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>Racial Equity team will meet monthly as a team.</p> <p>Findings and pertinent information will be shared with</p>	<ol style="list-style-type: none"> 1. Timeline is unacceptable (unattainable or not aggressive enough). 2. Timeline is somewhat

		<p>the school administrative team and ILT as deemed necessary by the Racial Equity team.</p> <p>Reporting: The Racial Equity Team will formally report to SBDM / ALT in Sept, December, February, and May of each year. The format of this reporting will be determined by the Racial Equity Team in concert with SBDM.</p>	<p>appropriate.</p> <ol style="list-style-type: none"> 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.
<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>First level of responsibility: Racial Equity Team. Second level of responsibility: Administrative team. Third level of responsibility: Principal. Each level will cross-check and insure accountability from each other.</p> <p>Reporting:</p> <ul style="list-style-type: none"> - The Racial Equity Team will report formally to SBDM / ALT in Sept, December, February, and May of each year. - 5 members of the Racial Equity team are on the administrative team and it is a standing agenda item (weekly) for the school administrative team to discuss progress. School administrative team is committed to maintaining this as a standing agenda item for the school year. We will ask for reports from the Racial Equity Team, as well as track the very same data the Racial Equity Team tracks. In addition school 	<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.

		<p>administrative team will frequently discuss disparities in suspension data, and will request the Racial Equity Team to run any major decisions made for the school through the R.E.A.P.</p> <ul style="list-style-type: none"> - Principal will monitor the Racial Equity Team, conduct admin team monitoring, and report progress to Asst. Superintendent as requested. 	
<p>10. Stakeholder engagement and relationship building</p>	<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>The Racial Equity Team will include 2 students and 2 parents. This committee reports to SBDM / ALT which contains 4 parents.</p> <p>A sub-committee to the Racial Equity Team will be the Culturally Proficient Teacher Leads. This committee is comprised of a18 teacher leads from both sides of the building. Their task is to act as the grade, team, academy, and/or content lead for culturally proficient teaching practices. They will be responsible for discussing, reviewing, and/or analyzing resources and then sharing in their PLCs.</p> <p>Currently a robust partnership is with Highview Baptist Church which serves a significant amount of our students. Their youth minister has agreed to be a part of the Racial Equity Team. Additionally, women from the church have volunteered to help mentor our young</p>	<ol style="list-style-type: none"> 1. Stakeholder engagement is minimal or 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.

		<p>ladies in the Young Women of Excellence group.</p> <p>We have a partnership with Fairness Louisville that we will continue to nurture. Executive Director Chris Hartman spoke to our staff last year and we will look to inviting him to future events.</p> <p>Our ‘Cultural Dialoguers’ organization on campus boasts robust partnerships with several outside entities including Hannah Drake, Wings and Roots, and UofL. We will continue to do the groundbreaking work of this organization moving forward.</p> <p>Our school agreed to host the next Racial Equity Policy Community Meeting on September 13th from 6-7:30. The district has provided the flyer in both English and Spanish translations. Our school is providing refreshments and the National Honor Society will greet guests. This information has been posted on social media and we will send a school blast to invite all students and parents. We will continue to work with DEP and the district by opening our doors to various events. Last year, we also opened our campus for the Poverty Assimilation.</p> <p>Again this year, we plan to host a Community Conversation in which we invite students, parents, and</p>	
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		<p>community stakeholders to discuss the issues we face at Moore and strategies for addressing the issues. After the event last year, we started the Anti-Bullying Club for all students.</p> <p>For two years we have had a satellite registration at Miracle Temple of Deliverance located on Dixie Highway. This church is more closely located near our satellite students. They have allowed us to utilize their facilities for hosting the registration. We may reach out to the leadership of that church to partner with us on developing a plan to support our diverse student population who also live in that resides.</p> <p>We have established various clubs and organizations that support our student groups who fall into the achievement gap as well as our students of color. We have 100 Black Men, Men of Quality, Black Student Union, Spanish Heritage Club, and Young Women of Excellence. All groups engage in mentoring, community involvement / exposure and cultural awareness to help motivate and support our students.</p> <p>As a Racial Equity Team, we will brainstorm more opportunities for stakeholder engagement and relationship building.</p>	
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<p>11. Challenges</p>	<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>Hurdles</p> <ul style="list-style-type: none"> ● Teacher Buy in <p>Currently our 18-19 Professional Development Plan will call for the following:</p> <ol style="list-style-type: none"> 1. Implicit Bias training for all staff. (9/18/18 - Jcps Resource Educator- Mr. Ammerman) 2. The CASE cohort will be mandatory for all staff during the 18-19 school year. This will be facilitated by Dr. Toetta Taul. <ol style="list-style-type: none"> Embedded PD - CASE Cohort <ol style="list-style-type: none"> a. Oct. 30th - Starting the Conversation b. Nov. 13th - Poverty c. Dec. 11th - Race / Ethnicity d. Feb. 6th - Students with Disabilities e. Mar. 20th - Gender Identity f. April 17th - Collaboration of shared strategies / events / resources 	<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.
<p>12. Budget</p>	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>Budget may need to be modified for training and professional development. SBDM is willing to commit funding to equity work as they agree this is a priority item for our campus. We have invested significant funding over the past two years moving this work forward, including bringing in Dr. Baruti Kafele, funding several initiatives on campus; and will continue to fund this work as a priority for our school. The team applied for equity grants through the district.</p>	<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.	<p>Mr.Fulk has outlined the following success criteria:</p> <ol style="list-style-type: none"> 1. Our survey data will increase in sense of belonging for: <ol style="list-style-type: none"> a. All students, and specifically targeting Black female, White female, and Latinx male students. 2. We will see a reduction in suspensions on campus in terms of disparities for student populations that show an achievement gap. 3. We will commit to similar response in consequences for students. 4. We will commit to exploring a more culturally responsive curriculum. On 8/21 we directed DEP Mr. Ammerman as curriculum being our strongest need. This will be addressed in the Culturally Proficient Teacher Lead meetings. 5. We will commit to the whole staff going through the intense C.A.S.E. cohort during the 18-19 school year. 6. We will commit to continue making our school more equitable and supportive of diversity, including but not limited to more visual representations of multicultural icons, and continued focus on multiculturalism and social justice during our Deeper Learning exhibition nights.

14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Indicators will be reviewed on a regular basis as the team continues to meet to discuss data, plan development, and implementation.
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