Newcomer Plan AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Newcomer Academy
Principal:	Gwen Snow

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?	Newcomer Academy (NCA) is a school dedicated, in vision, mission and practice, to providing quality English language instruction in a safe and welcoming learning environment, to engaging families and communities, to supporting cultural adjustment, and to helping students become responsible global citizens. We aim to be a national model of EL education for students. Our students currently represent over 31 different primary languages and 46 countries of origin. 100% of our students represent a minority group as defined by JCPS. The major barriers to our work most often come from entities outside of control: inequitable presence of resources accessible to students and families in the first language and an absence of racial/ethnic/language identifiers on forms and paperwork. As a school, we work hard to overcome these challenges as advocates for our students. Racial disparity among indigenous Central American students and other Latinx students is forced upon Central American students identifying as Latinx. Often these students are lumped under the category of Spanish speaker even though Spanish may not be the first language of the student or family.	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.	It is difficult to disaggregate data by "Hispanic" sub-groups (Cuban born, Central American, Indigenous, etc), as the CSS lumps Latino into a sub-group identified as Hispanic. In looking at performance indicators, the success or failures of the target population are not discernable as the group is lumped into "Hispanic," which is not an accurate description of the students falling into the GAP group. The state of Kentucky does not identify indigenous Central	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

		American students correctly. On Infinite Campus (IC), parents are limited to identifying their indigenous students to either "White," "Black," or "Asian." Native American is not an option as the US does not recognize tribal affiliations outside our borders. Families also cannot select their native language spoken at home as an identifier through IC, as it is not an option. Instead, they select Spanish, the language of the conquering people who colonized their land.	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	Newcomer is committed to educating staff and students about the unique culture, language and educational needs of this minoritized population. Our desired outcome is multi-faceted. Measure of success are in parenthesis. 1. NCA aims to Improved instructional practices that integrate student funds of knowledge, (improved teacher practice scores in domains 2 and 3), thus positively affecting culturally competent/culturally humble curriculum and instruction. 2. Speed progress in reading as evidenced by MAP data for targeted students with significant interruptions in education due to systematic denial of formal education in their previous countries (overall CGI for school of 2.0 or higher) 3. Facilitate the adoption of a growth mindset within the target group 4. Showcase the cultural diversity amongst Latinx populations, at large 5. Increase percentage of students from targeted group that feel a sense of belonging according to CSS data	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?	Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities Consider and discuss how you	"During the 1960s, the United States was intimately involved in equipping and training Guatemalan security forces that murdered thousands of civilians in the nation's civil war, according to newly declassified U.S. intelligence documents." (http://www.washingtonpost.com/wp-srv/inatl/daily/march99/guatemala11.htm?noredirect=on) The decades after the civil wars in Central America resulted in more economic disparity between descendants of colonists and the indigenous peoples.	1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities. 2. Response indicates

	can use the REAP to reflect.	While our staff is diverse, we only have some experiences and understanding of the challenges of our indigenous Central American students. Over ½ of our staff are fluent Spanish speakers, but most have gained this fluency through enculturation via colonized Latin America in countries other than Central America. We are just beginning to learn more about implicit bias on all levels. The Spanish speaking staff is not reflective of the present population.	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.	Research on effective EL instruction indicates that programming must be inclusive and culturally responsive as well as provide instructional support and support outside the classroom. Our aim in both vision and practice is to ensure that all four components are present in our programming; school-based qualitative experience informs us that current systems make it challenging to quantitatively measure the effectiveness of our programming in those areas as data is collected with a narrow, exclusive lens. This research is cited by Dr. Tamela Compton in the JCPS Racial Equity Handbook, 2018.	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. 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.	To gain a more holistic understanding of the needs of Central American migrants, we propose the implementation of the following: • Implement a weekly cultural mentorship (group and individual) with LA Casita Center • Provide staff PD on the needs of the target population • Book Study using staff selected texts • Home visits/community visits • Art project at community sites to showcase the individualism of students in target population We have chosen to focus on fostering inclusivity both in the classroom and as a support system. No student can access learning if the student does not feel a sense of belonging.	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	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.	• CSS/DMC data as it relates to sense of belonging • Attendance data • Qualitative transition data as it is reported by receiving school • Qualitative data as shared in district wide high school PLC focused on transition	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.?	Timeline for Latina Teens at Newcomer This program/accompaniment is partly sponsored by the Kentucky Foundation for Women and JCPS REAP.	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?	Gwen Snow, Principal Rebecca Merkel, Assistant Principal	1. No responsible individual or group identified, or identified party

			1. 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.	We have submitted a grant proposal that includes La Casita Center as a contracted provider of services. La Casita Center and Newcomer have a longstanding history of collaboration to support the Latinx Community, specifically in addressing the needs of the unaccompanied, undocumented and indigenous peoples of Central America.	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.
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?	We anticipate hurdles in challenging the intrinsic self-doubt of the Central American community that has been indoctrinated by the oppressors. The current political climate surrounding asylum seekers is also a challenge as there may be racism among immigrants.	1. Anticipation of potential challenges is not sufficiently developed. 2. Anticipation of potential threats is somewhat developed, but

	What PD offerings will you need to ensure success?		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.	A $7,000.00 grant has been requested from JCPS Diversity, Equity, and Poverty to address services through La Casita Center, professional development, transportation and texts for a book study.	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.	The success of our plan will impact the target population beyond Newcomer and have a positive impact on JCPS, as a district. We envision a plan for supporting the target population in the 11 EL resides schools that receive NCA high school students and graduate them. We envision increased attendance, higher graduation rates in the students in the population experiencing achievement gaps and improved sense of belonging. We will be successful when the dialogue surrounding EL success focuses on the strengths of multilingual indigenous students, as opposed to a deficit perspective.

14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Decreased attendance, lower graduation rates, and decreased sense of belonging in the target group