

Olmsted Academy North Racial Equity Improvement Plan

School:	Olmsted Academy North
Principal:	Ryan Rodosky

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?	Student groups who fall into the achievement gap, specifically Black students, are underrepresented in AP courses. We will increase Black access to AP testing and use the outcomes of this increased testing to ensure AP courses are representative of our student population.	<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.	While 43.5% of our population is Black, 27.7% of AP students are Black. We plan to increase Black enrollment in AP courses to better reflect the demographic composition of our school and to increase Black student achievement on state accountability assessments.	<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	Please note that this may not be the same as the	Increase state accountability scores among Black students by increasing the percentage of Black students participating in AP level courses.	<ol style="list-style-type: none"> 1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified.

impact?	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		<ol style="list-style-type: none">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.
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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>Black student sense of belonging on the CSS increased from 53.7 percent agreement to 60.7 percent between 2014 and 2018. The historical trend of low rates of agreement by Black students regarding sense of belonging highlight a need to evaluate how we engage Black students in rigorous course work. While we are in the process of increasing rigor in all classrooms through implementation of the six systems for a strong learning climate, we will increase Black student access to AP level courses to promote a sense of belonging within the context of a rigorous, high expectations learning environment (i.e., AP). Additionally, our enrollment process for AP has been limited in the past resulting in AP courses comprised of roughly 30% Black students. We are expanding our enrollment efforts through the use of MAP data to identify a greater number of Black students who will take the AP assessment, whose families will receive information regarding the nature and benefits of AP course work and who will ultimately be enrolled in AP courses.</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.
<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>	<p>Derived from Hanover Research's guide to Supporting Underrepresented Students in Advanced Courses (2015), the following strategies will be utilized during the 2018-2019 school year to increase Black student enrollment in AP courses:</p> <ul style="list-style-type: none"> • Staff awareness <ul style="list-style-type: none"> ○ Administration will make staff aware of the equity gaps and discuss the benefits of advanced coursework during faculty meetings to gain support for increasing AP enrollment. • Processes for identifying potential students <ul style="list-style-type: none"> ○ Counselors will work with AP teachers to review MAP data, behavior data, attendance data, and other classroom data to identify students for AP courses and to review and revise course entry requirements to ensure they are not creating unnecessary barriers. • Teacher training 	<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.

		<ul style="list-style-type: none">○ Administration will identify opportunities for faculty to participate in AP training to ensure they have the content and pedagogical knowledge to provide equitable, rigorous instruction.• Student/parent awareness<ul style="list-style-type: none">○ Administration and the Title I parent involvement committee will ensure information regarding advanced courses is accessible and focuses on increasing parent and student knowledge about the benefits of enrolling in advanced courses.	
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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>The following plan/actions steps, derived from Hanover Research’s guide to Supporting Underrepresented Students in Advanced Courses, will be implemented during the 2018-2019 school year to increase Black student enrollment in AP courses:</p> <ul style="list-style-type: none"> • Staff awareness <ul style="list-style-type: none"> ○ Administration will make staff aware of the equity gaps and discuss the benefits of advanced coursework during faculty meetings to gain support for increasing AP enrollment. • Processes for identifying potential students <ul style="list-style-type: none"> ○ Counselors will work with AP teachers to review MAP data, behavior data, 	<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 .

		<p>attendance data, and other classroom data to identify students for AP courses and to review and revise course entry requirements to ensure they are not creating unnecessary barriers.</p> <ul style="list-style-type: none">• Teacher training<ul style="list-style-type: none">○ Administration will identify opportunities for faculty to participate in AP training to ensure they have the content and pedagogical knowledge to provide equitable, rigorous instruction.• Student/parent awareness<ul style="list-style-type: none">○ Administration and the Title I parent involvement committee will	
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		<p>ensure information regarding advanced courses is accessible and focuses on increasing parent and student knowledge about the benefits of enrolling in advanced courses.</p>	
<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>	<p>For each strategy identified in the REP (above), the following will be tracked to monitor progress:</p> <ul style="list-style-type: none"> • Staff awareness: <ul style="list-style-type: none"> ○ Pre/Post survey regarding awareness of the equity gaps with regard to advanced coursework. • Processes for identifying potential students <ul style="list-style-type: none"> ○ Review current enrollment data 	<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.

		<p>and on-going enrollment data after revising the AP enrollment policies.</p> <ul style="list-style-type: none">○ Review AP entrance policy○ MAP data○ KPREP data○ AP assessment access data (i.e., the percent of Black students taking the Middle School AP exam). <ul style="list-style-type: none">● Teacher training:<ul style="list-style-type: none">○ Track the number of teachers participating in AP, or equivalent, professional development.● Student/parent awareness:<ul style="list-style-type: none">○ Track the number of students and parents receiving information on advanced level courses.○ Calculate the percentage of students/parents	
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		<p>who received information regarding advanced coursework who ultimately enroll in advanced coursework.</p>	
<p>8. Timeline</p>	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>August/September – Reviewed AP enrollment statistics during Admin Data Team meeting and Instructional Leadership Team.</p> <p>September – MAP data were reviewed and students scoring at the 60th percentile or above will participate in AP testing this school year.</p> <p>We will provide information about advanced coursework to parents through parent involvement activities facilitated by the title I parent committee. Timelines for these activities are currently in the process of being established.</p> <p>We will monitor our progress quarterly through Instructional Leadership Team and Admin Data Team.</p>	<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.

<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>One of our counselors and an instructional coach have reviewed AP enrollment statistics and MAP data to broaden the number of students receiving the AP exam.</p> <p>The title I parent involvement committee will provide advanced coursework information to parents and increase parent awareness of the benefits of advanced coursework.</p> <p>Principal Rodosky will build staff awareness of enrollment inequities during faculty meetings throughout the school year.</p> <p>School leadership will work with AP teachers to identify trainings and PD to improve capacity in teaching AP level courses.</p>	<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>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 parent involvement committee will develop an information packet and presentation to provide parents with insight on the benefits of enrolling students in advanced coursework and to inform them of supports available to students (e.g., our Friday Tier II academic</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

		<p>supports) that can be leveraged to ensure students have the resources to meet the rigorous expectations of advanced coursework.</p> <p>We will work with district resources to identify training for teachers.</p>	<p>thoughtfully considered for future engagement.</p> <ol style="list-style-type: none"> All stakeholders have been included, and relationship building has been sufficiently considered.
<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>	<ul style="list-style-type: none"> The first barrier is the sheer number of initiatives the district is rolling out. The six systems each include multiple strategies/activities (identified as success criteria), the Backpack of Skills requires a great deal of time to train and teach teachers and students on its implementation, the MTSS toolkits also require a great deal of time and intentionality for implementation fidelity. Prioritizing time is the greatest challenge within the broad scope of JCPS initiatives. 	<ol style="list-style-type: none"> Anticipation of potential challenges is not sufficiently developed. Anticipation of potential threats is somewhat developed, but needs more depth. Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.

		<ul style="list-style-type: none"> We have addressed the barriers described above by choosing a focused approach to addressing racial inequities in AP enrollment. Having a singular focus driving our REP will ensure that we successfully implement the plan within the context of the other major initiatives underway in the district at this time. We will need to identify AP level, or equivalent, content specific trainings 	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	N/A	<ol style="list-style-type: none"> Budget is insufficient to meet demands of strategy. Budget modification is acceptable but needs some improvements. 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?	We will know our plan is implemented when an increased number of Black students have taken the AP exam and AP courses are

	Describe (without data) how you envision your school will run differently than it currently does, after this plan has been put into motion.	<p>representative of our total student population.</p> <p>Students, parents and teachers are aware of the benefits of advanced coursework and the benefits of increasing underrepresented population enrollment in advanced coursework.</p>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Students, parents and teachers lack awareness of the plan and information related to increasing Black representation in advanced courses.