School:	Portland Elementary
Principal:	Angela Hosch

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?	The racial disparity we want to address is a lack of feeling of belonging and support experienced by African American female students at Portland Elementary. Additionally, we want to address the disproportionate number of referrals for African American students, especially males.	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.	School Comprehensive Survey results indicate lower satisfaction rates among African American females than other student groups in questions relating to a sense of belonging and support from adults and peers. Some specific examples are: The question, "I feel my teachers really care about me" shows an 8-13 point drop below the response rates of other groups. The question, "My school has a caring and supportive environment for students" has a 10 point drop below male responses of both race categories and showed a similar response from white females. Per the Data Management Center, we saw that all African American students have disproportionately received referrals, with African American males showing significantly high referral rates. Although African American students make up 54% of our student population, they accounted for 84% of the referrals written (62% of these were written for African American males).	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.*

		Twelve students accounted for 40% of the referrals written, all of whom were African American, ten of them male.	
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	By improving the sense of support and belonging in the school among African American students we will simultaneously decrease the disparity in the number of referrals for African American students.	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.

	G&T programming among Black students		
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 can use the REAP to reflect.	One potential root cause for these inequities is that the staff at Portland Elementary does not currently reflect the racial makeup of our student population. The staff is currently 85% female and 79% white with only .04% African American male representation. This imbalance of representation is echoed throughout the district as well as the country, with about 82% of all teachers being white. By increasing the presence of African American adults (and specifically African American males) in the school community, students will start to cultivate more of a positive self-image which will improve their sense of belonging. Unconscious bias is another potential root cause for the inequity in referral rates among African American males. 62% of referrals for African American males were due to failure to respond to questions or requests. This indicates a need for professional development on how implicit bias can affect our interactions with African American students.	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	By attending the JCPS Speaker Series focusing on Girls of Color, we will be able to improve our awareness of the root causes for the disparities present at our school for African American females. We identified the study The Long-Run Impacts of Same-Race Teachers, which indicates the importance of African American students having African American teachers. Although we can't immediately change the demographics of our staff, we will seek support from African American consultants- increasing the presence of African American adults in our school and culturally responsive teaching practices. The article How Implicit Bias Impacts Our Children in Education, provides research and insight into the importance of examining our implicit bias as educators. By receiving professional development around implicit bias, teachers will increase awareness of how their bias may impact their interactions with African American students, thus reducing the number of	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.*

	inequity you identified.	referrals.	

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.	Members of the Racial Equity Plan Committee will attend the JCPS Speaker series on Girls of Color. Staff who attend the series will train with the rest of the faculty through PD at staff meetings focused on strategies for improving a sense of belonging and support among our African American females. Will will utilize available school funds and apply for grants in order to bring in African American consultants in various fields to work directly with students as well as plan with teachers. This will simultaneously increase the representation of African American adults in the building while increasing teacher capacity for culturally responsive teaching. This will improve a sense of belonging for African American students thus reducing the number of referrals by African American students. All staff will be receiving professional development about implicit bias from the district. Additionally, the Racial Equity committee will share resources with the staff pertaining to implicit bias and education through PD at staff meetings, sharing resources and hosting conversations.	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	School referral data will be used to analyze the number and proportion of referrals for African American students. Comprehensive School survey results will indicate the level of belonging and support felt by African American females. Additional school-based surveys will be	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.

	source to track your progress.	conducted at two additional points throughout the school year.	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.?	We will report and analyze referral data at the end of each grading period. CSS data is reported annually in the spring. Two additional school-based surveys will be given in the late fall and early spring.	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?	The school Principal and Racial Equity Plan Committee	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.	By using data from the Comprehensive School Survey, we have considered the opinions of students, our primary stakeholders. We hope to further engage students in soliciting ideas for making our school an inclusive community. Teachers were involved in the process by reflecting on school-wide data in order to provide input on priority concerns for the REP. Interested staff members (along with the climate and	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*

		culture resource teacher from the district) have formed a committee in order to design, implement, and reflect on our Racial Equity Plan. They will regularly report progress and provide support to the staff. Our REP includes involving a variety of community members in order to receive diverse perspectives on how to improve disparities at our school. We need to be intentional in including families and caregivers in this process in order to more authentically move toward racial equity in our school. We will pursue funding to engage families in a book study and family building activities, intentionally reaching out to families of students with multiple referrals in order to build a better relationship between families and school.	*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? What PD offerings will you need to ensure success?	One of the challenges to this plan is a teacher perception of additional work which may overwhelm them. We hope to address this concern by aligning our REP with the work teachers are already doing around deeper learning in the classroom. Consultants will support teachers by helping them examine classroom plans through a culturally responsive lens. As stated in the article, "Deeper Learning has a Race Problem"- "Deeper learning is impacted by the same race problem the rest of our society suffers from: racism. Deeper learning is also our best hope at dismantling it." Another challenge will be parent engagement. We have historically had a difficult time authentically engaging parents in our school community. We will need to be	*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.*

		intentional in exploring why this situation persists in order to implement potential solutions. One such solution may be engaging families in evening programming around a book study and family-building activities. Exploring implicit bias can be an uncomfortable process. It will be important that student outcomes remain the focus of these conversations and professional development does not become diverted by individuals emotions and difficulty of the topic. The REP committee will set norms and guidelines in order to facilitate student-focused conversations. The REP committee will read and share articles such as <u>Teacher Voice: It's time to shatter the silence about race</u> to build our capacity for leading such conversations.	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	Primarily, our plan focuses on utilizing the resources available to us in an intentional and reflective way. We will apply for grants in order to implement our vision for consultants who can work with teachers on an ongoing basis. We will use any available school funds to support this endeavor.	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.	After this plan has been put into motion, we envision a culture and climate in our building where all students feel they belong and are supported by the adults and students. Students are engaged with deeper learning in their classroom communities and the number of behavior incidents is reduced- especially the disproportional number of referrals for African American students.

		We envision a staff that is engaged and involved in professional development and personal learning related to racial equity. Our staff will continue to see in each student their capacity for growth with an additional element of recognition that our implicit bias requires intentional reflection on how we interact with our African American students. This process will give teachers more confidence that they are using best practices in order to be culturally responsive in their teaching.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If the number of referrals at the grading period check-ins continues to show a significant disparity, we will need to reexamine our plan. If the teachers are feeling overwhelmed by this process, the REP committee will need to reexamine our approach in implementing the strategies in our plan.