School:	Stopher Elementary
Principal:	Dr. Brigitte Owens

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?	We will address the racial disparity of showing compassion and being inclusive of our students of color. .	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.	CSS data from 2018 indicates that 44.44% of African-American males agree that students are willing to help other students, even if they are not friends. 62.5% of African-American females indicated the same. We analyzed at the School Report Card, Equity Scorecard, CSS, and Mid-Year Survey to form our goal.	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 impact?	Please note that this may not be the same as the data you are tracking	All of our students feel willing to help other students, regardless of demographics. We want to ensure that all students feel cared for and included in our school community. This will foster an inclusive environment and in turn, increase achievement.	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.*

	(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		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	Reflect on historical occurrences in your school, department,	We have noticed a trend with CSS data that indicates our students of color do not feel part of the school community. These students indicated that some students are not willing to help others even if they are not friends.	1. *Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.* 2. *Response indicates some reflection*

have caused or perpetuated the disparities or inequities you are addressing?	district, or community that have improved or worsened inequities Consider and discuss how you can use the REAP to reflect.	During two focus groups held last year, students reported that: -they wished teachers paid more attention to their questions -students want more interaction with other students -students want more options for differentiated learning -teachers should explain more -students want more staff that they can relate to like Mr. Reggie (LOA/Mentor) -teachers should call on students with more balance	*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.	Our LOA/Behavior Mentor will begin a small group mentoring program. We will conduct a mid-year survey to check on progress in this area. Staff will receive training on Cultural Proficiency from district representatives. Staff will ensure that classroom libraries reflect diverse populations and cultures. Librarian will highlight resources and literature that teachers can use to incorporate into culturally responsive teaching.	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.	Our behavior mentor will begin his mentoring program after Labor Day. He will meet with identified students for skills, behavior, leadership, and attendance support. Teachers will participate in at least 2 professional development sessions that address cultural proficiency, led by our DEP Resource Teacher. Administrative team will look into potential grant opportunities to further train staff and acquire funds to enhance school and classroom libraries. We will conduct a mid-year survey of 4th and 5th grade students to monitor our progress in culturally responsive teaching.	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	We will use the CSS and Mid-Year Survey data to track progress. LOA/Mentor will keep data on the students he mentors.	1. _It is unclear how data will track progress._ 2. _Data identified to track progress are not most appropriate. A better_

	another reliable and valid data source to track your progress.	School will monitor suspensions and referrals.	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 take the data from the CSS at the end of the year to guide our plan for next year. There will also be a data form for the intermediate students to complete several times per year to gauge the climate rather than waiting until the end of the year. These will be taken around the same time as the district MAP testing. There will also be several walkthroughs conducted throughout the year to provide feedback and observational data.	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?	Brigitte Owens Jane Hart Beverly Ising Katie Thomas Joanna Katsikas Katie Thomas is responsible for tracking and reporting data to the principal, who will report to the assistant superintendent.	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	-HUG Reading Program with selected 3rd grade students -Department of Equity and Poverty Resource Teacher Lamanda Moore Rodriguez	1. *Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.* 2. *Some stakeholders have been*

		-PTA -Every1Reads	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? What PD offerings will you need to ensure success?	-Funding for new resources and materials -Possible pushback from teachers and parents Professional Development will be offered in the area of Cultural Proficiency with a follow up session on Gold Day. The school will also receive training/resources for how to interact with students of color??? (implicit bias--preconceived notions?) -	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.
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	We might need to find extra funds to enhance our libraries or classrooms in the event that we do not receive a grant. When our plan is fully implemented, staff and children will be more comfortable talking and interacting, trust will be established, and engagement will	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.

		increase. All of this will positively impact student achievement.	

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.	We will know our plan is fully implemented when the behavior mentor meets with identified students and goal-sets with individuals. All teachers will receive two days of professional development training on cultural competency (one has already been completed). Administration will conduct a mid-year student survey to gather data on our students' perceptions, as noted above.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	We will know our plan is not working because the mid-year student survey results will show a larger gap. We will have a larger percentage of students who feel a sense of belonging in the school community.