

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Watterson Elementary
Principal:	Carol Ferry

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>We will address racial disparities in suspensions, specifically with our percentage of students with disabilities from low-income households.</p> <p>We will address racial disparities in students reading at a Proficient or Distinguished level in literacy, specifically with our percentage of Black students from low-income households.</p>	<ol style="list-style-type: none"> 1. <i>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</i> 2. <i>Identified issue is somewhat relevant to school</i> 3. <i>Identifies meaningful inequity that is very relevant to school.</i>
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.	<p>Our School Equity Scorecard demonstrates that the suspension percentage for Black students from low-income households is 11.9, 2.3% higher than students with disabilities from low-income households in all other JCPS elementary schools. The suspension percentage of students with disabilities from low-income households are 6.6% higher than Black students from low-income households. (5.3%), 10.5% higher than White students from low-income households, 11.9% higher than Latinx students from low-income households, and 10.1% higher than other students from low-income households.</p> <p>Our School Equity Scorecard demonstrates that the percentage of Black students from low-income households reading at a Proficient or Distinguished level in literacy is 38.1, 11.9% lower than White students from low-income</p>	<ol style="list-style-type: none"> 1. <i>Insufficient data to define inequity.</i> 2. <i>Need more or more reliable or valid data to define inequity.</i> 3. <i>Data clearly highlight inequity that will be addressed through strategy.</i>

		<p>households, 17.9% lower than Latinx students from low-income households, and 3.8% lower than other students from low-income households.</p> <p>Demographic breakdown (percentages) of students with disabilities - 52% Black, 10% Latinx, 30% White, 6% Asian and 1% 2 or More</p>																							
<p>3. What is the long-term outcome you hope to impact?</p>	<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>	<p>We want to reduce the overall rate of suspensions in our school, while simultaneously increasing the Overall Satisfaction percentage with all of our students.</p> <p>Per Data Card: Overall Satisfaction Percentages – (Watterson) District</p> <table> <tr> <td>Students from low-income households:</td> <td>Paid Lunch:</td> </tr> <tr> <td>Black 74.4 (83.4)</td> <td>Black 73.3 (86.3)</td> </tr> <tr> <td>White 86.8 (88.4)</td> <td>White 81.8 (92.5)</td> </tr> <tr> <td>Latinx 87.5 (90.7)</td> <td>Total 79.2 (91.3)</td> </tr> <tr> <td>Total 81.0 (86.6)</td> <td></td> </tr> </table> <p>We want to increase the overall rate of students reading at a Proficient or Distinguished level in literacy.</p> <p>Per Data Card: Reading Proficiency – (Watterson) District</p> <table> <tr> <td>Students from low-income households:</td> <td>Paid Lunch:</td> </tr> <tr> <td>Black 38.1 (26.1)</td> <td>Black 50.0 (49.0)</td> </tr> <tr> <td>White 50.0 (46.4)</td> <td>White 70.4 (76.5)</td> </tr> <tr> <td>Latinx 56.0 (36.4)</td> <td>Total 65.1 (72.0)</td> </tr> <tr> <td>Other 41.9 (45.0)</td> <td></td> </tr> <tr> <td>Total 43.8 (35.9)</td> <td></td> </tr> </table>	Students from low-income households:	Paid Lunch:	Black 74.4 (83.4)	Black 73.3 (86.3)	White 86.8 (88.4)	White 81.8 (92.5)	Latinx 87.5 (90.7)	Total 79.2 (91.3)	Total 81.0 (86.6)		Students from low-income households:	Paid Lunch:	Black 38.1 (26.1)	Black 50.0 (49.0)	White 50.0 (46.4)	White 70.4 (76.5)	Latinx 56.0 (36.4)	Total 65.1 (72.0)	Other 41.9 (45.0)		Total 43.8 (35.9)		<ol style="list-style-type: none"> 1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i> 2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i> 3. <i>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.</i>
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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>Across all student groups except Other, Overall Satisfaction percentages is lower than all other JCPS elementary schools. Overall Satisfaction encompasses both behavior and academics. We are in the second year of the Compassionate Schools Project, focused goal-setting with students regarding MAP results, implementation of character education program, and a shared focus on responsibility of learning. We have modified our interventions/enrichment support services, guidance and classroom support</p>	<ol style="list-style-type: none"> 1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i> 2. <i>Response indicates some reflection of root causes.</i> 																						

		<p>systems in order to better support students' behavioral and academic needs. Input on these modifications has been gathered and vetted by the administrative team, ILT, SBDM, teachers and staff.</p>	<p>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></p>
<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>Administration has met with our DEP Resource Teacher and scheduled the following - PLCs (10/11) on sharing Backpack artifacts encompassing Racial Equity. Our DEP Resource Teacher will lead a multicultural book study during scheduled staff meetings and will also share resources (Digital Backpack ideas, identification and utilization of multicultural classroom library books) during scheduled PLCs. A mini grant proposal was submitted. We also discussed implementation of student-led conferences focusing on MAP testing and goal setting. This will reinforce shared responsibility of learning and management of self with the intent of increasing our Overall Satisfaction percentages, reduce suspensions and increase student percentages of Proficient and Distinguished reading levels.</p>	<p>1. <i>Response demonstrates little research into best practices.</i> 2. <i>Some evidence that research conducted, but more needed.</i> 3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></p>

PLAN IMPLEMENTATION

Topic	Directions	Notes	Score (circle score)
<p>6. Describe your plan.</p>	<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 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>In staff meetings, articles focusing on Racial Equity and Culturally Responsive teaching will be shared and next steps will be identified. This will allow for staff reflection and implementation of strategies fostering a safe, positive learning environment.</p> <p>Walkthroughs will be conducted by DEP Resource Teacher, Administration, and staff to identify bias, racial inequities and positive, equitable learning environments, results will be shared and next steps identified. This will lead to decreased suspensions and increased literacy levels.</p> <p>Certified staff will attend the Equity Institute the morning of Oct. 8. Professional Development will be provided in PLCs and through staff meetings that will bolster a positive culture and climate, lowering suspensions. These PD opportunities will also focus on strategies for increased</p>	<ol style="list-style-type: none"> 1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i> 2. <i>Plan addresses inequity identified above, but needs more development.</i> 3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i>

		<p>student engagement, specifically in engaging Black boys. As a result, literacy levels of Proficient and Distinguished should improve.</p> <p>Multicultural books representative of our student population, portraying positive role models, will be added to our library collections. These will be used during classroom literacy, Guidance and check out in order to bolster culture and climate and celebrate diversity.</p> <p>A Student Equity Assistant position will be posted and filled. This assistant will support our students of color, students with disabilities, and other special populations behaviorally and academically. This assistant will work collaboratively with administration and staff to identify students and discuss strategies that will positively affect behavior and academics. This assistant will mentor and collaborate with teachers/students during core instruction.</p> <p>8/28/19 – Tierra Roderick, representative from Educational</p>	
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		<p>Justice Outreach and Development Center attended 5th grade Parent Meeting and shared resources.</p> <p>A mini grant proposal, Impacting Culturally Responsive Instructional Practices was submitted (9/28/18), and written in collaboration with our DEP RT. Activities include a book study (<i>No More Culturally Irrelevant Teaching</i>), purchase of multi-cultural classroom library sets with follow up support focusing on implementation, and stipend for book study to ensure staff time to read and reflect.</p>	
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>We will use the annual Comprehensive School Survey (as reported on the Equity Scorecard) to see if 'Overall Satisfaction' percentage increases. We will track referrals and suspension rates monthly. We anticipate that as our teachers become more invested in culturally responsive teaching, we will see an increased percentage in students reporting 'Overall Satisfaction', and we will eventually see a reduction behavioral referrals and thus</p>	<ol style="list-style-type: none"> 1. <i>It is unclear how data will track progress.</i> 2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i> 3. <i>Progress will be reliably and validly measured with identified data.</i>

		suspensions.	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	Suspension data will be reported monthly. CSS data will be reported one time, when results are released in the spring. Literacy data will be reported at the end of each grading period.	<ol style="list-style-type: none"> 1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i> 2. <i>Timeline is somewhat appropriate.</i> 3. <i>Timeline is sufficient to meet stated goals while also being ambitious so that there is a sense of urgency to make progress on strategy.</i>
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 Principal, AP, Counselor, FRYSC, teachers and staff will implement our plan. The administrative team and the Learning Environment Cadre will track the data. The Principal will report the data to the Assistant Superintendent.	<ol style="list-style-type: none"> 1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i> 2. <i>Responsible party is somewhat acceptable.</i> 3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i>
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.	<p>Input has been shared by administrative team, SBDM, and staff.</p> <p>We will meet with students to gather their feelings regarding "Overall Satisfaction" and information will be shared with the staff.</p> <p>We will work with Diversity, Equity, and Poverty to design ongoing professional development that focus on adult</p>	<ol style="list-style-type: none"> 1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> 2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i> 3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i>

		<p>practices that improve 'Overall Satisfaction', and de-escalate behaviors resulting in referrals.</p> <p>We will work with the MTSS department regarding the Toolkits and planned professional development opportunities.</p> <p>We will continue our Character Education program celebrating leadership and being positive role models.</p> <p>We will continue to foster a caring, trusting learning environment, building relationships through Morning Meetings and positive, trusting communication throughout each day.</p>	
<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>One of our biggest challenges will be with the budget for monetary items or professional development.</p> <p>We will continue to have open conversations that will enable our staff to be clear and consistent with this implementation.</p> <p>Professional development will incorporate culturally responsive</p>	<ol style="list-style-type: none"> 1. <i>Anticipation of potential challenges is not sufficiently developed.</i> 2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i> 3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i>

		teaching. -	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	Understanding that our budget will not change, we will share resources that will be purchased and choose a professional development model that will fit into our budget. The Student Equity Assistant position has been approved by Dr. Marshall and will be paid for out of Section 7 monies.	<ol style="list-style-type: none"> 1. <i>Budget is insufficient to meet demands of strategy.</i> 2. <i>Budget modification is acceptable but needs some improvements.</i> 3. <i>Budget modification provides sufficient resources to implement strategy.</i>

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.	When our plan is operating successfully, staff meetings will be led by teams of teachers sharing what they learned in PD. PLCs will share what strategies (academic and behavioral) are making positive differences. We will be sharing data that shows that positive gains are being made.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	We hope to implement this plan in manageable pieces so that no one is overwhelmed. We will continue to monitor data and strategies and modify when necessary.