Racial Equity Improvement Plan Development Tool

School:	Westport Middle School
Principal:	Jodie Zeller

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 be targeting African American (A/A) female student sense of belonging at school, as measured by responses to the CSS.	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 shows that only 64% of A/A females have a positive sense of belonging at Westport. This compares to an overall 71.6% positive sense of belonging for the rest of the school and 73% for white females, 73.5% for A/A males, and 70% for white 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.
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	With a positive impact on A/A female sense of belonging, we expect a corresponding positive impact in multiple areas, including academic achievement, behavior, and school involvement.	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.

		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.	There have been shifts in focus and opportunities provided to A/A females because of staff turnover and lack of consistency or systemic approach to opportunities/sponsors. Westport has also struggled to build a staff that reflects our student population, and while we have focused on creating a culturally relevant and respectful staff, we have to find ways to recruit teachers, sponsors, and coaches who can attract many students to engage in meaningful and culturally relevant opportunities.	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 inequity you identified.	Westport will partner with teachers, support staff, students, families, and other stakeholders to identify opportunities for improvement and leverage existing staff to engage students in quick, surface level wins to garner momentum, while at the same time focus on providing embedded professional development that addresses deeper issues that have an impact on the classroom and teacher practices. The initial focus beyond surface opportunities will focus on utilizing culturally relevant texts and reading passages embedded into regular classroom practices and assessments. We will work with our REP resource teacher to help support our PLCs in identifying reading passages that have culturally relevant elements.	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.	Quick wins: Targeted invitations to A/A females to be a part of our girls STEM group, create hip-hop/step dance team, restart A/A girls group, add fashion/aesthetics/self-esteem club targeting A/A females Classroom targets: Diversified text training, student work analysis protocol analyzing cultural relevancy of student work, admin walkthrough feedback targets racial equity, embed culturally inspired lessons into student advisory program, EPD menu/gold day plans always includes a racial equity option	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.	Ongoing, we will monitor student participation in programming opportunities, monitor CSS data, track walkthrough feedback, track racial-equity EPD attendance, disaggregate CFA data by race and gender, gather feedback from students and student representative groups.	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.?	Our culture and climate committee will meet monthly, and we will monitor data and analyze artifacts at each meeting.	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	Culture and Climate Team: ● Zeller	1. No responsible individual or group identified, or identified party is

	to assistant superintendent?	● Jay ● Spaulding ● Omdal ● Foree ● Quintela ● Hubbard ● Jennings ● Richardson ● Gnau ● Schanz ● Dawson-Edwards	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.	Currently, we have cultivated relationships with a few different groups to target our A/A female population, including Love City Community Center in Portland, PeaceED, Boys and Girls Club, and the Lt. Governor's Office.	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? What PD offerings will you need to ensure success?	We will utilize our ATTAIN program as an opportunity to engage students in enrichment programming, but long-term funding and transportation are in question as we exit priority status. We will work with transportation to continue programming after priority exit. We will also need to build internal experts that can provide EPDs around racial equity/cultural competence because bringing in experts and relying on the single REP resource teacher is not always an option.	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.	Our SBDM will have to identify priorities and will focus on sustainable, systemic funding, not huge infusions of funding that may disrupt other opportunities or have unintended consequences. We will also look at how we are allocating our UL	1. Budget is insufficient to meet demands of strategy. 2. Budget modification is acceptable but needs some improvements. 3. Budget modification provides

		Signature Partnership funds to support our R/E initiatives.	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 plan will be long-term and ongoing as we will always look to improve and support race relations within our school community, but I do see an overall positive trend in multiple areas including student engagement, involvement, and overall school ownership.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	We will monitor the impact through ongoing data that is shared at committee meetings, student feedback, achievement data analysis.