TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

PRE-REFLECTION: Brandeis Elementary School			
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?	Brandeis will address the proficiency of students in reading. Currently, 16.4% of Brandeis students are identified as novice readers. As measured by the 16-17 KPREP data (source KDE) 5.4% were white, 2.8% were Asian, 29.6% were Black, and 42.9% were Latinx. While all learners were novice, the greatest inequity racially were between Latinx students, and Black students in comparison to our White and Asian students, who also scored novice in reading. This trend is also repeated when assessing students with district provided assessments. As a school we believe the contributing factors are multi-dimensional, including the following: Resources and materials that are reflective of students' interest, cultural backgrounds, accessible to technology at home, gap in parent literacy/language acquisition, and access to transportation (to attend after-school supports). Therefore, our goal is to reduce the number of Latinx and AA novice readers by 20% during the 2018-2019 academic year.	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.	This is data is confirmed by analysis of the school's test scores at the local school level, district, and state reporting.	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 among Black students	_Our long-tern outcome is to ensure that all students at Brandeis, regardless of race will be proficient readers. This means that the % of our Latinx and AA students that are currently identified as novice as measured by state assessment will decrease annually._	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.
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	Historically, we know that teachers have not been knowledgeable in using effective strategies in closing the achievement gap in reading between multiple groups of students: Black/White, students with disabilities and students underrepresented where performance disparities are evident. Access to relevant text and references of students of multicultural backgrounds has not been widely used in the	1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities. 2. Response indicates some reflection of root causes.

	REAP to reflect.	classrooms at Brandeis. Some curriculum materials are outdated or lack progressive historical and cultural connections for students who have been traditionally under-represented. Additionally, with the implementation of our new reading program that has a technological support and resource for students we have realized an even greater technology divide in our school. Some students do not have access to technology at home. While we have tried to provide more technology at school and devise time for students to use technology in the morning it can be impactful related to students' overall success if they do not have the same access as their peers.	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.	<u>*Extended learning time*</u> <u>*Addition of certified reading interventionist for grades 3-5 (extended practice time).*</u> <u>*Homework support.*</u> <u>*Access to technology-*</u> <u>*Increase parent literacy*</u> <u>*Deeper learning and Individualized instruction*</u>	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 the 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.	*Extended learning time, built into the day and after-school. Professional Development for teaching staff on effective strategies in closing the achievement gaps. Addition of certified reading interventionist for grades 3-5 (extended practice time). Homework support- Homework Café for early students to receive support and access to technology. Access to technology- vet process to allow a check-out/check-in system for students who may not have access after school hours. Deeper Dive and consistent structure with instructional framework for ELA. Increase parent literacy: workshops, family nights, access to resources, and connection to community agencies. Cultural awareness- diversity instructional materials, training on cultural sensitivity, and*	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.

		creating a safe place for transparent conversations. Individualized instruction based on-going progress monitoring of data.	
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.	MAP result for ELA. Map is given three times during the school year. We have created a custom group in Map that will afford us the opportunity to monitor our gap students' progress over the school year to ensure they are growing and working towards grade-level proficiency.	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.?	We will review data in October, December, and March. Additionally, we will look at spring KPREP scores in August 2019 to determine reduction in novice students from 2018. We will report four times per year progress.	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?	School-based equity planning team devised of parents, teachers and core admin. team will monitoring plan implementation with goal of school-wide fidelity. Principal will be ultimately responsible for reporting data to central office, including Zone asst. 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 be nurtured or developed to ensure success with your plan? Explain.	_School based team was developed to include a parent liaison, the president of the PTA, both SBDM parent representatives, teachers at the primary and intermediate levels and the core administrative team. Each school level team, the SBDM council and PTA Board provided feedback in the construction of the plan. All Brandeis families received an overview of the purpose of the school plan with an invitation to provide feedback via school messenger._	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?	Resources and materials that are reflective of students' interest, cultural backgrounds, accessible to technology at home, gap in parent literacy/language acquisition, and access to transportation (to attend after-school supports) are all barriers that will be challenges to address. We will offer parent workshops and host family events.	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. | _If our budgets are not changing we will need to consider how our current $ are distributed towards instructional resources. Reflectively, we do not have a lot of flexible $, therefore some other priorities may have to adjust. We will have to do a school based needs assessment to determine what instructors feel they need to have in order to teach and reach all learners, We will also need to look at additional resources i.e. grants, donations, etc. to ultimately achieve our goals._ | 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.	_Systems will be put in place to check. Teachers weekly will turn in intervention/enrichment support for students covering standards covered in reading and students' progression towards meeting the standards. This data should provide a lens into how well students are learning reading content and how teachers are providing support to individual and small groups of students._

| 14. Adjustment | What are indicators that your plan is not working and needs adjustment? | *Based on the triangulation of data: observations, assessments, etc. If we are not seeing all students' progressing/growing the plan is not working.* |