Indian Trail Elementary School
TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

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?	(A) We will be addressing the inequity between White and students of color scoring Proficient and/or Distinguished on Reading KPREP. (B) We will be addressing racial disparities in suspensions.	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.	(A) The 2016-17 School Report data was used to determine this inequity between White and students of color. There was a 16.3% difference between these 2 groups. Looking at the 2017-18 KPREP scores in reading there is a 16.1% disparity in proficient and/or distinguished between White and students of color. The data on the school reports from 2013 until presently show a steady increase in the gap between White and students of color in reading on KPREP. (B) Our Kentucky School Report Card for Safety shows students of color has 63.6% of all school suspension and White students have 11.4% of all school suspension. Further, it shows that 36 of the students suspended are males and 8 are female. There are a few students that have been suspended more than once. We	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.*

		believe that by implementing school wide training in restorative practice our suspension rates will improve.	
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	(A) We want to increase the number of students of color scoring proficient and/or distinguished, while simultaneously increasing their love for reading, creating lifelong learners, and reduce the disparity in proficient and/or distinguished scores between students of color and White students. (B) We want to reduce the overall rate of suspensions in our school, while simultaneously improving the overall satisfaction of the school climate & culture and reduce the disparity in suspension rates between students of color and White 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.*
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.	(A) Over the years, the teachers who have more experience have matriculated out of our school and have been replaced with new teachers who are still learning their craft. (B) Over the years, there has been an increase of students of color in primary arriving to school with social and emotional concerns. There is a lack of social and emotional training for teachers to deal with these conditions in the classrooms. As a result, we are	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*

		trying to create a supportive environment that engages students in a healthy, inclusive culture in the school. This has prompted the way we, as a faculty, interact with students to support their social and emotional needs. We believe that by improving the supports and addressing students' social and emotional needs we will decrease behavior incidents and suspensions.	*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.	(A) We have delivered PDs on John Hattie's research concerning significant effects on learning. We are also using The Fundamental Five to increase learning and engagement. MAP data will be used to ensure strong Tier 1 instruction. We will use MAP to determine the groups that are formed for WIN, which is Tier 2 instruction, based on scores and student ability in specific essential standards. Teachers will use cultural awareness when planning instruction for Tier 1 and WIN. A Student's Needs Assessment for Reading and Math will be given with the intent to make connections to their culture. WIN time is used to ensure that students who are struggling with essential standards are met with to make sure understanding is achieved. We have implemented 2 full-time teachers in our 4th and 5th grade reading classrooms to offer more individualized and differentiated instruction. (B) We will explore and attend PDs that are offered by DEP, and we believe our staff will benefit greatly. We are collaborating with MTSS for PBIS and restorative practices. We believe we have the team and desire to achieve the goal of lowering our suspension using these practices.	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.	(A) 100% of the staff will be trained by the MTSS team, focusing on teacher clarity throughout the year. We will revisit other significant effects to increase engagement and learning. This will happen during faculty meetings, PLCs, and collaborative team planning times. We will continue focusing on teacher clarity using The Fundamental 5 for continuous growth with emphasis on framing the lesson and the power zone. We will continuously train on MAP during PLCs to assess our reports that are separated by Class	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 .

		Breakdown by Goal as well as the Learning Continuum Test View report. WIN Time will be implemented by grade team teachers along with 4 Retired teachers to differentiate learning to reach proficiency for all students. We believe that focusing on improving reading scores by implementing WIN Time, using MAP scores and Hattie's effect will increase the number of proficient and/or distinguished reading scores of students of color. (B) Staff will attend PDs that address trauma informed care offered by the DEP. We are exposing the staff to culturally relevant literature and videos to	

		expose them to the information needed to impact teacher-student relationships. We will share district PDs on racial equity in our Happy Monday Memo, faculty meetings, and google classroom. We will attend the Equity and Inclusion Institute on one of the gold days. The Counselor and Mental Health Counselor are presenting strategies and information to the staff at every staff meeting. Our Mental Health Counselor is having more groups this year to help address trauma with our students. We are providing Second Steps lessons and activities each week for school-wide Tier 1 instruction. We have implemented yoga during PE and Art special areas during the	

		first 8 weeks of school to provide a strategy for students to use to help control their behaviors. They can use these skills and strategies throughout the day and school year in all areas of their lives. MTSS Zone 2 leader will come to our school and work with our staff on successful use of PBIS and Restorative Practices throughout our school..	
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.aut	(A) MAP is given three times per year and that data will be viewed and used to adjust teaching. WIN Time data is assessed daily to make sure that each student is working in the appropriate group showing mastery in order to exit the group. The walk through teams using Power	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.*

		walks will engage teachers with authentic feedback on a daily basis with coaching. Our Daily Walk Through Team consists of the principal, assistant principal, counselor, magnet coordinator and goal clarity coach. We will see an increase in the reading levels of our students of color resulting in more proficient and/or distinguished reading scores. (B) ILT will analyze behavior data monthly prepared by the monthly principal's overview report. We expect our teachers to use this knowledge and be more vested in the trauma informed care	

		and restorative practices.	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	(A) We will report MAP reading data 3 times per year directly after the MAP testing windows have closed. The WIN Time data will be reviewed every two weeks and the feedback using The Fundamental 5 will be via teacher observation. (B) We will report suspension data monthly.	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?	(A) The team overseeing all of these systems will be the Principal, Assistant Principal, School Counselor, Goal Clarity Coach and the Magnet Coordinator. (B) The team overseeing all of these systems will be the Principal, Assistant	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.*

		Principal, School Counselor, Goal Clarity Coach, the Magnet Coordinator and ILT.	
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.	(A) Our team, the principal, assistant principal, counselor, goal clarity coach, and magnet coordinator meets with students to review their proficiency folders which have their data individualized with each student's data (MAP, WIN Time, KPREP, etc.). Teachers meeting during PLC time will break data apart to set goals for students. They also meet with the students individually to come together on the goals that have been set. MTSS will be a year long professional	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.

		development focusing on teacher clarity to increase high levels of engagement in learning. (B) Our team (principal, assistant principal, counselor, mental health counselor, magnet coordinator, and goal clarity coach) will collaborate with the MicroSociety Student Council, our district MTSS, our MicroSociety community partners and the SBDM.	
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?	(A) We anticipate that a few of our challenges may be the inconsistency of students, as well as adult attendance, in the fidelity of the plan to be implemented. Also,	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.

		the inexperience of our new teachers with fewer than 5 years, still learning the curriculum and how to fully engage and implement the standards, may present as a challenge as well. (B) We anticipate some of our biggest challenges will be from teachers and parents. Some of our staff have fewer than 5 years of experience. We anticipate teachers will need support to implement restorative practices with fidelity in their classrooms and school-wide. A hurdle to overcome is with our parental involvement and their openness to seek social/emotional help for their children.	

12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	(A) Our budget is already set for the 18-19 school year to implement all of these initiatives. (B) We hired a Social Emotional Counselor last year who is working with students and families to implement effective strategies at both home and school for behaviors, as well as referring to collaborative counseling services at school and outside agencies. We may purchase restorative practice resources for our teachers using our school budget.	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	(A) When our plan is running successfully we will see that our PLCs are focusing on the reading data produced by MAP as well as WIN Time data. Our faculty meeting

	motion.	times will be used to further explore the success of our plan. We will see more positive student attitude towards reading and classroom engagement. Our teachers will feel empowered in their teaching because of the increase of student engagement, positive attitudes, and reading levels. (B) When our plan is running successfully we will see a focus on PBIS and restorative practices in our PLCs with the help of the district's MTSS. The first 15 minutes of our monthly faculty meetings are dedicated to trauma informed care. Teachers will implement these strategies in their classrooms. Our teachers will feel empowered as the behavior in the school's culture and climate improves.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	(A) We will meet as a team monthly and make adjustments as needed. Indicators will be the feedback that is given to the team by the teachers as the data continues to be produced. (B) We will visit our behavior referrals and suspension data on a regular basis. If we do not see improvements in our culture and climate and suspensions, we will make adjustments to the plan.