Semple 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?	We will be addressing the achievement disparities of our African American students, compared to our other sub-groups.	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.	According to our achievement data from spring 2018, our African American students underperform most other groups in our school. We will specifically look at reading data. Reading P/D White-31.8% African American-12.6% Latinx-24.1% 2 or more races-30.4% F/R-22.1% The only 2 sub-groups African American students outperform in reading are: ELL-10.8% Students with an IEP-7.7%	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 goal is to increase the proficiency level of our African American students for reading. We have invested time taking a deeper look at our instructional practices. This year we are implementing Standards Based Grading and Personalized Learning. We have partnered with district support to provide training on best practices. Standards Based grading and personalized learning will allow us to create a partner with students and families; having them invested in the decisions made around standards implementation. Teachers will have time to use resources to plan instruction based on where students are and not where curriculum pacing tells us we should be. By implementing personalized learning our goal will be to increase our P/D levels for our African American students. We will give student interest surveys to gain insight to a multiple ways students enjoy demonstrating their learning. The implementation of standards based grading will allow teams to track the data and provide multiple times students will be assessed and multiple ways students will demonstrate their learning.	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.	Curriculum pacing has manifested itself in ways to create achievement gaps in several ways. As a district there has never been a push for us as educators to diversify our curriculum to meet the needs of all learners. Teachers have always been conditioned to adhere to the district pacing guides whether students demonstrated readiness in that are or not. We have also never had a focus on taking a deeper look at all the ways in which we fail our students by not taking the learner as a key player in the planning. We have always planned for students, but not with students; especially students who may look different from the teacher. As our city, state and world continue to become more diverse, we must diversity our practices to ensure success for all.	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. | We will use the following to attain and analyze student data:
RtI; meetings held monthly
Data Talks; Held every month after mid-term or proficiency assessment
Assessments; School Assessment Calendar
Personalized Learning/Standards Based Grading

As a school we decided on our learning focus. We are implementing ways to communicate our plan to families while working with district support through our entire implementation process. Research has proven that grouping students(alone) is not what will have an impact on student learning, but coupling the groups with changing our teaching 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 the root causes of the inequities. Be sure to explain why 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 plan is to implement personalized learning and standards based grading to increase the P/D of our African American students. Staff will participate in district trainings using Maddie Shepard, Jo McKim and other district support. Teams will be expected to report academic data during RtI meetings and Data Talks.	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.	Assessment Data (MAP, Common, etc.) CSS Data RtI Data Talks	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.?	Progress monitoring takes place weekly with teachers. Teams will also discuss progress of African American students during RtI and Data Talk meetings. Those meetings happen 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?	All Staff	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.	We have met with district support to devise a plan to move forward with developing our personalized learning academy along with standards based grading.	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?	Managing the process of getting our personalized learning academy started; supporting parents with the understanding of the process. District PD support will continue.	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.	At this time, I don't see our total budget changes. We will use our existing staff to provide support groups/clubs. We will continue to	1. Budget is insufficient to meet demands of strategy. 2. Budget modification is acceptable but needs some improvements.

		use the district resources to implement our personalized learning plan.	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.	Our plan will be fully implemented when we decrease the number of boys suspended and increase the achievement of our black students.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Data will be reviewed during RtI behavior and academic meetings and adjustments will be made at that time.