

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Field Elementary
Principal:	Deb Rivera

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 address the disproportionality in academic achievement of African American females by increasing endurance and perseverance.	<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.	CSS Survey results reveal only 69% of Black female students keep working at schoolwork and homework until they get it right.	<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>
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	We hope to increase the percentage of African American female students that believe they have the ability to persevere as indicated by the 2019 CSS. We believe that once the children feel like they can persevere and have more confidence that it will lead to an increase in academic performance.	<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</i>

	<p>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><i>feasible given the inequity identified in Question 1, it is relevant to school, and it demonstrates an innovative approach to addressing racial equity.</i></p>
<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>Historically we believe that our African American females have struggled to identify themselves with school-related activities. The ILT will use the REAP protocol monthly as it relates to new ideas and initiatives that are included on the ILT agenda as well as school SBDM meetings.</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> 3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i>
<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</p>	<p>We will provide focused and selective feedback to increase student engagement. We will utilize the B.A.N.D.S formula for generating written feedback. This protocol uses the BANDS acronym to ensure meaningful feedback for students. This includes: Best attributes, Areas of success, areas for improvement, Do this to help and a Supportive statement. Teachers will read articles provided by the Equity, Poverty, and Diversity Resource Teacher to reflect on and increase teacher capacity.</p>	<ol style="list-style-type: none"> 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>

	other sources to address the inequity you identified.		
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PLAN IMPLEMENTATION			
Topic	Directions	Notes	Score (circle score)
6. Describe your plan.	<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 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>	<ol style="list-style-type: none"> 1. The administration met with the MTSS resource teacher to self-reflect and select an area of focus from the JCPS toolkit. Feedback via student engagement was selected. 2. The MTSS resource teacher will plan professional development related to feedback and present at a September Faculty Meeting. 3. Professional development related to the B.A.N.D.S formula for generating written feedback will be presented in collaboration with the GCC and a classroom teacher on the October district Gold-Day. 	<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>7. Data tracking</p>	<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>The MTSS resource teacher will conduct school walkthroughs to collect data related to teacher feedback and student engagement. The MTSS resource teacher will attend an ILT team meeting to present results and suggest next steps. The district Culture/Climate teacher will attend the professional development to align the goals of the JCPS Equity, Diversity, and Poverty Dept. with the identified school focus.</p> <p>A student temperature check will be conducted in January to collect data on African American female student perceptions related to the belief that they can keep working at schoolwork and homework until they get it right.</p> <p>End of year results will be gathered from the 2019 CSS.</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>
<p>8. Timeline</p>	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>August 2018- MTSS resource teacher met with the administrative team.</p> <p>Sept. 2018- MTSS department</p>	<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</i>

		<p>will present PD to staff at Faculty Meeting</p> <p>Sept. 2018- the Deeper Learning Department will meet with PLC teams to collaborate on lesson planning for increased student engagement.</p> <p>Oct. 2018- GCC and classroom teacher will present PD to staff on Gold Day.</p> <p>Ongoing- MTSS will attend ILT meeting.</p> <p>Jan 2019- Student temperature check</p> <p>Spring 2019- administration of CSS to students.</p> <p>Monthly- Counselor will attend P.D. presented by the Equity, Poverty, and Diversity Department related to Girls of Color.</p>	<p><i>goals while also being ambitious so that there is a sense of urgency to make progress on strategy.</i></p>
<p>9. Responsible individuals or group.</p>	<p>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?</p>	<p>Administrative Team</p> <p>MTSS Resource Teacher</p> <p>GCC</p> <p>Teachers</p> <p>Counselor</p>	<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>
<p>10. Stakeholder engagement and relationship building</p>	<p>What stakeholders (e.g., parents, business, students, JCPS Central Office, community organizations) have you engaged to support this</p>	<p>Stakeholders include:</p> <p>Teachers, administrative staff,</p>	<ol style="list-style-type: none"> 1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or</i>

	<p>plan? What are partnerships or relationships will need to be nurtured or developed to ensure success with your plan? Explain.</p>	<p>MTSS resource teacher and the DEP resource teacher. We will need to nurture trust relationships between district resource staff, classroom teachers, and African American female students.</p>	<p><i>demonstrates minimal reflection on who will need to be engaged.</i></p> <ol style="list-style-type: none"> 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>
11. Challenges	<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>There may be issues of trust from classroom teachers related to district level personnel observing classrooms. This will be addressed by resource staff from the MTSS and EPD Departments leading professional development for goal clarity. In addition, resource teacher attendance at ILT meetings will foster mutual trust and respect as well as present cultural competency training with staff.</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>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>No funding needed.</p>	<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.	The 2019 CSS results will indicate success by an improvement in the percentage of African American female students who believe they can keep working at schoolwork and homework until they get it right.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	In January, the student temperature check will show a decrease in the number of African American female students who believe they can persevere on schoolwork and homework. The results of the 2019 CSS survey will show no improvement in the percentage of African American female students who believe they can keep working at schoolwork and homework until they get it right.