

TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Georgia Chaffee TAPP
Principal:	Dr. DeLena Alexander

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?	Provide equitable opportunities for communication with our bilingual students and their families to access TAPP resources.	<ol style="list-style-type: none"> 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.	MAP data Math- Average RIT Score 219/Average Percentile Ranking(excluding 12th graders) 47th Reading- Average RIT Score 205/Average Percentile Ranking(excluding 12th graders) 33rd	<ol style="list-style-type: none"> 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

		Mentor Program 8 bilingual students had a mentor CSS data Caring environment 73.3% Overall satisfaction 78.5%	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	To increase parent involvement, attendance, and student participation in school activities by improving feelings of inclusiveness, belonging, and satisfaction amongst our bilingual students.	<ol style="list-style-type: none"> 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	Reflect on historical occurrences in your school, department, district, or community that have improved or	<ul style="list-style-type: none"> ▪ English-only materials across all content areas ▪ Lack of background 	<ol style="list-style-type: none"> 1. Response shows minimal reflection of occurrences that may have

<p>have caused or perpetuated the disparities or inequities you are addressing?</p>	<p>worsened inequities Consider and discuss how you can use the REAP to reflect.</p>	<ul style="list-style-type: none"> · Lack of leadership roles · Parent communications in English only. Historically, communications with parents have been sent home in English only. · Traditional teachings · Lack of exposure · Student choice · Less opportunity to speak and interact · Lack of understanding of cultural norms as a school · Teachers have had a lack of cultural competence training <p>Not being inclusive with parents as partners (making them aware of community resources).</p>	<p>contributed to observed racial inequities.</p> <ol style="list-style-type: none"> 2. Response indicates some reflection of root causes. 3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.
<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 other sources to address the inequity you identified.</p>	<ul style="list-style-type: none"> · Parent workshops and working with community partners: Catholic Charities Seek a partnership with Dr. Monica Lakhwani and DEP Resource Teacher(s) · Differentiated lessons Utilize the Equity Resource Teacher · Provide comfort/welcoming environment/climate More visual aids. 	<ol style="list-style-type: none"> 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.	<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>	<ul style="list-style-type: none"> • District Interpreter • Educate teachers and staff through Professional Development (District equity and school GCC/CART) • Culture Day • Recognize cultural celebrations, religious observances and rituals through educating school staff and students. Diverse volunteers and community partners for career fairs. 	<ol style="list-style-type: none"> 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	<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>	<ul style="list-style-type: none"> • Pre/Post surveys (students/parents) • Cultural competency walkthroughs • Student focus 	<ol style="list-style-type: none"> 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.

		<p>groups (during lunch)</p> <ul style="list-style-type: none"> • Attendance/grades 	<ol style="list-style-type: none"> 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.?	<ul style="list-style-type: none"> • November check-in #1 (survey) and 1st data point • December (Check, revise, implement) • April check-in #2 (survey) • May (plan for August) • 6-week checks of attendance and grades 	<ol style="list-style-type: none"> 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?	<ul style="list-style-type: none"> • Resource Teachers • Counselor (scheduling) • Dr. Alexander and Dr. Ramsey (get data back and forth) • Conversation with faculty on data report. • Family Programs • Attendance Committee 	<ol style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> · Student Racial Equity Team (Including a teacher) 	
10. Stakeholder engagement and relationship building	<p>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.</p>	<ul style="list-style-type: none"> · Teachers · Parents (bi-lingual) · Community members · Student Racial Equity Team 	<ol style="list-style-type: none"> 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	<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>	<ul style="list-style-type: none"> · Professional Development around Cultural Competence (fidelity of implementation) · Attendance · Teacher buy-in of forms · Cultural exchange 	<ol style="list-style-type: none"> 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.	<ul style="list-style-type: none"> · Light snacks for various programming. · Possibly apply for Equity mini-grant. 	<ol style="list-style-type: none"> 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.
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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.	<ul style="list-style-type: none"> · Perception of students will change · Increased parent involvement · Decrease of disproportionality of access to programs and tools. <p>Intentionality is evident</p>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	<ul style="list-style-type: none"> · Pre/Post surveys (students/parents) · Cultural Competency Walkthroughs · CSS data · Student focus groups · Attendance/grades