

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Hite Elementary
Principal:	Sheridan Barnett

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?	Increased achievement for our African American students in literacy by providing more equitable opportunities in scheduling for intermediate grades and professional development for ALL teachers in deeper learning and flexible grouping strategies.	<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.	Historical KPREP data over the last 8 years indicates that our African American students specifically perform approximately 10 percentage points lower than even our overall GAP group. Our African American students do not feel a sense of belonging according to CSS and our common formative assessment data indicates that a higher percentage of our African American students are placed in intervention status and while there is significant growth, the gap between our African American students and White students remains at approximately 30 percentage points.	<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 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	Increased sense of belonging among our African American families as measured on CSS data as well as participation in extracurricular activities and attendance at school-wide events. Increased student growth rates and achievement as measured by MAP	<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,

	<p>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</p>	<p>scores, KPREP, and common formative assessment data.</p> <p>CSS</p> <p>KPREP</p> <p>MAP GROWTH REPORTS</p>	<p><i>feasible, and relevant to school.</i></p> <p>3. <i>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.</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>We have had a significant decrease in enrollment of African American families, following the most recent cluster changes within student assignment, which contributes to the widening of the achievement gap as well as decreased sense of belonging.</p> <p>A fixed schedule for intermediate classes that departmentalized did not allow for flexible grouping for students based on interest, ability and heterogeneously.</p> <p>An inconsistent plan for monitoring intervention data and lack of equitable data sources to identify students eligible for interventions.</p>	<p>1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></p> <p>2. <i>Response indicates some reflection of root causes.</i></p> <p>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></p>
<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</p>	<p>We've consulted with schools both with similar and dissimilar demographics to identify solutions for intervention systems, specific strategies to address our African American students, genius hour/PBL, turn around strategies and PLC protocols. Staff members will attend mandatory trainings related to racial and equity programs, and school-based professional development will occur monthly in lieu of a staff meeting related but not limited to (<i>White Fragility, Waking Up White, Lies My Teacher Told Me, Cultural Proficiency</i>).</p>	<p>1. <i>Response demonstrates little research into best practices.</i></p> <p>2. <i>Some evidence that research conducted, but more needed.</i></p> <p>3. <i>Response suggests careful consideration of best practices</i></p>

	Department of Education, JCPS Code of Conduct, or other sources to address the inequity you identified.		<i>and reflective insight into practices.</i>
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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 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>	<p>Block schedule for literacy and numeracy with flexible grouping for all grade levels will allow all students to have access to more individualized learning in all content areas- KPREP data</p> <p>MASTER SCHEDULE</p> <p>Deeper Learning opportunities built into a school-wide weekly schedule to allow ALL students to have more choice and voice in learning. Each grading cycle, students will showcase their projects/learning in a variety of ways. Cross-grade opportunities for interaction and engagement and service projects to benefit community stakeholders at each grade level, and family nights to include student showcase of projects 2 times per year-CSS survey results in belonging, voice, interesting learning, community</p> <p>More systematic monitoring of PLC work and consistent support</p>	<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>using the PLC protocol</p> <p>Staff will develop criteria and protocols for identifying students eligible for participation in AP and PTP beyond the CoGat. We will present a draft to SBDM to create a policy that considers gifted students who underperform on culturally biased assessments.</p>	
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>	<p>KPREP, MAP, grading cycle surveys, CSS, Equity Scorecard, Powerwalks, common formative assessments, PLC protocols</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>
8. Timeline	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>The following data will be tracked and reported each grading cycle:</p> <p>Walk-through data MAP Common formative assessments Student performance events Equity Scorecard PLC protocols Surveys</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 goals while also being ambitious so that there is a sense of urgency to make progress on strategy.</i>
9. Responsible individuals or group.	<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 will monitor, track and report data to Assistant Superintendent.</p>	<ol style="list-style-type: none"> 1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i>

			<ol style="list-style-type: none"> 2. <i>Responsible party is somewhat acceptable.</i> 3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i>
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>	<p>SBDM members, staff, parents, community businesses/organizations have been engaged via policy information/awareness, survey for input and feedback and staff visits to local organizations</p> <p>Continued partnerships with local businesses and organizations as well as other JCPS schools will need to be developed and nurtured</p> <p>Racial and Equity considerations are included on PLC protocols and Admin PLC weekly reports and achievement and growth data will be reported to SBDM quarterly.</p>	<ol style="list-style-type: none"> 1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> 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>Continuous PD in Deeper Learning, Culturally Responsive teaching, Racial + Equity topics.</p> <p>I try to interview and hire a faculty and staff who best represent the school's student population but there have been limited applicants</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</i>

		of color for positions when they become vacant. The same applies for student assignments. -	<i>addressed is reasonable and logical.</i>
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	Increased allocations provided to teams to secure resources to implement deeper learning projects, increased allocations in PD funds to pay teachers for participating in recommended or school-based PDs.	<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.	<p>Increased percentage of African American students in all of the following areas:</p> <p>enrollment positive response on CSS achievement (MAP + KPREP) growth(MAP + KPREP)</p> <p>Increased teacher efficacy in teacher practice in all of the following areas: culturally responsive environment, instructional materials, instructional strategies, social-emotional strategies, communication (as measured by surveys and walk-through data)</p>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	African American students remaining in lowest-performing tiers in academic areas, lack of participation in extracurricular activities from African American students, teacher lack of efficacy in addressing equity in classroom instruction or behavior, lack of increase in growth

		or achievement for students of color, negative survey responses
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