TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Jeffersontown Elementary
Principal:	Brooke Schilling

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 disparities in academic achievement data in Reading as it relates to our students whose first/native language is other than English.	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.	Using our School Equity Scorecard and specific group breakdowns of the 2016-17 KDE School Report Card, the academic achievement data for our students whose first/native language is other than English is significantly lower than that of our white (non hispanic) students. Looking at the percentage of proficient and distinguished, our students whose first/native language is other than English are roughly a quarter of that of our white students.	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	We would like to close the achievement gap for our students whose first/native language is other than English by decreasing the percentage of novice students and increasing the percentage of proficient and distinguished students within this subgroup. Our progress will be monitored through MAP, ACCESS, CFAs, DCAs, and (eventually) KPREP data. We will use our MAP data to specifically focus on each individual student and their areas of concern	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

	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	in Reading to create focus groups for guided reading tier 2 instruction. We will also use the same data to assist our students whose first/native language is other than English, teachers, and BAIs when delivering tier 3 instruction to these students. Focused intervention groups will be utilized as additional support for students whose first/native language is other than English. We hope to have a positive impact on empathy and compassion within the school as many of our subgroups felt a lack of compassion from their teachers and peers as determined by the CSS.	*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.	The students whose first/native language is other than English population continues to grow at varying levels of readiness. We currently have 145 students whose first/native language is other than English. These students speak 14 different languages; 80 Spanish, 24 Turkish, 11 Arabic (top three). At this time in our society, we are also seeing students with different and diverse family dynamics due to the effects of societal/global changes. Currently, our support staff for this subgroup is only able to communicate with our Spanish and Bosnian speaking families. As a school, we need support from the students whose first/native language is other than English office in order to effectively communicate with our families. We also must utilize the FRYSC to support our students with external and non-academic struggles to eliminate barriers that will assist them with academic improvement.	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	The inclusion of all stakeholders. Individualized learning for Tier 2 and Tier 3 instruction. Use of CFAs and DCAs to monitor student progress. Adherence to PSP accommodations for instruction. Open communication with students whose first/native language is other than English teacher and classroom teacher.	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*

	Code of Conduct, or other sources to address the inequity you identified.		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 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.	Based on the 2016-2017 KPREP data, 71.7% of ELL students were Novice and 15.2% were Proficient and Distinguished. Comparatively, our white (non-Hispanic) students were 19.7% Novice and 61% were Proficient and Distinguished. We would like to see a 5% decrease in the students performing at the Novice level. For the 18-19 KPREP data, our ELL Novice percentage will be 66.7% or below. We will monitor the students and their performance throughout the year through both formative and summative assessments and MAP data. Our teachers will implement guided reading daily during their ELA as a way to differentiate instruction for each student through small focus groups based on student learning needs as determined by MAP. KPREP designation of ELL (English Language Learner) corresponds to our plan for students whose first/native language is other than English.	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.	We will monitor the students and their performance throughout the year through both formative and summative assessments and MAP data. We will also monitor the staff and their implementation of guided reading through effective and frequent feedback by the use of Power Walks. This data will allow us to track teacher implementation of the Fundamental 5 and monitor their use of daily guided reading based on the training provided by the educational consulting firm this summer	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.?	MAP will occur 3 times per year and DCAs will take place 3 times per year. They are, however, staggered, so we will be able to produce data monthly in tracking the progress of our ELL Novice students. We would also utilize running records as a means to track data.	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?	Racial Equity Pillar Team. ESL teachers and BAIs District ESL support Classroom teachers Power Walk team (using the	1. No responsible individual or group identified, or identified party is inappropriate or unreliable. 2. Responsible party is somewhat acceptable.

		fundamental five)	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.	ESL Department, both school and district Parents Classroom Teachers DEP RT Admin Team We will reach out to district English as a Second Language department to provide us with trend data. We will also reach out for specific language support for Turkish and Arabic as we have limited means of communicating with these students and their families.	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?	We anticipate a barrier to be home support due to the language barrier. The lack of ability to communicate is always a barrier with our families who speak anything other than Spanish or English. We will move forward with support and PD with regard to guided reading, ESL instructional support, and MAP report training. -	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	Our FRYSC has a budget that will	1. *Budget is insufficient to meet*

	implement your strategy? Assume your total budget will not change.	support our efforts with this gap group.	*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 motion.	Our plan will be fully implemented when we begin to see movement and gains with our ESL population. This will require our staff members to look at the student academic data more intentionally and focused on specific skills. Our ESL student groups will be organized by skills for growth areas. We will know our plan is successful when we meet our academic goals for these specific students.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	No growth or changes in our ESL student academic progress.