

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?	<p>According to 2018 KPREP results, 33.1% of African-American students were Proficient or Distinguished in Reading as compared to 57.4% of White students scoring Proficient or Distinguished.</p> <p>Goal: The school will specifically address the racial disparity of African-American students scoring 24.3% lower than White students in reading proficiency.</p>	<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.	<p>KPREP Proficiency results from Spring, 2018 indicate that African-American students have a lower Proficiency rate in reading than their White student counterparts by 24.3%.</p> <p>According to 2018 KPREP results, 33.1% of African-American students were Proficient or Distinguished in Reading as compared to 57.4% of White students scoring Proficient or Distinguished.</p>	<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 number of Black students in Gifted and Talented (G&T).	The long-term outcome of the plan will increase student achievement levels of African-American students in the area of reading. The school will increase student-achievement to a proficient or distinguished level by building instructional capacity in literacy instruction. Cultivating a sense of belonging and student engagement will also increase student achievement.	<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 feasible given the inequity identified in Question 1, it is</i>

	<p>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>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>The historical practices that have worsened inequities was a lack of consistency and understanding of delivering efficient Tier I instruction and a balanced literacy program. Further, there has been a lack of differentiation and appropriate instructional supports for all students. The school has delivered instruction with a lack of focus on individual student needs and through one mode of delivery.</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 other sources to address the inequity</p>	<ul style="list-style-type: none"> - Capacity building in the area of guided reading - Data analysis by subgroups using a variety of data sources - Additional supports from qualified personnel to provide targeted instruction in areas of deficit to close the achievement gap - Allocate resources to add books and resources that reflect the student population - Use parent and family engagement funds (Title I) to provide resources and strategies to parents in the area of reading 	<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>

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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>	<ul style="list-style-type: none"> - Building instructional capacity in the area of literacy instruction through outside consultation - Implement a developmentally appropriate literacy curriculum aligned to the district curriculum literacy frameworks - Develop a system of supports using various data sources to identify gaps in reading - Allocate and purchase additional text and resources that reflect the student population 	<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>
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"> - 2018 KPREP results serve as a baseline for this plan - MAP Reading Assessment - Intervention Tab Data (# of hours and students listed for a targeted intervention) - District Common 	<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>Assessment Data</p> <ul style="list-style-type: none"> - Guided Reading levels monitored by running records and literacy assessments using Fountas and Pinnell. - KPREP Data - Diagnostic Assessments (DSA, Word Knowledge Inventory, PAST, PAT, etc.) - Data will be progress monitored in equal intervals throughout the school year (Quarterly, bi-weekly, at the conclusion of modules, after assessment windows close) 	
<p>8. Timeline</p>	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<ul style="list-style-type: none"> - Quarterly (aligned with the grading cycle) - Three times per year (NWEA MAP windows) - After teaching a module (6-8 weeks per module) - Guided Reading levels monitored by running records and literacy assessments using Fountas and Pinnell. - - Weekly (T3), Bi-Weekly (T2) for students 	<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>

		<p>identified for additional supports</p> <ul style="list-style-type: none"> - Ongoing (anecdotally with guided reading groups) - CFA's develop and analyzed in PLCs based on developed units and assessments (@ least every three weeks) 	
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"> - Mark Boyer (Building principal) (Report data to Assistant Superintendent) 	<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>
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.	<ul style="list-style-type: none"> - Certified and classified staff - Parents - Parent Committees (SBDM/PTA) - Guided Reading Consultant (A+ Literacy) - Students <p>The school will need to partner and push for additional feedback and participation from parents, district resource (DEP), and students. The school lacks participation from stakeholders</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>

		<p>external to the school. If a plan is going to be authentic and reflect many perspectives, participation from each stakeholder group is essential. The school cannot rely on the same perspectives it has for several years since those practices and perspectives have not led to the impact and increase in student achievement that needs to occur.</p>	
<p>11. Challenges</p>	<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"> - Engagement from all stakeholders, specifically parents - Increased awareness for all staff and shareholders and developing authentic buy-in - The school does not anticipate any pushback from shareholders but does anticipate some concern with the acceptance that an inequity exists. - The school will need to focus on educating all shareholders through the presentation of data and quality professional development (district and school-based) (create shared knowledge) 	<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>

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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"> - Budget modifications will include appropriate allocations moved to professional texts and stipend allocated for extra service - Parent engagement funds will need to be revised to plan professional development around the equity policy and participation in workshops - The school will need to transfer among object codes and does not foresee the need for additional funds at the district level. 	<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.	Full implementation of the plan will be an increase in student achievement and percentage of students achieving proficient or distinguished in the area of reading. Further, there is an equity team responsible for monitoring data and plan implementation. The plan becomes who we are and not something, we did. Conversations, resources, focus, and strategies extend beyond a written plan.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Indicators that the plan is not meeting expectations would be a plateau or decrease in achievement at the proficient and distinguished level in reading. Further, the achievement should not

		<p>decline in levels (A – N, P – A, D – P). Additional indicators would include a lack of monitoring and evidence of plan implementation. Academic and non-academic data will be an indicator to measure climate and disengagement of students through behavior events.</p>
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