TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Middletown Elementary
Principal:	Justin Matson

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 of Black students who score Novice on the MAP/KPREP assessment by increasing academic achievement in Reading.	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.	1. Based on our 2016-17 School Report Card, 36.2% of Black students from low-income households scored proficient or distinguished on the reading portion, compared to 51.8% of their White counterparts. On the same assessment, 23.1% of Black students not from low-income households, scored proficient or distinguished compared to 70.4% of their White counterparts. 2. Based on the 2017-18 MAP scores from the fall to spring, the median growth percentile for White students in reading was 51% while the median growth percentile for Black students 46% in reading.	3. *Insufficient data to define inequity.* 4. *Need more or more reliable or valid data to define inequity.* 5. *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	● Increase the number of Black students scoring proficient or distinguished in reading on the KPREP assessment ● Increase the student growth percentile for Black students and	1. *Identified long-term outcome is irrelevant to school, or no long-term outcome identified.*

	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	reduce the growth gap between White students and Black students	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 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.	• Tier 1 instructional practices • Staff bias referring students to interventions/enrichments and primary talent pool We will use the REAP to reflect on current and past practices for instruction and enrichment/interventions, and identification for primary talent pool.	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	Last year we visited other schools, including Portland Elementary, who had a master schedule with a built in time for enrichment and intervention. We worked with ILT to create our own master schedule this year and will seek feedback from other schools regarding systems for enrichment/intervention that ensure equity in how students have access to enrichment opportunities. Our PLCs will reflect on common	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

| | Department of Education, JCPS Code of Conduct, or other sources to address the inequity you identified. | assessments to determine flexible groupings of students for enrichment/intervention as suggested by Mike Mattos of The Solution Tree.

Our staff has also been working with Jesse Mettille and the JCPS literacy department to transform reading groups at our school. We are using the text <u>The Next Step Forward in Guided Reading</u> by Jan Richardson, to develop a common understanding of reading instruction throughout the building. Effective guided reading instruction during reading workshop allows for more face-time with teachers and increases the individual attention for every student. | *and reflective insight into 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.	- Implement the Reading Workshop model as a whole school to ensure that all students receive individualized and small group attention and formative assessment regularly during literacy instruction. - Use PAWs enrichment/intervention time to provide all students access to Deeper Learning and enrichments provided by special area and classroom teachers. Intervention groups are based off MAP data to help improve the academic achievement of Black students. The Department of Equity and Poverty resource teacher will provide cultural proficiency training and resources to staff for reflection and discussion opportunities, with the focus on teaching students during this PAWs time. She will also meet with	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 ._

		the special area team to ensure equity of enrichment activities. -Research indicated via Jan Richardson and Mike Mattos, suggests that guided reading, coupled with an effective RTI/ MTSS (Intervention) system is a powerful practice for transforming instruction and is the "best hope for giving every student the additional time and support needed to learn at high levels." (Burns, Appleton, and Stehouwer, 2005) -Strengthen MTSS (intervention) system by having a dedicated time for tier 2 interventions school-wide and increasing tier 3 intervention time.	
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.	- Students scoring Proficient or Distinguished on MAP - Teacher created, common formative assessments (PLC) - PAWs time enrichment/intervention schedule	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.?	- Monthly ILT meetings - Monthly SBDM meetings	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?	-ILT -Admin team: Nicole Mettling, Chas Meinecke, Tina Morris, Elvira Paguada -Principal: Justin Matson	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.*
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.	-All Staff -SBDM, PTA, and all families -Partnerships with local churches, such as Southeast and Eastpoint -JCPS MTSS department -JCPS Equity department - culturally proficient teaching and racial bias training -JCPS literacy department	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?	-Pushback from staff regarding the amount of time needed for preparations -Pushback from parents or staff who may want to focus on more "basics" work instead of Deeper Learning work PD - Ongoing Deeper Learning	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.*

		PD, specifically allowing for more Deeper Learning opportunities for students needing extensive interventions Ongoing Reading Workshop PD regarding how to best meet the needs of all students through this model MTSS toolkit PD - Beginning with toolkit 1	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	Our literacy coach will be coaching teachers three days per week. We have also added an extra day to both interventionist teachers to increase the amount of time that students receive access to interventions.	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.*

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.	-All students will perform at the proficient or distinguished levels on MAP and/or KPREP -All staff are giving students daily individualized attention and

		feedback regarding their reading performance -All students will have access to enrichment opportunities
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	-All students not growing at the same rate according to MAP -Not all students having access to enrichments