# TEMPLATE AND RUBRIC
## *Racial Equity Improvement Plan Development Tool*

| PRE-REFLECTION | | | |
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| 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? | Mill Creek will continue the work of addressing the racial disparities of students feeling a sense of belonging. In addition, we will address staff implicit bias and cultural competencies. | 1. *Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.* <br> 2. *Identified issue is somewhat relevant to school* <br> 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. | Our school data from CSS and Equity scorecard demonstrates that in the area of Sense of Belonging our Black paid students have the lowest percentage of overall satisfaction. It also demonstrates in the area of being in a caring environment, our paid Black students have the lowest percentage in comparison to white free and reduced students. We believe by developing the skills, knowledge and increasing the cultural competencies of staff to respond to student needs in culturally appropriate ways, we will increase the percentage of students' sense of belonging. | 1. *Insufficient data to define inequity.* <br> 2. *Need more or more reliable or valid data to define inequity.* <br> 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 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 | We want to increase the percentage of students' sense of belonging, student achievement through rigorous literacy curriculum, and teacher efficacy. We want to create a restorative school climate and culture. | 1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified.<br>2. Long-term outcome is acceptable, feasible, and relevant to school.<br>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. |
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| 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<br><br>Consider and discuss how you can use the REAP to reflect. | Over the years Mill Creek's population has drastically changed from 50% Black to now 80% black, creating a barrier for teachers reaching Black students. Consequently, this causes many of our teachers to want to transfer and work with a different population. Traditionally, we have a young, newer staff who do not have experience with actively engaging our Black students or meeting the needs of our underachieving students.  Many of our non-Black teachers would have lower educational expectations for our Black students, therefore causing the sense of belonging to decline and teacher racial bias to increase. With the absence of a consistent librarian, our school library and other classroom books were not representative of our school population. | 1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.<br>2. Response indicates some reflection of root causes.<br>3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities. |

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| | | In this school year, we have created in our daily schedule social emotional learning groups, where each teacher's primary goal and purpose is relationship building and increasing students' social skills. Addressing students' emotional needs, creating an environment of caring and sharing, and increasing teachers' cultural awareness of each student is paramount in this effort. <br> Through our FRC, we will continue to increase the number of Black mentors who come into our school to work with our 4th & 5th grade students. | |
| 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 Code of Conduct, or other sources to address the inequity you identified. | We believe having open and honest discussion, teacher book studies and PDs (in house and from DEP), about racial bias and cultural competencies will address our inequity of students' sense of belonging. We believe through weekly PLC & MTSS meetings, we will increase the visibility and awareness about the needs of the underachieving of black students. Exposing teachers to deeper learning, high engaging, and culturally responsive strategies will create high-quality educational experiences for all Black students. | 1. *Response demonstrates little research into best practices.* <br> 2. *Some evidence that research conducted, but more needed.* <br> 3. *Response suggests careful consideration of best practices and reflective insight into practices.* |

| PLAN IMPLEMENTATION | | | |
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| 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 you chose this best practice over others you outline above.<br><br>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. | By the end of the year, 85% of our<br>Black students with non-Black teachers will have a sense of belonging.<br><br><br>We believe through our daily Social Emotional Learning hour, teachers will be mindful, sensitive and inclusive in addressing the needs of the students.  By learning about each student's interests, hobbies, cultural background and lives outside of school there will be a building of an authentic teacher-student relationship that will increase students' overall  satisfaction and  an atmosphere of belonging. | 1. Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.<br>2. Plan addresses inequity identified above, but needs more development.<br>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 use the annual Comprehensive School Survey (as reported on the Equity Scorecard) to see if students report feeling more sense of belonging at school. This survey is only administered once per year so we will also use data from our walkthrough via using Fundamental Five Power Walk. This will allow us to see instantly by observations of students' level of engagement and by observing the culture and climate of the classroom. The last data source will be to use Google Forms for students to complete in-house surveys. | 1. *It is unclear how data will track progress.*<br>2. *Data identified to track progress are not most appropriate. A better data source is available.*<br>3. *Progress will be reliably and validly measured with identified data.* |
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| 8. Timeline | What is the timeline for tracking your data? Will you report monthly, quarterly, etc.? | Data from Power Walks will be tracked monthly to track success. Students completing Google Forms will be given 3 times a year. | 1. *Timeline is unacceptable (unattainable or not aggressive enough).*<br>2. *Timeline is somewhat appropriate.*<br>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 groups. | Who will be primarily responsible to ensure the plan is implemented fully and with fidelity? Who will be primarily responsible for tracking and reporting the data to the assistant superintendent? | *Instructional Learning Team (ILT)<br>*Staff<br>*Administrative Team | 1. *No responsible individual or group identified, or identified party is inappropriate or unreliable.*<br>2. *Responsible party is somewhat acceptable.* |

| | | The principal (AP in her absence) will be responsible for reporting to the Assistant Superintendent. | 3. Responsible party will reliably enforce timeline and ensure progress is made. |
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| 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. | *Parents<br>*Students<br>*SBDM<br>*Staff | 1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.<br>2. Some stakeholders have been engaged or have been thoughtfully considered for future engagement.<br>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?<br><br>What PD offerings will you need to ensure success? | We believe our greatest hurdle will be the implementation of our Social Emotional Learning hour. In addition, teacher's follow through with book study and being honest and transparent about implicit bias. | 1. Anticipation of potential challenges is not sufficiently developed.<br>2. Anticipation of potential threats is somewhat developed, but needs more depth.<br>3. Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical. |

| | | *ALL Staff participation in Implicit Bias (online) Training<br>*Book Studies which include discussions and strategies to address personal biases | |
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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. | Title One & DEP Grant will be used to purchase multicultural books and books for staff book studies. | 1. Budget is insufficient to meet demands of strategy.<br>2. Budget modification is acceptable but needs some improvements.<br>3. Budget modification provides sufficient resources to implement strategy. |

| POST REFLECTION | Directions | Notes |
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| 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><li>High achievement and engagement in SEL groups in the classroom.</li><li>High quality educational experiences offered via Chromebooks with one-to-one learning.</li><li>Responses from Google Forms, student comprehensive survey and Power Walk Data will all exhibit student engagement, participation and display of ownership and sense of belonging.</li><li>Students having pride and knowing they have the school's trust as they walk independently during transitions (without walking with a teacher), at level 0 and hands behind their back.</li><li>Steady and significant progress will be made in closing achievement gaps.</li></ul> |

| 14. Adjustment | What are indicators that your plan is not working and needs adjustment? | We would see less engagement, the surveys and school created Google Forms would not reflect an increase of students feeling a part of the school's climate and culture. Students would be spending more time out of the classroom, due to not feeling a sense of belonging or being unable to relate to their teacher. |
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