

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Minor Daniels Academy
Principal:	Dr. Vaughn Little

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>Providing equitable access for all students.</p> <p>Instructionally: Standards based learning through direct instruction utilizing supplementary aids and services, thus creating more deeper learning opportunities.</p>	<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.	<p>MAP Data</p> <p>Edgenuity (how long students are enrolled in a course)</p> <p>KPREP</p> <p>District Assessment Data</p> <p>Observation</p> <p>Behavior of students - escape mechanisms demonstrated by PAC/ISAP logs</p>	<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?	<p>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</p>	<p>Instructional outcomes will increase mastery of standards which reduces retention. Students will be able to return to comprehensive schools and be enrolled in classes without incident and be successful.</p>	<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, 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. equity.
4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you are addressing?	<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>Historically, Edgenuity has been the primary mode of instruction. This practice has negatively impacted teaching and learning. This practice has also stunted growth and development of social skills.</p>	<ol style="list-style-type: none"> 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 Code of Conduct, or other sources to address the inequity you identified.	<p>Best practices identified to address the inequity are:</p> <p>Fundamental Five/Power Walks</p> <p>Emphasis on Professional Learning Communities (PLC's)</p> <p>Accountability</p> <p>Ongoing Professional Development on culturally responsive teaching</p> <p>We will use PLC's to drive responsive teaching</p> <p>Focus Team on Racial Equity plan</p>	<ol style="list-style-type: none"> 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 practices.

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>	<p>Implement Fundamental Five Power Walks Professional Development on culturally responsive teaching. Providing appropriate resources to teachers and students. Provide useful feedback to teachers to help them keep pace with those in other schools. We will Identify resources to teachers and students and their connection to culturally responsive teaching. Professional Development Provide a calendar with specific dates/topics, guest speakers. Collaboration with DEP</p>	<ol style="list-style-type: none"> 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	<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>Power Walks Data gathered to show observations of powerful practices. MAP testing to show progression of student learning. Equity Scorecard Academic Components Credit Earned District Assessment Data KPREP</p>	<ol style="list-style-type: none"> 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.?	<p>Weekly power walks MAP testing Every three weeks we will measure student learning through grades and projects. Each six weeks we should see more students ready to return to comprehensive schools with less recidivism. Weekly lesson plans on Culturally Responsive awareness in Advisory. Weekly morning talks on Culturally Responsive awareness. Foundational Walk-Through Tool</p>	<ol style="list-style-type: none"> 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?	<ol style="list-style-type: none"> 1. Principal 2. Admin team 	<ol style="list-style-type: none"> 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.	<p>We need to partner with JCPS content experts and our teachers need to join district PLC's to share resources for their content areas. Students need to engage and understand the importance of learning material on the way to earning a diploma.</p>	<ol style="list-style-type: none"> 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.

			<ol style="list-style-type: none"> All stakeholders have been included, and relationship building has been sufficiently considered.
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>Some teachers are having trouble with the move to direct instruction. How to use blended learning techniques with technology based instruction is a challenge as well.</p> <p>Students fear the challenge of hands on learning and do not wish to look less intelligent than their peers. Students will try to get out of class to avoid work.</p> <p>We need to find as many engaging lessons as possible through relationships with teachers in other buildings. Students would be better engaged knowing that their friends in other buildings are doing similar activities.</p>	<ol style="list-style-type: none"> Anticipation of potential challenges is not sufficiently developed. Anticipation of potential threats is somewhat developed, but needs more depth. Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>We will need books and materials commensurate to other buildings.</p> <p>Budget for Cultural Proficiency</p>	<ol style="list-style-type: none"> Budget is insufficient to meet demands of strategy. Budget modification is acceptable but needs some

		(A Manual for School leaders) Third Edition Budget for Guest Speakers School has applied for a FRYSC grant Funds for materials which better represent African Americans.	improvements. 3. Budget modification provides sufficient resources to implement strategy.
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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.	<u>MDA will know the plan is fully implemented when there are documented structured instructional systems which should increase student engagement. These systems should increase student engagement creating more Deeper and culturally responsive Learning Opportunities.</u>
14. Adjustment	What are indicators that your plan is not working and needs	<u>The following indicators would make administration aware of the plan not working: Increased dependency on Edgenuity, minimal evidence of student work, limited professional development opportunities on culturally responsive teaching and instructional practices and teacher reluctance to provide personalized instruction</u>