

## **TEMPLATE AND RUBRIC**

### **Racial Equity Improvement Plan Development Tool**

School:	Norton Common Elementary School
Principal:	Allyson Vitato

<b>PRE-REFLECTION</b>			
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?	Address the disproportionality of African American students who qualify for free/reduced lunch who fall below the proficiency line in reading. We will do this by engaging in intentional strategies to improve their achievement.	<ol style="list-style-type: none"> <li>1. <i>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</i></li> <li>2. <i>Identified issue is somewhat relevant to school</i></li> <li>3. <i>Identifies meaningful inequity that is very relevant to school.</i></li> </ol>
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.	K-PREP data 2016-2017 demonstrate that African American students who qualify for free/reduced lunch are the lowest performing subgroup. The reading proficiency of this subgroup was 23.5%, as compared to White students who qualify for free/reduced lunch who demonstrate a reading proficiency rate of 57.9%.	<ol style="list-style-type: none"> <li>1. <i>Insufficient data to define inequity.</i></li> <li>2. <i>Need more or more reliable or valid data to define inequity.</i></li> <li>3. <i>Data clearly highlight inequity that will be addressed through strategy.</i></li> </ol>
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	Our goal is to increase the percentage of students who are African American and qualify for free/reduced lunch who demonstrate accelerated growth based on MAP testing and proficiency based on K-PREP assessment data.	<ol style="list-style-type: none"> <li>1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i></li> <li>2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i></li> <li>3. <i>Identified long-term outcome is</i></li> </ol>

	<p>number of Black students in Gifted and Talented (G&amp;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&amp;T programming among Black students</p>		<p><i>feasible given the inequity identified in Question 1, it is 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>Our students were only in our school for one year prior to this data collection. We believe that with the consistency within the structures and supports we have at Norton Commons, the students will demonstrate higher levels of performance. During the one year period, student growth was evidenced on proficiency assessments. However, students did not make rapid enough progress in one year to cross the proficiency threshold.</p>	<ol style="list-style-type: none"> <li>1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></li> <li>2. <i>Response indicates some reflection of root causes.</i></li> <li>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></li> </ol>
<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</p>	<p>Staff members participated in book studies over the summer of 2018 using the following texts: <u>Rac(e)ing to Class</u>; <u>To Be a Boy, To Be A Reader</u>; <u>The Global Achievement Gap</u>; <u>Teaching Practices from America's Best Urban Schools</u>. The techniques contained in these books demonstrate best practices for ensuring equity within our school. We have also diversified our guided reading materials and library materials on all levels to include more representation of students of color and different ethnicities, so these students are able to identify with the texts.</p>	<ol style="list-style-type: none"> <li>1. <i>Response demonstrates little research into best practices.</i></li> <li>2. <i>Some evidence that research conducted, but more needed.</i></li> <li>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></li> </ol>

	other sources to address the inequity you identified.		
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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>	<p>Implement reader's workshop and guided reading utilizing diversified leveled readers for student engagement</p> <p>Utilize techniques in current research (see texts above) to differentiate classrooms and ensure the needs of all students are met in an on-going basis</p> <p>Frequently monitor performance on assessments- in class, MAP, and proficiency- to ensure that students are making progress to close the achievement gap</p> <p>Utilize extra staff personnel to provide interventions to students who are falling below the proficiency line, including small group, individualized instruction</p>	<ol style="list-style-type: none"> <li>1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i></li> <li>2. <i>Plan addresses inequity identified above, but needs more development.</i></li> <li>3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i></li> </ol>
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>MAP data Proficiency Assessment (DCA) data K-PREP data</p>	<ol style="list-style-type: none"> <li>1. <i>It is unclear how data will track progress.</i></li> <li>2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i></li> <li>3. <i>Progress will be reliably and validly measured with identified data.</i></li> </ol>

8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	Data will be intentionally monitored monthly during the PLC process and will be reported quarterly as an entire school population.	<ol style="list-style-type: none"> <li>1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i></li> <li>2. <i>Timeline is somewhat appropriate.</i></li> <li>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></li> </ol>
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?	Allyson Vitato, Principal	<ol style="list-style-type: none"> <li>1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i></li> <li>2. <i>Responsible party is somewhat acceptable.</i></li> <li>3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i></li> </ol>
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.	YMCA Community Volunteers Parents Northeast Christian Church Family Resource Center- In the application process	<ol style="list-style-type: none"> <li>1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></li> <li>2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i></li> <li>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></li> </ol>
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>	Because we are not designated as a Title I school, we have no additional funding allocated to hire a person for interventions. We utilize classified staff and our Instructional Coach (in addition to	<ol style="list-style-type: none"> <li>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></li> <li>2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i></li> <li>3. <i>Potential threats have been thoroughly considered, and</i></li> </ol>

		<p>Administrative staff) to provide interventions. This is difficult for scheduling, because we have a large number of students who need our assistance, but not enough human capital to sufficiently provide interventions more than two to three days per week, per content area.</p> <p>We do not expect any pushback on this plan, our families and community are very supportive of the diversity of our school, and understand that equity is paramount.</p> <p>We will have professional development throughout the year to reiterate the learning from the book studies and provide time for teachers to plan together using the best practice strategies noted within the texts. Our PLC process will also include an intentional focus on data within our equity plan.</p>	<p><i>discussion of how these will be addressed is reasonable and logical.</i></p>
<p>12. Budget</p>	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>See above. At this time, all the resources available at the school are utilized to ensure student success. Any additional funds received will be used to continue forward progress toward proficiency for all.</p>	<ol style="list-style-type: none"> <li>1. <i>Budget is insufficient to meet demands of strategy.</i></li> <li>2. <i>Budget modification is acceptable but needs some improvements.</i></li> <li>3. <i>Budget modification provides sufficient resources to implement strategy.</i></li> </ol>

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.	When our plan is fully implemented, strategies from our book study texts will be embedded in every classroom, including special areas. Our students will be exposed to texts that have characters with whom they identify, which will increase their interest and engagement. In turn, the achievement of our African American students who qualify for free/reduced priced meals will increase, particularly as it pertains to their readiness for the next school level.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	We will analyze data within the PLC process to determine whether our strategies are effective or need refinement. This includes utilizing data from MAP, District Common Assessments, teacher formative and summative assessments, and observations (fluency checks).