TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Norton Elementary
Principal:	Marcella Minogue

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 racial disparities in students feeling connected to our school and those who identify Norton as a caring environment.	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.	Based on the Comprehensive School Survey results from Spring 2017, 71.43% of our African American male students feel they can talk with our counselor compared to 91.67% of our white students. 73.33% of our African American males feel that our school has a caring supportive environment for students, compared to 95.19% of our white students.	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?	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	We want to increase the percentage of our African American male students who identify Norton as having a caring and supportive environment. We also want our African American male students to build relationships with our counselor and feel supported by all adults in our school.	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*

	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		*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.	Over the years, there has been a decline in African American males perceiving our school environment as supportive and caring. Based on Comprehensive School Survey data, connectedness for African American students is consistently lower than our white students. When a sense of connectedness increases, student engagement increases ultimately resulting in higher academic achievement for our African American male students.	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	Cultural Proficiency Professional Development will be provided to all staff. Direction and support from DEP department will be utilized to support our staff as they work with student groups who fall into the achievement gap.	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.*

	other sources to address the inequity you identified.		

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.	● Norton Staff will be trained in Cultural Proficiency. ● Our school counselor, Mr. Smothers, will attend 15 hours of diversity training. ● Mr. Smothers and Elevate Mentors will conduct small group Lunch Bunch Sessions with our 4th and 5th grade male students. ● Each session will last 5 to 6 weeks based on the students' needs in the group. ● Through these sessions our counselor and mentors will make connections with our African American male students and build strong relationships with them. ● Other administrative and school staff will be guests in the small groups to support our male students and their sense of	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 .

		connectedness to our school.	
		- We will work with Lamanda Moore-Rodriguez from JCPS Department of Equity and Poverty to gain resources for the small group session topics. - Student feedback during small group sessions will also determine topics of future sessions. - School counselor and Elevate will mentor males throughout the remainder of the school year and support them as they transition to middle school. - Norton Reads program will also be used to connect mentors with African American male students in Kindergarten - 5th grade throughout the year. - Mr. Smothers will also conduct classroom guidance sessions in all grades to support students feeling connected to Norton and support the caring	

		environment of our school.	
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.	● Participants in the Lunch Bunch small groups will take a pre and post survey to determine their needs and perceptions of the school environment. ● Data from post assessments will be reviewed by our Culture and Climate Committee as well as our Equity Committee. ● Next steps for students will be determined based on data from post assessments. ● Comprehensive School Survey data will also be collected and analyzed to determine the effectiveness of the plan.	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.?	● Lunch Bunch sessions will last 5 to 6 weeks per session, based on student need. Student need will be determined by a pre session survey and student feedback throughout the	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.*

		sessions. ● Post data will be reported at the end of each session. ● Lunch Bunch Sessions and classroom guidance will begin the week of September 17th. ● Comprehensive School Survey Data will be analyzed Spring 2019 to determine effectiveness of the Equity Plan. ● Feedback from Department of Equity and Poverty visits throughout the year will be reported.	
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?	● Principal ● Counselor ● Administrative Team ● Equity Committee ● Culture/Climate Committee	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.	● Department of Equity and Poverty ● Male Mentor Group - Elevate ● Community visitors to support students in the	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*

		group.	considered for future engagement.
		• Parents who volunteer in the Norton Reads program	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?	• Our challenge is time, as students may miss some instructional time when meeting with mentors. • Mr. Smothers chairs Admissions and Release Committee meetings and supports our Exceptional Child Education department which is very time consuming.	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.
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	$50 per hour for Elevate from grants and/or school general fund.	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	African American male school engagement will increase.

	you envision your school will run differently than it currently does, after this plan has been put into motion.	Males will be more active in school and classroom activities. The relationships created will translate into higher academic achievement for all African American male students.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If student feedback and survey data is negative, we will make adjustments to our plan.