

TEMPLATE AND RUBRIC – The Phoenix Racial Equity Improvement Plan Development Tool

School:	The Phoenix School of Discovery
Principal:	Ken Moeller

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?	Sense of belonging – students who fall into the achievement gap ECE – academic success of students with disabilities	<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.	MAP KREP Graduation rate Suspensions / Referrals CSS – satisfactions GPA	<ol style="list-style-type: none"> 1. Insufficient data to define inequity. 2. Need more or more reliable or valid data to define inequity. 1. Data clearly highlight inequity that will be addressed through strategy.

<p>3. What is the long-term outcome you hope to impact?</p>	<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>Improved grades Higher graduation rate Increase employability skills Increase sense of belonging No misbehavior</p>	<p>3. Identified long-term outcome is irrelevant to school, or no long-term outcome identified. 4. Long-term outcome is acceptable, feasible, and relevant to school. 1. 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.</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 Consider and discuss how you can use the REAP to reflect.</p>	<p>Disenfranchised student Challenges for students with disabilities Social-emotional challenges Anxiety issues Challenging home life</p>	<p>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.</p>

<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 other sources to address the inequity you identified.</p>	<p>Restorative practices / PBIS Social – emotional supports Trauma informed instruction Employability opportunities Engaged instruction through personalized learning</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.
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PLAN IMPLEMENTATION - modified on 9/25/18

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 <i>data and clear metrics for accountability</i> and include <i>inclusive input</i> from families, teachers, etc.</p>	<p>Focus on these topics</p> <ul style="list-style-type: none"> • ECE practices and activities • Belonging <p>Activities of the plan - https://docs.google.com/spreadsheets/d/1OmHirVzcutcVvQRT08IDYZ8bPqrA9uy2g01KWX-l0ul/edit#gid=1323286192</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>Behavior Referrals GPA CSS KPREP MAP assessment</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	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>Some of the methods are</p> <ul style="list-style-type: none"> • Weekly – some • Bi-weekly – some • Monthly - Many 	<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.	<p>Who will be primarily responsible to ensure plan is implemented fully and with fidelity? Who will be primarily</p>	<p>Administrators – Aps & Asst. Principals</p>	<ol style="list-style-type: none"> 1. No responsible individual or group identified, or identified party is

	responsible for tracking and reporting data to assistant superintendent?	Jason Harvey PBIS / Restorative Practice Team components	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.	PTSA Local Employers Parents DEP Resource Teacher ECE Staff	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?	Consistent and effective review Effective data collection Effective method of teaching employability skills]	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.	Professional Development <ul style="list-style-type: none"> ● ECE ● HS - Summit mentoring ● MS – personalize learning process, exhibitions and profile 	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.	Weekly reviews will tell us that our plan is fully implemented. Currently the REP Plan is reviewed each Monday during out Instructional Support Team (IST) Meeting. Each section of the plan has a leader that is also an administrator and they are required to report their findings. The members if the IST provide feedback and the plan is constantly changing and evolving. We treat it like a 30-60-90 plan. Our two biggest areas is clarity around students that feel that they belong and practical steps to improve ECE services for minority students. When this plan is fully implemented, you will see students that are fully engaged in their education. We are removing barriers that may have disenfranchised them.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Students of color suspensions increase, increase in the number of students that need wraparound services, ECE students of color that are failing classes and students of color that are not reaching their summit goals.Process by which we review this plan - Currently the REP Plan is reviewed each Monday during out Instructional Support Team (IST) Meeting. Each section of the plan has a leader that is also an administrator and they are required to report their findings. The members if the IST provide feedback and the plan is constantly changing and evolving. We treat it like a 30-60-90 plan.