TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	St. Matthews Elementary
Principal:	Scottie Collier

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?	1. We will address the academic achievement gap that exists between our African American students and White students on MAP testing. 2. We will address the racial disproportionality of suspension between African American and other students.	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	What data demonstrate this inequity? Use CSS, Data Books, KDE, or	1. CogAt testing, Brigance, MAP, Teacher recommendations for AP/GT placement 2. MAP, Study Island	5. *Insufficient data to define inequity.* 6. *Need more or more reliable or*

inequity?	another reliable and valid source.	3. KPREP, MAP, Teacher assessments 4. Suspension data from JCPS and SME	valid data to define inequity. 7. 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	1. Increase the KPREP scores of minority students by increasing the enrollment in GT programs among minority students 2. Show more than a year's worth of growth in a year's time on MAP scores for all GAP students 3. All GAP students to score proficient by increasing the number of GAP students scoring proficient on KPREP 4. Lower the rate of suspension of African American students to be equivalent to the rate of suspension of non African American students.	5. Identified long-term outcome is irrelevant to school, or no long-term outcome identified. 6. Long-term outcome is acceptable, feasible, and relevant to school. 7. 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. 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 our student demographics have shifted and with that there has been a learning curve for staff in working with students from diverse backgrounds. There is still a need for professional development in this area. The four areas below highlight the reasons for a disparity in academic and behavior success with our African American student. ● Zero tolerance suspensions ● Lack of Restorative Practice ● Lower expectations for GAP 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

		● Tier 1 instruction problems	*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.	● Trauma Informed Care training for all staff ● PBIS expectations and monitoring ● Resources and PD from DEP resource teacher ● Resources and PD from MTSS resource teacher ● SME Behavior expectations ● SME HOUSE system implementation (1st year)	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.	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.	The following 5 points will be used simultaneously to implement and monitor the plan. ● [Master schedule of Intervention and Enrichment](#)- As a school we arranged our time to incorporate an entire block of time (50 min) school wide for interventions. During this time, all students will receive individual instruction and interventions in attempts to increase their academic achievement. ● Trauma informed care training has been scheduled 5 times during this school year to help staff with strategies for working with students who might be experiencing difficulties. ● MTSS implementation of teacher clarity toolkit 1 will be implemented during PLCs and staff	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 .*

		meeting. This implementation will increase the teachers' knowledge with strategies around standards and teaching those standards to all students. ● SME House system implementation will increase sense of belonging to all students at SME. this will also give African American students opportunities to highlight their talents by participating in the house system. This will be monitored weekly during admin PLC. Academic and behavior/suspension data will be analyzed weekly during these meetings to ensure that the goals in the REP are being measured to see if current practices are working or if other/next steps are needed ● increasing numbers to our current AP/GT diversity plan	
7. Data tracking	What are the data points you will use to track your progress? This can (and likely will) be different from	● Behavior referral data	1. *It is unclear how data will track*

	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.	• MAP data • KPREP data • Data team (PLC) assessments • Teacher made assessments • Cog-AT like test to measure student progress towards eligibility of AP/GT	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.?	• Monthly data team meetings • Monthly ILT meetings • Monthly SBDM meetings • Weekly Admin PLC meetings	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?	• ILT • Multicultural Committee • AP/GT teachers • Admin Team	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.	Staff (ALL staff that step foot in the building) , bus drivers, families, JCPS AP/GT dept., JCPS MTSS dept. - Trauma Informed Care training - through our NEW SME house system	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?	Some pushback from staff on Trauma Informed Care and House system Continued training and implementation will occur. Professional Development from MTSS around teacher toolkit #1 Professional Development and resources from DEP around sense of belonging, caring environment for our African American students.	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.	I allocate 2 Instructional Assistants and 1.5 AP/GT teachers to fully implement the Intervention and Enrichment schedule I use board allocated funds, as well as a budget request allocation to pay for this. I have attached the current program description here. I will also look for ways to incorporate current staffing to accommodate these implementations.	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.	1. [Current AP equity plan](#) will have an increase in the numbers of students both GAP and non GAP in our AP/GT program. 2. There will not be a disparity between the suspension numbers of GAP and NON GAP students 3. There will be a growth in achievement for African American students in all tested areas. 4. CSS data for the next year will reflect increases in student belonging and teacher compassion.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	MAP, suspension, HOUSE system and CogAt data will show where we are succeeding and where we need to adjust.