TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Tully Elementary
Principal:	Linda Dauenhauer

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 be addressing racial disparities in academic achievement in the area of literacy and racial disparities in student's sense of belonging in our school community.	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.	Our School Equity Scorecard indicating 2016-2017 KDE data, indicates that the percentage of African American students scoring proficiency in Literacy is less than our White students. African American and White Students who receive free/reduced lunch students score higher than the district in the area of reading proficiency; however, 60.6 % of our White students are scoring proficient, while only 42.9% of our African American students score at the proficient or above level. Likewise, KPREP data indicates our African American students perform lower than our White students. Significantly fewer African American students who receive free/reduced lunch do not feel a sense of belonging in comparison to the 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.

		according to the Comprehensive School Data. The greatest difference falls under the sense of belonging for students who are White and also receive free and reduced lunch and students who are African American and also receive free and reduced lunch. 93.6% of our White students who receive Free-Reduced Lunch feel a sense of belonging, while only 72.2% of our African American students who receive free/reduced lunch feel a sense of belonging. According to the 2017-2018 CSS, male students who are African American and receive free and reduced lunch are our targeted group which we will focus on to improve a sense of belonging. We believe by implementing school wide training on culturally responsive pedagogy and implementing our Racial Equity plan with fidelity we will improve the sense of belonging throughout the school for all students.	
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	We want to increase the percentage of African American students scoring proficient in the area of literacy and increase the sense of belonging of African American students who receive free/reduced lunch in our school. Literacy improvement will be tracked three times a year via per MAP growth reports as well as more frequent data analysis of formative assessments during PLC. Analysis of formative assessments implemented during WIN time will ensure mastery of essential standards and the need for additional intervention/enrichment. Increased analysis of data points and acting swiftly on the data will ensure an increase in proficiency percentages on our KPREP assessment. The sense of belonging goal will be measured through CSS data and additional school-created student interviews throughout the year. Analysis of attendance data and behavior data will be used to determine if any correlations exist. All policies created in the school by SBDM will utilize the REAP process to reflect on the occurrences in our school that are improving or worsening inequities.	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.*

	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		
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.	Inequities have existed because a concerted effort has not been made to ensure that a discrepancy did not exist between students. There has been no specific plan, and therefore, no monitoring of the success of the plan. The implementation of a Racial Educational Equity plan will provide all classrooms with strategies for achieving and maintaining equity for all students. Implementation of ongoing professional development in the area of Implicit Bias, Equity Institutes and Cultural Competence will address and help to remove inequities that exist in our school.	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	First steps will be to name and claim students in the identified sub-groups, analyze data (academic, attendance, behavior), and conduct student interviews to identify specific needs and development of actionable steps. . Best practices to address our identified literacy inequities include the following: Create strategic plans that ensures deeper learning experiences are provided and students are given more choice and voice throughout their learning.	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

| | might also review research-based best practices from Department of Education, JCPS Code of Conduct, or other sources to address the inequity you identified. | Increase the implementation of KAGAN structures throughout the instructional day to promote high levels of engagement.
Ensure our classroom libraries and assessments are culturally sensitive and responsive to our diverse populations.
Analysis of formative assessments for WIN groupings.

Best practices to address our identified Sense of Belonging inequities include the following:

Participate in Mandatory professional development as outlined by our Racial Equity Plan.

Create a SBDM Racial Equity Committee that leads our school in the work.
Submit a mini grant for implementation of our mentorship program.

Implement a book study and article reads throughout the year.Our first book study completed by our RE Committee is entitled, "For White Folks Who Teach in the Hood."

Work closely with district personnel for guidance. | *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 the root causes of the inequities. Be sure to explain 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.	By the end of the year, 100% of our certified staff will have received at least 3 hours of professional development in culturally responsive teaching provided by our Racial Equity committee and district personnel. Literacy: An SBDM committee has been created that is dedicated to leading the work of deeper learning and ensuring that all students have increased opportunities to participate. Deeper Learning opportunities will be built into a school-wide schedule to allow ALL students to have more choice and voice in learning. Each grading cycle students will showcase their projects/learning in a variety of ways. Instructional nights will take place throughout the school year. Our staff will develop ways to ensure concerted efforts are made that create opportunities for, and highly encourage, attendance by	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 ._

		all. FRC will lead this work to ensure increased participation from families of identified sub groups. Master schedule has been created to ensure dedicated time is provided in the instructional day to allow for intervention/enrichment (WIN) for students who do not master essential standards, according to formative assessments. An SBDM committee has been created that is dedicated to MAP analysis and creation of next steps. Purchase additional culturally relevant texts to be used during literacy block. Sense of Belonging - 100% of our identified students will participate in school based mentorship program. The program will include identification of students, pairing students with adult staff members, weekly opportunities for mentors to participate relationship building activities. Professional development will	

		also be provided to teachers in staff regarding building relationships and increasing student voice in the classroom. Professional development will be provided during faculty meetings, Gold Days and PLCs. All staff members will attend the November 5th Gold Day Equity Institute and will participate in 3 additional hours of PD during faculty meetings. 100% of identified students participate in community mentorship. Students will participate in monthly activities with community members and collaboration with FRC to increase communication and engagement with parents. Increased, purposeful celebrations for achievement and growth in academics, attendance, behavior, etc. Partnerships with staff members, parents, and FRC to provide opportunities for after school activities/sports with students identified.	
7. Data tracking	What are the data points you will use to track your progress? This can (and likely	Literacy: Utilization of	1. *It is unclear how data will track*

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.	Powerwalks will be used to track engagement/non-engagement of students. Data will be shared with staff and individual teachers.Trend data will be analyzed at the school level to determine PD needs for staff. Analysis of MAP results, WIN groupings and formative assessments will be reviewed to determine needs of students and actionable steps. Sense of Belonging: We will use the annual Comprehensive School Survey as reported on the Equity Scorecard to see if students report feeling an increased sense of belonging in our school. Our Racial Equity committee will intentionally analyze schoolwide behavior referrals and monthly behavior reports and share information with staff for creation of next steps. As teachers become more invested in Professional Development learning a natural increase of sense of belonging will begin to exist. Administrators will note implementation of PD strategies during walk-throughs.	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.

		Student interviews will be held mid-year to determine implementation and effectiveness of Professional Development.	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	The following data will be tracked and reported each grading cycle: Power Walks (every 3 weeks) MAP (3x a year) Attendance Data (monthly) Discipline Data (monthly) Drummond Survey results (3x a year) Racial Equity Committee created student interviews (3x a year)	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?	Literacy: Our admin team and all certified teachers will closely monitor academic data, actively participate in weekly PLC, WIN time and professional learning opportunities and faculty meetings. Sense of Belonging: Our school counselor will be the lead staff for implementing our school plan. Our school counselor will lead the Racial Equity Ad-hoc committee, ILT and the remainder of our staff to ensure fidelity to implementation. The school counselor and Racial Equity committee will facilitate PD	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.	100% of certified staff will participate in PD regarding student led conferences and will implement student led conferences. The creation of our mentorship program that includes community involvement will be implemented by January 2019. Our goal will be that each identified student will be assigned to a community mentor. We will work with the Diversity, Equity and Poverty Department to design a professional development yearlong plan that focuses on adult practices that improve a sense of belonging. We will utilize the Racial Equity Analysis Protocol when making school decisions that impact students during SBDM Council meetings. FRC will work with the SBDM Racial Equity committee to meet the needs of identified students and remove barriers that limit stakeholder/parent involvement.	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	Determining a PD calendar with	1. Anticipation of potential challenges

	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?	staff and ensuring our school personnel are trained appropriately to present the information. Ideas/Strategies for involving the community to increase partnerships for mentorship program. Development and implementation of mentorship program.	*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.	Given a consulting teacher was placed in our school, our counselor will be given ample opportunities to facilitate PLCs, faculty meetings and work directly with teachers and students. Funds will be required for PD, book study, purchasing of text for classroom libraries, and modes for involving more students and families in afterschool instructional activities.	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	Increased percentage of students of color performing at the proficient level and higher on MAP testing and KPREP. Increase percentage of students having positive responses on

	motion.	comprehensive school plan. Increase teacher efficacy in implementation of culturally responsive classroom, use of instructional materials, and engagement of students in deeper learning and individualized paths of learning.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Identified students remaining in lowest performing tiers in academic areas, behavior areas, attendance, comprehensive school survey etc. Families/Students not participating in after school events and teachers not implementing learned strategies in their classroom. Increase or flat-line data in behavior referrals and/or suspensions. Increase or flat-line data in absences.