TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Wilder Elementary
Principal:	Bill Perkins

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 the academic achievement gap that exists between our African American and White students on the MAP Assessment in Math and Reading	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.	The most recent aggregate MAP growth data shows that African American students' growth is significantly lower than growth among all other groups during each MAP testing cycle. African American students scored an average of 9.96 RIT points of growth in reading between fall and spring in all grades over the course of the 2017-18 school year. All students had an average of 11.6 RIT points of growth and white students have an average of 12.58 RIT points of growth in reading in MAP during the 2017-18 school year. In Math, African American students had a 13.75 RIT point average in math on MAP in 2017-18 compared to 15.3 for all students and 15.8 for white students. We believe that by implementing school wide training on culturally responsive pedagogy,	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.

		we will reduce the gap. We also believe that by focusing on the work of our PLC's to identify gaps and respond, we will reduce gaps. Finally, we believe that training all staff and implementing restorative practices will lead to a greater reduction in the achievement gap at Wilder.	
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	We want to reduce the achievement gap between African American students and all other groups based on MAP data in each testing cycle compared with results at the end of last school year in the short term. We also want to increase our KPREP scores. 100% of our students will demonstrate transition readiness by the end of the year. In the long term, we want to change mindsets and practices of our teachers where they provide more quality instruction that is tailored for all students.	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.*
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.	- One current/historical practice we identified that has caused disparities is ability grouping within grade levels. - Our staff does not represent the diversity of our student population - We need stronger relationships between students and teachers. - Our staff teaches in a more traditional fashion. - We need to improve engagement.	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*

		- We will use the Racial Equity Analysis Protocol to look and reflect at each initiative we do as a school to eliminate barriers in policies and procedures through a detailed review of policies and any new initiative by SBDM this school year.	*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 other sources to address the inequity you identified.	- Restorative practices lead to improved relationships and behavior. - Positive Behavior Intervention and Supports lead to a more positive culture by emphasizing proactive measures and teacher behaviors to students. - Focused professional development on Multi-tiered Systems of Support to improve tier I instruction. - Use of Power Walks and Fundamental Five to improve instruction in the classroom. - We are working on increasing engagement through our streamlined work in PLC's We also are providing professional development on cultural proficient teaching as well as we are analyzing all policies using REAP.	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.	_By the end of the school year, 100% of staff will have received 6 hours of training in culturally responsive teaching. We will schedule trainings throughout the year with the DEP Resource Teacher and District mandatory sessions. One SBDM Teacher and myself will also receive diversity training done by the district._ _We will apply for the DEP Mini-Grant for materials and resources for culturally responsive teaching_ (multi-cultural classroom texts, subscriptions to NewsELA, teacher professional resources) _By the end of the school year, 100% of staff will be using restorative practices and implement restorative circles_	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 .

		as measured by walkthroughs and through our Restorative Practices Coach Bill Boyle *By the end of the school year, 100% of teachers will have done goal setting with each child for the entire school year. Progress will be tracked in PLC's. This will be monitored by the Principal and Assistant Principal* *100% of teachers will use MAP resources in tracking student progress and in their teaching to impact MAP scores, which will be monitored by administration* *We will use the Fundamental Five Walkthroughs/Power Walks to monitor good teaching practices. We will complete 25 per week and coach teachers around the Fundamental Five* *By year's end, we will see a gap reduction in all grades of 2 RIT points (gap is currently*	

		2.62 for Reading/2.05 in Math) for African American students and White students in Reading and Math.	
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.	We use MAP data to analyze gaps each cycle with a follow up plan for improvement	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.?	Our timeline will be based on the MAP cycle.	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?	Bill Perkins, Principal and our Equity/Diversity Poverty Committee which is comprised of Dr. Wallis Owens, David Bruns, Michael Kelley, Kim Mahon, and Sherrie Hatfield	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	We will share with teachers through a training on the	1. *Stakeholder engagement is minimal or otherwise unacceptable, or*

		October 8 Gold Day. I will provide the training on the plan. We will also work closely with our DEP Resource Teacher. She will provide some of the trainings. Also, we want to partner with staff and parents on our committee. We want to share our plans with all parents at our Open House. We also want our community partners such as Elevate, PEACE Ed, HUGs, the YMCA, and the PTA to help us with our plans by fostering good relationships, understanding the plan, and being invited to any trainings provided.	demonstrates minimal reflection on who will need to be engaged.
plan? What are partnerships or relationships will need to be nurtured or developed to ensure success with your plan? Explain.			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?	We anticipate challenges such as time for devotion to going deeply into the work in PLC's. It is why we are not interfering with PLC work this year and sticking to our matrix and detailed plans. We also have some staff slow to change but we will be setting a strong example by having myself and the AP both pushing this in our committee and work. We also	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.*

		have some strong newer teachers who are very much "on board" with the need in our work in this area. The work will not be easy and it will be up to me and our committee to keep people focused on our plans and our work. SBDM will help in this regard also. We have to offer training to make sure teachers are aware of the plan and offer training to make sure our teachers complete the steps in our plan. We want to offer diversity training as well as training in culturally responsive teaching. –	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	We will require some book studies and will provide professional development. Wilder will apply for the DEP mini grant to get the items needed mentioned in #12. We will analyze our budget over the course of the school year to make sure our priorities are aligned correctly with our work on our plan. If we do not get the grant, we will review our budget and seek to use those funds for our initiatives. We will	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.*

		also reevaluate our budget policy and rewrite it to make addressing the REP one of our priorities.	

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, we expect that all students will achieve at higher levels. We also expect improved behavior in all classrooms.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If our data shows that we have been unsuccessful at minimizing our achievement gap we will revisit our plans and make adjustments as necessary. We will closely monitor behavior data, assessment data, and grades.