

### Equity Monitoring Progress Tool (EMPT) Draft

This tool is designed to assure that the Racial Equity Plan is attended to with fidelity, all the while systematically monitoring the plan and aligning it with the district pillars.

<b>Name of school:</b>	
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Participants		
	Name	Position
Principal		Principal
Resource Teacher		Resource Teacher Diversity, Equity, and Poverty
School Staffer in attendance		
School Staffer in attendance		
District Staff in attendance		

<b>Racial Equity plans and practices: (Upload REP Plan Here)</b>			
<b>Dates of visits:</b>			

How to complete this document...
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the document.</li> <li><input type="checkbox"/> Identify the evidence that you will use to place in each appropriate part of the document.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a Google Doc, Sheet, or Slide or any digital attachment</li> </ul> </li> <li><input type="checkbox"/> Put the evidence in by 11/19/18.</li> <li><input type="checkbox"/> Document will be scored by Resource Teacher after review of evidence.</li> <li><input type="checkbox"/> Resource teacher will schedule and conduct a feedback visit after review of evidence.</li> <li><input type="checkbox"/> Any concerns regarding this document are to go to Dr. Horton and Dr. Marshall.</li> </ul>

## Demonstrations of Equity

	<b>Access</b> How many students of color have received access since the adoption of the racial equity policy	<b>Training</b> The amount of cultural competence training that has taken place since the adoption of the policy	<b>Staffing</b> The hiring committee has a diverse pool of candidates and/or the certified staff reflects the demographics of the school.	<b>School Plans*3</b> Evidence of level of implementation	<b>Curriculum</b> What pivots in curriculum have you made since the adoption of the policy?
<b>Evidences</b> <b>Using Google docs, sheets, and slides insert evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide digital evidence</li> <li><input type="checkbox"/> Must be reflective/impact <b>80%</b> of staff/students</li> <li><input type="checkbox"/> Provide a brief (25 words or less) description for each piece of evidence.</li> <li><input type="checkbox"/> All evidence must be related to <b>RACIAL EQUITY</b>.</li> </ul> <a href="#">Click Here for Examples</a>					
<b>0</b> - No improvement, increase, or attempt to improve in the tenets/plan			<b>NO</b>		
<b>1</b> - Minimal attempt at improving the tenets of the policy/plan					
<b>2</b> - Minimal but successful attempts at improving in the tenets of the racial equity policy/plan. (ex: hiring of a minority; however, it is far from reflecting the district demographic)					
<b>3</b> - Promising and productive minimal efforts are in place but not systematized to activate the plan/policy					

4 - promising and productive efforts are systematized and yielding desired results based on the policy/plan					
5 - optimal, systematic, productive efforts are in place and the results are reflective of that plan/policy			Yes		
<b>Comments (office use only)</b>					

\* School plans category has a multiplier of three (3)

**Total: /45**

### Reflection of Equitable Practices

	<b>REAP</b>	<b>PLC</b>	<b>Faculty Meetings</b>
	How is this tool used to assess racial equity within school policy, practice, and decision making?	How are PLC's being used to analyze data and instructional practice to promote racial equity?	How are Faculty Meetings utilized to develop and discuss school-wide racial equity?
<b>Evidences</b> <b>Using Google docs, sheets, and slides insert evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide digital evidence</li> <li><input type="checkbox"/> Must be reflective/impact 80% of staff/students</li> <li><input type="checkbox"/> Provide a brief (25 words or less) description for each piece of evidence.</li> <li><input type="checkbox"/> All evidence must be related to <b>RACIAL EQUITY</b>.</li> </ul> <p><a href="#">Click Here for Examples</a></p>			
<b>0</b> - The protocol and/or practice has not been used			
<b>1</b> - The practice/protocol is used occasionally as it relates to Racial Equity			
<b>2</b> - The protocol and/or practice is			

often used as it relates to Racial Equity			
<b>3</b> - The protocol and/or practice is always used as it relates to Racial Equity			
<b>Comments</b> <i>(office use only)</i>			
<b>Total: /9</b>			

<b>Monitoring for Authentic Equity</b>				
	<b>Authentic Non-Certified Feedback</b>	<b>Authentic Budget Review</b>	<b>Authentic Parent/Community Engagement</b>	<b>Marginalized Group Belonging</b>
	Is non-certified feedback capitalizing on equity for students?	How have budget decisions impacted Racial Equity? Were informed decisions made about budgeting?	Engagement that goes beyond on site events like: Open House, Parent Teacher Conference, emails	Efforts are made for students (non-white) to feel as if they belong in the school
<b>Evidences</b> <b>Using Google docs, sheets, and slides insert evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide digital evidence</li> <li><input type="checkbox"/> Must be reflective/impact 80% of staff/students</li> <li><input type="checkbox"/> Provide a brief (25 words or less) description for each piece of evidence.</li> <li><input type="checkbox"/> All evidence must be related to <b>RACIAL EQUITY</b>.</li> </ul> <p><a href="#">Click Here for Examples</a></p>				
<b>0</b> - Does not happen				
<b>1</b> - happens when directives from level leaders and central office is given (compliance)				
<b>2</b> - happens but it is not systematic or routine				
<b>3</b> - happens frequently and is systematic				

4 - happens consistently and with all staff with detailed review and discussion(s)				
<b>Comments (office use only)</b>				
<b>Total: /16</b>				

<b><u>Reflection Question</u></b>	
<p>Looking at your plan, practices, and the scorecard, do you feel as if you are on target to achieve your goals? If no, what pivots are you making to address the pace?</p>	