Bates Elementary
Racial Equity Improvement Plan

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?	The racial disparity that will be addressed at Bates Elementary is African-American student performance in literacy.	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 assessment data shows that literacy proficiency among our African American students is lower than overall student literacy proficiency. Historically, our KPREP data has shown this disparity: |	% P/D (African American students)	% P/D (overall)
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2015-2016	41.9%	59.1%
2016-2017	30.8%	59%
2017-2018	36%	61%
2018-2019	40.4%	57.4% | In addition, 2017-2018 MAP data suggested that 73.3% of African American 5th grade students, were not on track for college readiness (compared to 69.5% of all 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.
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).	_We want to increase the overall percentage of students scoring proficient or distinguished in reading, while increasing the percentage of students who show college readiness and decreasing the disparity in reading proficiency between African American and white 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.	There has not been a system of consistent Tier 1 literacy practices and assessments. Limited resources did not address culturally competent instruction in all grade levels. Since putting our Guided Reading system into place there has been an increase in P/D% among our AA 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 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.	_Create a school wide literacy team that will ensure culturally competent resources and research based best practices are available for Tier 1 instruction in grades K-5. Through working with SBDM, allocate monies for additional resources to ensure that this work takes places in each classroom every day._ _To build capacity, teachers are attending a National Reading Conference. The teachers will train the staff in new practices providing support in Guided Reading and Tier 1 instruction._	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.

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

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 2019, each of our K-5 classroom teachers and ECE support staff will be trained in yearlong professional learning in guided reading. These strategies are research based and are aligned with Jan Richardson's Next Steps in Guided Reading. Guided Reading is an instructional approach used with all readers (struggling or independent) that has three fundamental purposes:_ _-to meet instructional needs of all students in the classroom,_ _-enables students to greatly expand reading powers (Fountas and PInnell)_ _-to teach students to read increasing difficult text with understanding and fluency using problem solving strategies._ _The Bates literacy team will research and develop culturally competent materials/resources that will be shared with staff during monthly trainings._ _Trainings will provide staff with capacity to design a balanced_	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 .

		literacy curriculum intended to ensure maximum reading success for EVERY student. This approach aligns with the JCPS Classroom Literacy Instructional Framework. A member of the district DEP will be invited to work with teachers to ensure culturally competent instruction is occurring.	
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.	The following data will be used to track progress: -fall, winter, spring MAP (reading) -Jan Richardson reading diagnostic assessments (fall, winter, spring) -teacher generated common formative assessments *assessment data will be analyzed at weekly PLC meetings, and shared with school ILT monthly. This data will drive next step instruction for students. *teachers will track growth over time using benchmarks used by the district..	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.?	3X year: MAP (fall, winter, spring), reading diagnostics (fall, winter, spring) Every 6-8 of instruction: Students who are falling below reading benchmark levels are reported to our MTSS/RTI team	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?	Principal and assistant principal will ensure the plan is implemented with fidelity and intentionality and will ensure data is being reported to assistant superintendent.	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.
		School AIC will monitor PLC, collection of data, and determining next steps for instruction. Literacy Lead will monitor reading diagnostics, guided reading instruction, and support program implementation.	
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.	*School SBDM agreed to fund training for building teacher capacity in guided reading instruction as well as funding support through Bellarmine Literacy Project initiative* *School PTA has requested a wish list of items in reading to further support school literacy efforts.* *Community support through Metro Councilman Robin Engle's office will be communicated at Town Hall meeting in October 2018.* *We will continue our Everyone Reads initiative through school Family Resource Center.* *2018-2019 Family Resource Coordinator actively engaged Bates families and students in Prime Time Family, a humanities focused program modeling strategies for family bonding through literature.*	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.

		Walmart community grant was applied for and awarded to purchase culturally relevant texts for classrooms. *Racial Equity Grant was applied for and awarded for teachers to attend a National Reading Conference with sessions focusing on Cultural Relevancy and Equity.*	
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?	*One of our biggest challenges will be the learning curve of teachers implementing new strategies and guided reading. With additional diagnostic assessments time will always be an issue. However, having a school based literacy lead will be helpful to share the responsibilities of assessments and providing support of new professional learning.* *We are also providing substitute teacher monthly so teachers can meet with Guided Reading consultant to further build capacity and learning in guided reading instruction.* *We will continue to communicate with*	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.

		stakeholders at regular intervals. We will have year long embedded professional development by literacy consultant.	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	*Understanding that the budget will not change, we will allocate funds to further support our literacy efforts including: follow up sessions with consultant, purchasing culturally competent reading material, and continual funding for school based literacy lead.*	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.	*When our plan is implemented successfully, guided reading instruction will be evident in all classrooms. We will see best practices in place in all classrooms K-5 including instructing students at their instructional level (guided reading). We will see frequent assessment data being analyzed in PLCs including identifying struggling students by name and creating intentional plan to move students further in reading. We will see our students using culturally competent text and reading material, in addition to teachers planning culturally competent lessons. Students will show more ownership in their learning and will have a sense of pride in their accomplishments.*
14. Adjustment	What are indicators that your plan is not working and	*We have intentionally built in monthly progress monitoring. The*

	needs adjustment?	*data will determine the success of our plan and next steps for adjustments.*