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?	African American Free Reduced Students Scored 29% Proficient in Literacy while White Free Reduced Students scored 39% Proficient in literacy. The district average is 26% for Free Reduced African American Students according to the 2016-2017 KDE Report Card. In addition, there is a discrepancy with a sense of belonging among African American students at Blue Lick (80% belonging) while the white students had 91% sense of belonging as reported on the 2016-2017 KDE report card for culture and climate. Specifically African American females have a low sense of belonging/community at Blue Lick than other student groups. Latinx/other students not represented in large enough numbers on CSS	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 CSS student data on culture and climate was a voluntary survey and may not have been completed by a large number of African American female students in 4th and 5th grade. THe 2016-2017 KDE school report card data shows an inequity between White and non-White students in literacy.	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). 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 | Our goal is to increase reading fluency and comprehension in African American students as well as low income students regardless of race, culture, or background. This will be measured on KPREP scores. In addition, we will increase the sense of belonging and community with African American students, specifically Black females. Improvement will be demonstrated on future CSS data. | 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
 4. 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.	Blue Lick has a large percentage of mobility in our school, meaning our students move quite a bit causing disruptions in home and school enrollments. Years ago, Blue Lick had more diversity per the student assignment boundaries. When the boundaries changed, Blue Lick was 21% students of color. .Within the last year, the diversity increased 41% non-White. Situational and generational poverty, homeless, transient students and families, drug abuse, alcohol, low income housing has contributed to the transient student population. Blue Lick has typically been a high White and high poverty school. Community bias and lack of cultural awareness may have contributed to discrepancies. In addition, Blue Lick's certified staff population is 12% black, which does not fully represent the student population. Teachers and staff may need more support engaging students of diverse backgrounds and increasing family engagement will continue to be a focus.	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	All students are considered when receiving interventions. Staff may need additional awareness and training in how to engage/ teach students of color. Some teachers use students interest and learning styles, and provide choice to engage students. (PD trainings - Diversity/Equity Training, PBIS, DAP, Math/Reading Interventionist, ACES)	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.*

| | identified. | | |

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.	Students will receive daily intentional small group interventions in literacy to increase fluency and comprehension. Additional training for staff members in how to support/ engage our African American students through reflective materials and lessons including windows and mirrors. Our goal will be to support our ECE students in the classroom to provide grade level instruction. In addition, we will begin a Young Male of Quality with Lance West and small groups for our African American females students to increase the sense of belonging within our school.	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 .
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.	Data will be measured in MAP reading 3 times a year to determine improvements in literacy. Data will also be measured using KPREP at the end of the 18-19 school year. The CSS data will be reviewed at the end of the 18-19 school year to	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.

		determine in the sense of belonging has increased.	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	Literacy will be measured with MAP data 3 times a year. The CSS data will be measured at the end of the 18-19 school 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?	The Principal will report the data and ensure that the plan is fully implemented.	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.	Relationships with the community will support the literacy plan by having volunteers come read with our students. Community partners can also support the sense of belonging in culture/climate with our African American students. A Men of Quality program will be led by a community member.	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	*Family Engagement will be important in supporting the progress of students in the school. Groups*	1. *Anticipation of potential challenges is not sufficiently developed.*

	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?	*may notice that poverty impacts literacy achievement. However, our African American students still score less than White students in paid and free reduced.* *All staff will attend the racial equity institute to increase awareness and implicit bias.*	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.	*Additional training for staff to increase the awareness of the gaps. Additional trainings/texts on how to successfully engage African American students.*	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.	African American students will receive and exit interventions because they will progress and demonstrate their mastery of skills on MAP. African American students will feel a sense of belonging with small groups (Men of Quality and GIrls with Pearls).
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Indicators that the plan is not working is a gap between white and African American students on reading MAP and KPREP. African American students not engaged will indicate the plan needs an adjustment. Continuing to teach the same way, without considering cultural relevance, would indicate an adjustment may be needed.