Chenoweth
Racial Equity Improvement Plan Development Tool *(Updated)*

<table>
<tr><td colspan="4">PRE-REFLECTION</td></tr>
<tr>
<td>Topic</td>
<td>Directions</td>
<td>NOTES</td>
<td>SCORE (Circle Score)</td>
</tr>
<tr>
<td>1.What is the racial inequity you are going to address with your Racial Equity Improvement Strategy?</td>
<td>Specifically, what is the racial disparity that will be intentionally addressed in your school this year?</td>
<td>We will be addressing disparities in literacy proficiency among students groups that fall into the achievement gap.</td>
<td>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.</td>
</tr>
<tr>
<td>2. How do you know this? What data demonstrate inequity?</td>
<td>What data demonstrate this inequity? Use CSS, Data Books, KDE, or another reliable and valid source.</td>
<td>According to 2018 KPREP, reading scores indicated 33.3% of Free and Reduced Lunch (FRL) Black students scored Proficient or Distinguished in 2017-2018, while 55.3% of FRL white students scored proficient or above. As reported on the 2018 released KPREP accountability table, 77.4% of White students in 3rd-5th grades scored proficient/distinguished in reading, while 34% of Black students scored proficient/distinguished, indicating a disparity in performance between the two groups.

The data noted from the JCPS Equity Scorecard clearly indicates a wide disparity of 43.4% between student groups reaching proficiency or above on the 2017-2018 KPREP assessment.</td>
<td>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.</td>
</tr>
</table>

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 achievement among FRL Students of Color FRL in the area of literacy proficiency. Increasing student proficiency among all Students of Color identified as FRL will assist in closing the gap and disparities among groups of 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.	Historically, staff have not had the training or knowledge of research based and most effective strategies in closing the achievement gap among various groups of students utilizing personalized instruction. Additionally, staff may lack an awareness of unintentional implicit bias which may create inequitable practices in instructional strategies.	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. | The best practices identified for increasing proficiency in literacy are as follows:

● Reading Recovery-We will utilize the Read To Achieve (RTA) grant and school allocations to provide a full time Reading Recovery teacher who works with emergent literacy learners in first grade.
● Book study and implementation thereof: *The Next Step Forward in Guided Reading* by Jan Richardson.
● Implicit Bias Training-DEP RT
● .5 Acceleration Teacher-utilizing Leveled LIteracy materials and strategies.
● Extended School Service (ESS)-utilizing Leveled Literacy- | 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 2018-2019 school year, certified literacy teachers will have completed a book study of _The Next Step Forward In Guided Reading_ by Jan Richardson. Effective research based practices will be provided as acceleration for those students not yet teaching literacy proficiency as identified by KPREP, DRA, RR, DCA, and MAP. PLC teams will monitor student progress,by disaggregated student groups each six weeks. Acceleration needs will be adjusted accordingly. The Formative Assessment MTSS Toolkit will be utilized by teachers to utilize a variety of methods in which to assess	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 ._

			student progress towards mastery of learning goals, use student performance data to inform instructional practice. The DEP Resource teacher will provide PD to teachers during PLC or faculty meetings. Teachers will provide culturally relevant teaching evidenced by empathy through materials, lessons, reflective materials, trust building language and positive rapport. Teachers will create diverse learning experiences with student voice included. The staff will make an effort to be inclusive of all people whose viewpoints and experiences are varied. Certified teachers will participate in a book study of *The Fundamental Five* by Sean Cain and Mike Laird.	

		Power Walks be conducted by the administrative team to monitor John Hattie's research based practices on high yield practices. Guardians will be kept abreast of student progress via individual communication through parent conferences and student progress on reading levels and MAP reports as well as other assessments.	
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.	MAP will be utilized to monitor student progress and growth. District Common Assessments will be used to track student progress and proficiency. Running Records will be used as formal formative assessments.	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.*

		Jan Richardson assessments and DRA will also be utilized to track student progress and plan for instructional needs. 2018-2019 KPREP data will be used to identify needs related to disparities among groups.	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	We will review MAP data in late September and December. PLC teams will review running record/DRA assessment data each six weeks. We will analyze specific student and group KPREP data in September.	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-*reporting to assistant superintendent* Assistant Principal Counselor Goal Clarity Coach	1. No responsible individual or group identified, or identified party is inappropriate or unreliable. 2. Responsible party is somewhat acceptable.

		DEP RT-providing resources and PD FRC-removing non-cognitive barriers	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.	The Family Resource Coordinator (FRC) will work with families in need to assist in removing barriers to learning. A local church is assist in providing weekend food bags to families in need. The principal and assistant principal are partnering with a local church for donations to the school which can enhance resources and technology. PTA is raising funds to assist in supporting increased technological resources for student use.	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 pushback from any groups (teachers, parents, students, community)? Consider your responses to earlier questions and	Logistical considerations and possible barriers could be engaging parent/ guardians in	1. *Anticipation of potential challenges is not sufficiently developed.*

	how you have engaged stakeholders..how will you engage your supporters moving forward? What PD offerings will you need to ensure success?	conferences and school literacy events. The FRC coordinator is utilizing funds for transportation to engage families in school events, such as literacy night. A potential hurdle related to implicit bias is adult reluctance to admit they may have unintentional and preconceived bias of which they are unaware. PD- Poverty Simulation with DEPRT. Next steps will be developed based on needs. *The Next Step Forward Book* study is conducted and strategies are being implemented. *The Fundamental Five* Professional development will take place in PLC and Faculty meetings. MTSS Formative Assessment initial trainings have been	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.*

		conducted and additional ones scheduled.	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	The school budget will not need to be adjusted at this time. RTA grant funds have been allocated. ESS and .5 acceleration teacher have been allocated in the 2018-2019 school budget.	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.	We will know when our plan is fully implemented when personalized and research based strategies are being utilized in every classroom and during acceleration time. Walk-throughs will indicate powerful practices being implemented. Our school will run differently due to the fact that students are being afforded the opportunity to receive research based quality instruction that is personalized based on progress/data and need.

		The systems put in place will be monitored by the administrative team. Targeted professional development and district expertise supports are being utilized thoroughly.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Based on multiple data sources, DRA, RR, MAP, DCA, KPREP, and FA data will be disaggregated to identify if the disparity in FRL Students of color and gap closure is occurring. Lack of gap closure in reading from any or all of these assessments will indicate a need for an adjustment of the plan.