

**Englehard**  
**TEMPLATE AND RUBRIC**  
**Racial Equity Improvement Plan Development Tool**

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 we will intentionally address this year is the gap in reading proficiency between Black students and our other race groups. 18.9% our Black students are proficient in reading where 42.9% of our White students and 38.5% of our Latinx students are proficient. This data comes from our Envision Equity Scorecard.	<ol style="list-style-type: none"> <li>1. <i>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</i></li> <li>2. <i>Identified issue is somewhat relevant to school</i></li> <li>3. <i>Identifies meaningful inequity that is very relevant to school.</i></li> </ol>
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 Envision Equity Scorecard shows a disparity in reading Proficiency between our Black students and students from other races. 18.9% our Black students are proficient in reading where 42.9% of our White students and 38.5% of our Latinx students are proficient. This data comes from our Envision Equity Scorecard.	<ol style="list-style-type: none"> <li>1. <i>Insufficient data to define inequity.</i></li> <li>2. <i>Need more or more reliable or valid data to define inequity.</i></li> <li>3. <i>Data clearly highlight inequity that will be addressed through strategy.</i></li> </ol>
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	The long-term outcome we hope to impact is to have our Black students reading proficiency at a rate comparable to our other student groups as it relates to K-PREP and other assessments. According to our most recent data, we need to have around 40% of our Black students scoring Proficient or above. We want to increase the proficiency level for all students, but we know we must close the achievement gap for our Black students so they must grow at a rate faster than our other student groups for that to happen.	<ol style="list-style-type: none"> <li>1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i></li> <li>2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i></li> <li>3. <i>Identified long-term outcome is feasible given the inequity</i></li> </ol>

	<p>students in Gifted and Talented (G&amp;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&amp;T programming among Black students</p>		<p><i>identified in Question 1, it is relevant to school, and it demonstrates an innovative approach to addressing racial equity.</i></p>
<p>4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you are addressing?</p>	<p>Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities</p> <p>Consider and discuss how you can use the REAP to reflect.</p>	<ul style="list-style-type: none"> <li>● High mobility rate of students</li> <li>● Students coming to us not ready for Kindergarten according to Brigance data (17% a few years ago, 47% ready last year)</li> <li>● Lack of vocabulary (students entering school with word gap)</li> <li>● Educational level of families (some parents illiterate/didn't finish high school)</li> <li>● Availability of parents/ guardians (many work late hours or have two jobs to support family)</li> <li>● Lack of books in the books in the home</li> <li>● Lack of teacher training (especially new teachers)</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></li> <li>2. <i>Response indicates some reflection of root causes.</i></li> <li>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></li> </ol>
<p>5. What are best practices to address your identified inequity?</p>	<p>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</p>	<ul style="list-style-type: none"> <li>● Vocabulary instruction</li> <li>● Teacher training w/ research based strategy instruction</li> <li>● Involve families (Family lunch and learns - literacy based)</li> <li>● Send books for students to read at home</li> <li>● Differentiation - meeting individual student's needs</li> <li>● Maximizing the use of human resources - all students receive interventions (Tier II and III) or enrichment (Tier I)</li> <li>● Increasing Reading Recovery influence in the building</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Response demonstrates little research into best practices.</i></li> <li>2. <i>Some evidence that research conducted, but more needed.</i></li> <li>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></li> </ol>

	Education, JCPS Code of Conduct, or other sources to address the inequity you identified.	<ul style="list-style-type: none"><li>● More early interventions/instruction prior to elementary school</li><li>● More opportunities for independent reading and writing</li></ul>	
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PLAN IMPLEMENTATION			
Topic	Directions	Notes	Score (circle score)
6. Describe your plan.	<p>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 you chose this best practice over others you outline above.</p> <p>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 <u>data and clear metrics for accountability</u> and include <u>inclusive input</u> from families, teachers, etc.</p>	<p>We are going to place a strong emphasis on guided reading. We will use the workshop model in reading and writing to address a variety of varying levels of proficiency. We will use MTSS to analyze data (MAP, DRA, CFA, DSA) and determine next steps for each individual student. PLC's will address the needs of students with planning and implementation of instruction. In addition, we will increase the amount of writing and vocabulary instruction through all content areas. We will determine ways to incorporate project based learning as a means to demonstrate learning. We will work with our Family Engagement Lead to engage and involve families in their child's learning. We will continue working with Everyone Reads and continue our partnership with the HUG program (they provide tutors for approximately 12 -15 second grade students (Tier II) once a week). We will continue our partnership with Walnut Street Baptist Church as they provide tutoring for students twice a week.</p> <p>We selected this plan as it falls in line with the district ELA framework of using the workshop model and is research based as a way to positively impact student learning. In addition, this model, along with the PD we will provide around Jan Richardson's book, were also strongly encouraged by the Bellarmine Literacy Project.</p> <p>We will work with our DEP resource teacher to provide PD to staff around best practices for ensuring teaching is culturally relevant and appropriate. In addition, we will work with our resource teacher to do PD around biases and how to recognize our own and move past them to</p>	<ol style="list-style-type: none"> <li>1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i></li> <li>2. <i>Plan addresses inequity identified above, but needs more development.</i></li> <li>3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i></li> </ol>

		ensure we are not hindering student learning with our own biases.	
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.	Progress monitoring will take place using several assessment sources. We will use MAP data, Diagnostic Reading Assessment II (DRA II) data, Common Common Formative Assessment (CFA) data, Development Spelling Assessment and K-PREP. In addition, we will use the MTSS system to monitor data.	<ol style="list-style-type: none"> <li>1. <i>It is unclear how data will track progress.</i></li> <li>2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i></li> <li>3. <i>Progress will be reliably and validly measured with identified data.</i></li> </ol>
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	<ul style="list-style-type: none"> <li>• MTSS - 8 weeks</li> <li>• Universal screener - fall, winter, spring (MAP, DRA, DSA)</li> <li>• Tier II &amp; III bi-monthly progress monitoring</li> <li>• Ongoing formative assessment analyzed in PLC</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i></li> <li>2. <i>Timeline is somewhat appropriate.</i></li> <li>3. <i>Timeline is sufficient to meet stated goals while also being ambitious so that there is a sense of urgency to make progress on strategy.</i></li> </ol>
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 responsibility of ensuring full implementation will fall on the principal. The AP, GCC and Literacy Coach will each have a hand with ensuring full implementation. The Literacy Coach and GCC will be responsible for tracking data. The principal will be responsible for reporting data to assistant superintendent.	<ol style="list-style-type: none"> <li>1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i></li> <li>2. <i>Responsible party is somewhat acceptable.</i></li> </ol>

			<ol style="list-style-type: none"> <li>3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i></li> </ol>
10. Stakeholder engagement and relationship building	<p>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.</p>	<p>We have included several community partners including Walnut Street Baptist Church, Everyone Reads and the HUG program. We have met with Maddie Shepard (JCPS) to discuss ways to better individualize instruction. In addition, we have met with several of our Zone 2 resource teachers to discuss plans to provide PD to staff. We are in year two of receiving PD through the Bounce program which is aimed at working with students that have experienced trauma.</p>	<ol style="list-style-type: none"> <li>1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></li> <li>2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i></li> <li>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></li> </ol>
11. Challenges	<p>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?</p> <p>What PD offerings will you need to ensure success?</p>	<p>We changed our entire master schedule so all special areas take place in the afternoon. This allows special area teachers (who are certified) to push into classrooms during the morning to provide additional support to classrooms. I thought there might be pushback from them, but so far it is going well.</p> <p>PD will be necessary for new teachers and our staff as a whole. We began doing PD based around a Jan Richardson book last year. We saw</p>	<ol style="list-style-type: none"> <li>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></li> <li>2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i></li> <li>3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i></li> </ol>

		gains in our reading scores as a result of this. We would like to continue this PD as well as provide the PD from last year for new teachers.	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	There is no need to adjust the budget <u>at this time</u> . Everything in our plan was budgeted for prior to this year including human resources, interventionist, assessments and books. We will make adjustments as necessary as we track data.	<ol style="list-style-type: none"> <li>1. <i>Budget is insufficient to meet demands of strategy.</i></li> <li>2. <i>Budget modification is acceptable but needs some improvements.</i></li> <li>3. <i>Budget modification provides sufficient resources to implement strategy.</i></li> </ol>

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.	A Literacy Team has been established to perform a thorough audit of our current practices and develop a 3-year action plan to improve literacy outcomes identified as deterrents to student progress. We will know that our plan is fully implemented by careful analysis of student assessment data, classroom observations, student self-assessment data, and family feedback. At full implementation, observers will see systematic implementation of the reading and writing workshop models. Students will be actively engaged in writing activities throughout content areas and be able to articulate strategies being used and lesson targets. Students will also participate in performance assessments to develop fluency with presentation skills (speaking and listening). Teachers will continue to collaborate in PLC and teams will observe one another as critical

		friends to promote high-yield pedagogical practices.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	The indicator that will tell us if the plan is not working is the data we will monitor (MAP, DRA, DSA, CFA). If we do not see growth we will reflect and make adjustments.