

Price 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?	We will address the racial disparity for our African-American students by increasing their proficiency in Reading.	<ol style="list-style-type: none"> 1. <i>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</i> 2. <i>Identified issue is somewhat relevant to school</i> 3. <i>Identifies meaningful inequity that is very relevant to school.</i>
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 Equity Scorecard demonstrates that African-American students scored 14.3%, almost three times as low as Caucasian students with 41.7% in reading proficiency. We believe that by implementing schoolwide training and support in best practices with guided reading, we will increase reading proficiency for African-American students. By 2019, we will increase the percentage of African American students performing proficient in reading to 20%. By 2020, we will increase the percentage of African American students performing proficient in reading to 25%.	<ol style="list-style-type: none"> 1. <i>Insufficient data to define inequity.</i> 2. <i>Need more or more reliable or valid data to define inequity.</i> 3. <i>Data clearly highlight inequity that will be addressed through strategy.</i>
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	We want to increase the overall reading proficiency of African-American students in our school by providing quality guided reading groups, an increased amount of time spent reading quality texts, as well as an increased level of engagement during the literacy block.	<ol style="list-style-type: none"> 1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i> 2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i> 3. <i>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.</i>

	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		
4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you are addressing?	<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>	Over the years, student reading proficiency among students of color has remained at a low level of proficiency. As a result, our plan is to implement trainings and supports for teachers in best practices in guided reading for all students in grades K-5. In turn, the quality of guided reading groups will yield positive results.	<ol style="list-style-type: none"> 1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i> 2. <i>Response indicates some reflection of root causes.</i> 3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i>
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.	We have purchased K-5 Benchmark Assessment kits in reading and provided teachers with training on using the kits to help them better assess the needs of individual students. We have also implemented the JCPS curriculum framework for literacy which allows students to work on their level while increasing engagement	<ol style="list-style-type: none"> 1. <i>Response demonstrates little research into best practices.</i> 2. <i>Some evidence that research conducted, but more needed.</i> 3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i>

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>By the end of the year, we will increase the percentage of African American students performing proficient in reading to 20%.</p> <p>Initially our faculty was provided a six our PD on the JCPS Curriculum Framework in Literacy and best practices in guided reading. This year our teachers have been provided with additional planning time to allow for meaningful collaboration to strengthen lesson plans and formative assessments. Additionally, this time will be used to assess the quality of student work.</p> <p>Our follow-up supports will include:</p> <ol style="list-style-type: none"> 1. Using intentional language prompts during the guided reading lesson 2. Gradual release and knowing when to hand over responsibility to students 3. Examining running records to determine individual needs 4. Opportunities for teachers to evaluate the effectiveness of their prompting with students (Options include self-video recording or colleague support). 	<ol style="list-style-type: none"> 1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i> 2. <i>Plan addresses inequity identified above, but needs more development.</i> 3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i>
7. Data tracking	<p>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.</p>	<p>We will use MAP data, running records, and essential standards tracking.</p>	<ol style="list-style-type: none"> 1. <i>It is unclear how data will track progress.</i> 2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i> 3. <i>Progress will be reliably and validly measured with identified data.</i>

8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	MAP data is collected and analyzed in the Fall, Winter, and Spring. Running records occur weekly and are used to identify instructional decisions. Essential standards are assessed and tracked monthly.	<ol style="list-style-type: none"> 1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i> 2. <i>Timeline is somewhat appropriate.</i> 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>
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?	Our principal, assistant principal and goal clarity coach will be the lead staff responsible for monitoring guided reading practices, MAP data, and essential standards mastery.	<ol style="list-style-type: none"> 1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i> 2. <i>Responsible party is somewhat acceptable.</i> 3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i>
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.	<p>Our plan includes:</p> <ul style="list-style-type: none"> ● Collaboration with the librarian to implement a school wide reading incentive plan. ● Family involvement with Literacy Night ● Support from ELA specialist - Jesse Matille ● Guest readers <p>We will increase our parents knowledge of various systems by using a communicative format that reaches more of them and provides access to the content that is beneficial.</p>	<ol style="list-style-type: none"> 1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> 2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i> 3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i>
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	<p><i>We anticipate a need for follow-up support for teachers in guided reading:</i></p> <ul style="list-style-type: none"> ● Using intentional language prompts ● Gradual release and knowing when to hand over responsibility to students ● Examining running records to determine individual needs ● Opportunities for teachers to evaluate the effectiveness of their prompting with students (Options include self-video recording or colleague support). 	<ol style="list-style-type: none"> 1. <i>Anticipation of potential challenges is not sufficiently developed.</i> 2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i> 3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i>

	engage your supporters moving forward? What PD offerings will you need to ensure success?	These can occur as embedded PDs or faculty meetings. <i>We anticipate a need for follow-up support in increasing reading engagement:</i> <ul style="list-style-type: none"> ● Initial start-up of school-wide reading incentive <ul style="list-style-type: none"> ○ Determining increments/levels for awards ○ Use of student surveys to increase student interest with prizes/awards ● Sharing information of the new reading incentive with families to increase <ul style="list-style-type: none"> ○ Information can be shared at Literacy Night ○ Parent newsletter ○ Classroom teachers 	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	The cost of the school-wide reading incentive will be \$_200. Guided reading support PDs will occur during the additional planning that is embedded within the weekly schedule for all teachers. There is no additional cost with guided reading support as we will utilize the expertise of JCPS ELA Specialist and literacy experts within our building.	<ol style="list-style-type: none"> 1. <i>Budget is insufficient to meet demands of strategy.</i> 2. <i>Budget modification is acceptable but needs some improvements.</i> 3. <i>Budget modification provides sufficient resources to implement strategy.</i>

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.	<p>We will know our plan is fully implemented when:</p> <ul style="list-style-type: none"> ● Students are engaged in texts by choice. ● Students will be able to explain the strategies they can use to decode and comprehend. ● Students take ownership for their reading and work through difficulties. ● Teachers are observed using intentional language prompts ● Teachers are observed using gradual release. ● Teachers use running records to adjust teaching.

14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Upon observations, teachers are not using best practices in guided reading. The teacher is using round robin reading or the teacher is doing all of the work, rather than prompting for problem solving. Students do not move in and out of groups. Students are not engaged in reading upon observations. The teacher does not ensure students have access to engaging, complex texts to read.
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