

Auburndale Elementary #127
KaTonya Parker, Auburndale Elementary Principal
Racial Equity Improvement Plan Development Tool

PRE-REFLECTION		10/31/2018 Last Revised	
Note: This plan is under construction and changes will continuously be made to reflect results of data, surveys, and stakeholder work being completed throughout the year at our school.			
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?	<p>We want to increase proficiency for our African American students in Literacy.</p> <p>We will increase overall satisfaction, caring environment, and sense of belonging among our white students and to increase the percent of students who feel we have a caring environment and sense of belonging among our other students.</p>	<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.	<p>This data is compiled from our Comprehensive School Survey results (CSS), KPREP, and Behavior Data entered on the Envision Equity Score Card.</p> <p>1. Literacy Our white 35.0 (46.2) F/R 57.1 (76.4) P, other 42.9 (45.0) F/R, and ECE 8.3 (18.1) F/R are scoring below the district average in the percent of students scoring at proficient or distinguished levels.</p> <p>2. School Culture and Climate</p>	<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>

		<p>Our white students are scoring below the district average in overall satisfaction 84.1 (88.5) F/R, caring environment 90.5 (94.9) F/R 94.7 (96.4) P, and sense of belonging 87.1 (91.8) F/R. Our other students are scoring below the district average in caring environment 94.7 (95.6) F/R and sense of belonging 84.2 (92.4) F/R.</p>	
<p>3. What is the long-term outcome you hope to impact?</p>	<p>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</p>	<p>Our long term impact would be to increase the number of student's scoring at the proficient/distinguished levels among our white F/R/P students, other F/R, and ECE F/R students, thus increasing the overall reading achievement in our school.</p> <p>Our long term impact would be to increase overall satisfaction, caring environment, and sense of belonging among our white students and to increase the percent of students who feel we have a caring environment and sense of belonging among our other students.</p>	<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>
<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>	<p>For years, our school used Reading Mastery as the primary reading program. We have adopted a new reading program, but are attempting to catch up in current best practices in reading, such as using guided reading, reading workshop, Reading Recovery, and using MAP data to design appropriate Tier I, II, and III instruction.</p>	<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>

			<p>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></p>
<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 Education, JCPS Code of Conduct, or other sources to address the inequity you identified.</p>	<p>We will continue to have our PBIS team review our expectations.</p> <p>We will continue to review data on student achievement in reading using MAP.</p> <p>Teachers will design instruction to support Tier II and Tier III students in reading using MAP data.</p> <p>Continue to implement our school improvement strategies identified to increase students' achievement in reading.</p> <p>We will hold a Literacy Night in September 2018 to involve our entire school community.</p> <p>We will use two Reading Recovery Teachers and 2-3 WIN Teachers to increase student achievement in reading.</p> <p>Data will be shared with our teachers and school team from our Comprehensive School Survey and Envision Equity Score Card on Gold Day. Teachers and school staff will reflect on the data and identify any strategies that they feel will improve students' overall satisfaction, caring environment, and sense of belonging.</p> <p>*Additional information provided in Area #6 Below:</p>	<p>1. <i>Response demonstrates little research into best practices.</i></p> <p>2. <i>Some evidence that research conducted, but more needed.</i></p> <p>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></p>

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 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>2. Literacy Our white 35.0 (46.2) F/R 57.1 (76.4) P, other 42.9 (45.0) F/R, and ECE 8.3 (18.1) F/R are scoring below the district average in the percent of students scoring at proficient or distinguished levels.</p> <p>We will continue to review data on student achievement in reading using MAP.</p> <p>Teachers will design instruction to support Tier II and Tier III students in reading using MAP data.</p> <p>Continue to implement our school improvement strategies identified to increase students' achievement in reading and reading assessment.</p> <p>We will hold a Literacy Night in September 2018 to involve our entire school community.</p>	<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>

		<p><u>3. School Culture and Climate</u> Our white students are scoring below the district average in overall satisfaction 84.1 (88.5) F/R, caring environment 90.5 (94.9) F/R 94.7 (96.4) P, and sense of belonging 87.1 (91.8) F/R. Our other students are scoring below the district average in caring environment 94.7 (95.6) F/R and sense of belonging 84.2 (92.4) F/R. Data will be collected using a student voice survey and the comprehensive school survey to identify specific areas to work on.</p> <p>Data will be shared with our teachers and school team from our Comprehensive School Survey and Envision Equity Score Card on Gold Day. Teachers and school staff will reflect on the data and identify any strategies that they feel will improve students overall satisfaction, caring environment, and sense of belonging.</p>	
<p>7. Data tracking</p>	<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 data from our Comprehensive School Survey results (CSS) 2018-2019, KPREP 2019, Student Voice Surveys, Reading Assessments, and Behavior Data 2018-2019 entered on the Envision Equity Score Card.</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</i>

			<i>measured with identified data.</i>
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	<p>P = Paid F/R = Free/Reduced F/R/P = Free/Reduced/Paid</p> <p><u>1. Discipline</u> Our Hispanic students are being suspended 4.3 (1.1) F/R and our white students 1.4 (0.7) percent which are above the district average.</p> <p>Our PBIS team will review monthly discipline and suspension data.</p> <p><u>2. Literacy</u> Our white 35.0 (46.2) F/R 57.1 (76.4) P, other 42.9 (45.0) F/R, and ECE 8.3 (18.1) F/R are scoring below the district average in the percent of students scoring at proficient or distinguished levels.</p> <p>We will review our school MAP results in the fall, winter, and spring in reading.</p> <p><u>3. School Culture and Climate</u> Our white students students are scoring below the district average in overall satisfaction 84.1 (88.5)</p>	<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>

		<p>F/R, caring environment 90.5 (94.9) F/R 94.7 (96.4) P, and sense of belonging 87.1 (91.8) F/R. Our other students are scoring below the district average in caring environment 94.7 (95.6) F/R and sense of belonging 84.2 (92.4) F/R.</p> <p>We will review our CSS data for 2018-2019 and compare this to our prior year results.</p>	
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?	<p>KaTonya Parker, Principal Brett Perry, Assistant Principal Tara Blumer, Counselor Megan Caswel, Goal Clarity Coach PBIS Team Leadership Team #1 Leadership Team #2 Leadership Team #3 ESL Team ECE Team Teachers School Staff SBDM Council</p>	<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>P = Paid F/R = Free/Reduced F/R/P = Free/Reduced/Paid</p> <p><u>1, Discipline</u> Our Hispanic students are being suspended 4.3 (1.1) F/R and our white students 1.4 (0.7) percent which are above the district average.</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</i>

		<p>Our BAI Spanish and school staff will work closely with our Hispanic families to ensure understanding of school and classroom expectations of behavior.</p> <p><u>2. Literacy</u> Our white 35.0 (46.2) F/R 57.1 (76.4) P, other 42.9 (45.0) F/R, and ECE 8.3 (18.1) F/R are scoring below the district average in the percent of students scoring at proficient or distinguished levels.</p> <p>School staff will work to increase parental and community involvement by hosting a Literacy Night in September 2018.</p> <p><u>3. School Culture and Climate</u> Our white students students are scoring below the district average in overall satisfaction 84.1 (88.5) F/R, caring environment 90.5 (94.9) F/R 94.7 (96.4) P, and sense of belonging 87.1 (91.8) F/R. Our other students are scoring below the district average in caring environment 94.7 (95.6) F/R and sense of belonging 84.2 (92.4) F/R.</p>	<p><i>sufficiently considered.</i></p>
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		<p>We will use part of our Gold Day to discuss and reflect upon strategies to ensure that our white and other students are satisfied with our school, feel we have a caring environment, and have a sense of belonging.</p>	
<p>11. Challenges</p>	<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>P = Paid F/R = Free/Reduced F/R/P = Free/Reduced/Paid</p> <p><u>1. Discipline</u> Our Hispanic students are being suspended 4.3 (1.1) F/R and our white students 1.4 (0.7) percent which are above the district average.</p> <p>We feel the most difficult challenge here will be communication. We will use our BAI to assist us with this challenge.</p> <p><u>2. Literacy</u> Our white 35.0 (46.2) F/R 57.1 (76.4) P, other 42.9 (45.0) F/R, and ECE 8.3 (18.1) F/R are scoring below the district average in the percent of students scoring at proficient or distinguished levels.</p>	<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>

		<p>Our most difficult challenge here is that we have such a high number of students who fit into this group of students. Making sure we have adequate resources to cover our Tier II and Tier III reading needs. We purchased two reading recovery and three WIN position to assist with this challenge. In addition, many of our teachers used reading mastery as their reading program for years. We are trying to continuously build the background knowledge in reading that many other schools already have in guided reading, differentiating reading instruction, and reading workshop.</p> <p><u>3. School Culture and Climate</u> Our white students are scoring below the district average in overall satisfaction 84.1 (88.5) F/R, caring environment 90.5 (94.9) F/R 94.7 (96.4) P, and sense of belonging 87.1 (91.8) F/R. Our other students are scoring below the district average in caring environment 94.7 (95.6) F/R and sense of belonging 84.2 (92.4) F/R</p>	
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		Our greatest hurdle here will be continuously trying to build relationships with such a large number of students. -	
12. Budget		We purchased two reading recovery and two WIN positions to assist with increasing student achievement in reading. We have already made the necessary adjustments for our 2018-2019 school year.	<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.	<i>All student will be reading on level and feel that students on level.</i>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	