Carter Traditional Elementary
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 be addressing racial disparity in reading proficiency.	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.	According to our Envision Equity Data Card, White students are out performing Black students in reading by 14.1% in free and reduced and by 12.6% in paid.	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	We want to decrease the reading proficiency gap between Black and White students by 5% and increase achievement.	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*

	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		*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, data has shown a gap in proficiency betweenBlack and White students. Staff may lack awareness of certain biases and culturally sensitive materials. The school staff has had minimal training in this area.	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.	We will implement the following best practice strategies: ● Staff members will have the opportunity to participate in a book study and professional development focusing on culturally responsive teaching. ● Data will be disaggregated by race to identify specific students not meeting proficiency. Reading interventions will be intentionally planned to determine the foundational misconceptions and/or instructional needs. ● Systems will be used to create positive, inclusive learning environments and a schoolwide culture that is	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.*

		equitable for Black students. ● PLCs will routinely discuss culturally sensitive materials used in classroom lessons and activities.	

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.	Staff will engage in a book study on increasing culturally responsive teaching. In faculty meetings, a variety of racial equity articles, focusing on culturally responsive teaching, will be used to provide reflection and growth on our own practices. Effective and intentional reading interventions, based on data and best practice strategies, will be used to close achievement gaps. Students will engage in deeper learning opportunities. The Classroom Management Toolkit will be	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 .

		used to increase best practice strategies used by teachers. The DEP Resource Teacher will provide culturally responsive teaching PD to teachers during faculty meetings and during PLCs throughout the year. We will utilize feedback from the CRT walkthrough instrument to measure evidence of culturally responsive teaching in classrooms. The administrative team will participate in a book study on culturally responsive teaching and provide the staff with support based on the information from the book. Teachers will participate in the JCPS Equity Institute. Strategies learned at the institute will be discussed in PLCs to ensure transfer	

		into the classrooms and instruction. We chose these strategies to strengthen the Tier 1 instruction and classroom management strategies.	
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 data will be used to measure progress throughout the year. PLCs will analyze MAP data by race to determine successes and areas for growth in reading. Overall, KPREP will be the final data source to measure success.	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.*
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	Progress will be monitored after each MAP window, September, January, and April.	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 administrative team will be primarily responsible for ensuring	1. *No responsible individual or group identified, or identified party is inappropriate or unreliable.* 2. *Responsible party is somewhat*

			the plan is implemented through walkthroughs, monitoring PLC work, looking at MAP data, leading the book study, and facilitating faculty meeting discussions.	*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.		We will work with the DEP to receive grant money for the book study. Administration will meet with students prior to and after each MAP test to discuss their goals. UofL student teachers will collaborate with teachers to support addressing the needs of identified students within the classroom.	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 how you have engaged stakeholders..how will you engage your supporters moving forward? What PD offerings will you need to ensure success?		We anticipate staff lacking the capacity to implement all the strategies. We expect the staff to embrace the need for support and feedback.	1. *Anticipation of potential challenges is not sufficiently developed.* 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*

		PD will be needed in culturally responsive teaching.	*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.	We will apply for a grant to buy books, purchase culturally responsive reading materials for classrooms, and provide a stipend for participating in the book study.	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.	When our plan is successfully implemented, staff will demonstrate more culturally responsive teaching and planning. Staff will discuss openly the racial inequities and the appropriate solutions to ensure our Black students are performing equitable to their White peers. Our students and teachers will feel empowered by the overall success and growth.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	The administration will reflect on student data and teacher discussions to determine if adjustments are needed and in what areas.