

Coral Ridge 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?	<u>Currently, 28.6 percent our Latinx population only achieves proficient and distinguished scores on KPREP testing in reading proficiency, which is lower than other demographic groups at Coral Ridge Elementary. We will work to achieve more equity with this group in this important subject area.</u>	<ol style="list-style-type: none"> 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.	<u>Envision Equity Data Card compiled from KDE data from the 2016-2017 school year.</u>	<ol style="list-style-type: none"> 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	<u>Improving and increasing the number of proficient and/or distinguished scores on the summative state assessment in reading proficiency at the end of the school year for our Latinx student population. With this focus, hopefully we will see outcomes in the long-term that equate to better academic performances overall in all subject areas due to greater proficiency in the area of literacy.</u>	<ol style="list-style-type: none"> 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

	<p>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><i>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>	<p><u><i>Many of these students come to our schools with a language barrier, so acquiring the skills needed to speak English and articulate reading skills in English is difficult and puts these students behind other groups that grew up learning the language. That language barrier is also present for the parents of these students, so they are not able to supplement and enrich what they are learning at school when they get home.</i></u></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> 3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i>
<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><u><i>Teachers will focus on data-driven lessons in the classroom that will personalize the learning for the demographic that we are targeting with this plan. Guided reading is an expectation with this grade, research based, and will work to improve reading proficiency amongst these students. Teachers will also work to ensure that their classrooms are culturally responsive to make students feel more welcome in their school experience.</i></u></p>	<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 the 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><u>Students will be selected from 1st grade for this plan, since they are more acclimated to the school environment. The MAP assessment for reading and the DRA will drive interventions and instruction in the classroom to improve outcomes for the selected students. Running records will also be utilized for data collection. Our new reading lab will also provide targeted interventions for this demographic. We will utilize the Jan Richardson Guided Reading intervention strategies, which are all research based that target struggling readers. Extended School Services will be offered at Barrington Pointe, where a large portion of this demographic that attends Coral Ridge resides outside of school. Transportation will not be an issue at Barrington Pointe as the center in which the ESS will be delivered is close to the residency of these families. Our staff will also attend an Equity Institute and receive training on Culturally Responsive teaching strategies.</u></p>	<ol style="list-style-type: none"> 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 .
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><u>We will use the Measures of Academic Progress (MAP), Diagnostic Reading Assessment (DRA), and Running Records assessments.</u></p>	<ol style="list-style-type: none"> 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	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p><u>Monthly during committee meetings we will progress monitor our plan.</u></p>	<ol style="list-style-type: none"> 1. Timeline is unacceptable

			<p>(unattainable or not aggressive enough).</p> <ol style="list-style-type: none"> 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?	<u>The Principal and our Racial Equity Committee will lead our staff in the implementation of this plan.</u>	<ol style="list-style-type: none"> 1. No responsible individual or group identified, or identified party is inappropriate or unreliable. 2. Responsible party is somewhat 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.	<u>The ESL department at the District level will be utilized to facilitate resources if needed to help with our plan to increase reading proficiency amongst our ESL student population. Homeroom teachers will also play a vital part in this process, as they know where these students are academically better than anyone else and can best meet the needs of these students. They will track the data for the selected students.</u>	<ol style="list-style-type: none"> 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	<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><u>There is still a level of apprehension about the use of MAP testing amongst early literacy interventionists and specialists, so using that as a data point will be a challenge. I will be looking at PD for that group regarding MAP testing.</u></p> <p>-</p>	<ol style="list-style-type: none"> 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 addressed is reasonable and logical.
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p><u>The budget will not need to be modified, if there are funds that are needed to help they will be utilized to support the plan.</u></p>	<ol style="list-style-type: none"> 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	<p>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>	<p><u>When our plan is running successfully, these students that exhibit a deficit in reading proficiency will see acceleration above what their expected path would be in reading proficiency. This will lead to higher achievement and a higher chance of scoring proficient or distinguished when they take the K-Prep assessment. Teachers will feel better about being able to meet the needs of ALL students.</u></p>
14. Adjustment	<p>What are indicators that your plan is not working and needs adjustment?</p>	<p><u>Through monthly meetings with the Racial Equity Committee.</u></p>

		<u><i>we will progress monitor the plan and make adjustments if necessary.</i></u>
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