Fairdale 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 the achievement gap in the following groups: Free-Reduced, White, Latinx, ECE and Other. Black students while outperforming the district average, are on par with White free and reduced peers, but 26.5% below our paid White students.. Additionally, we will look at Free-Reduced White Sense of Belonging.	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.	Our School Envision Equity Data Card demonstrates that Reading Proficiency is below the District Average. Additionally, KPREP preliminary data suggests the same. The Data Card also points out a small gap in White Sense of Belonging. Our Black free-reduced students outperform the district in the same category by 13.3%. However, they are 26.5% below our White paid students. Our Latinx students are 7.6% below the district free-reduced students; our White students are 7.4% below the same group in the district; our other population is 1.5% behind like district students; and our ECE is 5.3% behind like district students.	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	Our goal is to reduce the achievement gap in all of the listed sub-groups. Additionally, although the disparity is small, we will also look at the Sense of Belonging with our White population. We want to also reduce Novices.	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*

	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		*relevant to school, and it demonstrates an innovative approach to addressing racial 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.	There are several potential issues as to why we are in the predicament we are in. We have a large ESL population and we have not had what we would call an intentional program in place. We are having our ESL and ECE teachers push into the classroom in order for our ESL and ECE students to have more Tier 1 instruction and not be pulled out so often that they miss instruction and a Sense of Belonging. Prior to this year we pulled our students out of classrooms too often, missingTier 1 instruction and a sense of belonging to the classroom. They felt they were off on their own, possibly not getting the valued instruction they deserve. We are also incorporating 2 Reading Recovery positions into our curriculum. We have also not been as intentional as possible in our deliveries for intervention students who might need more specialized instruction.	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	We are pushing in ECE and ESL teachers. We are using the workshop model. We have had PD's on workshop for both MA and ELA. By providing this strategy or delivery method, we will provide a more diversified instruction, allowing our students to learn in the manner that best suits them. We sent 20% of our staff to Responsive Classroom in order to improve the Culture and Climate of the building. This should improve the Sense of Belonging to our White population, although the	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*

	Education, JCPS Code of Conduct, or other sources to address the inequity you identified.	percent is low. The RC will also allow teachers to feel comfortable in building relationships and understand the importance of incorporating this strategy in every aspect of our day. We purchased technology for each grade so that more students will get more or equitable access to technology. Leveled reading books that are culturally responsive, allowing students to see themselves when they read, have been purchased for each classroom. This will also allow students of different races and ethnicities the option to read about a different culture.	*practices.*

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.	As noted in #5, we are pushing in teachers in order to not miss their diversified Tier 1 instruction. We are using the workshop model. By keeping the students in the classroom for Tier 1 instruction, they will also receive the benefit of peer collaboration and purposeful talk. We will also determine the high fliers and with the help of MAP and Deeper Learning, we will plan to accelerate their learning. We will assess the effectiveness of this strategy by reflecting on the data from formative assessments as well as MAP. We will determine what each student needs due to CFA's, MAP and Lexia data. Our interventions will be determined with multiple data points. We purchased technology for each grade level. We are purchasing leveled reading books for every classroom that are	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 .

		culturally responsive. We initiated Morning Meeting utilizing the Responsive Classroom model. We are also using Reading Recovery teachers to move 16 children. This should considerably increase growth in our ELL, ECE and low income student population, because we have changed basically every delivery method/strategy. Prior to this year, we taught all students the same way. We thought or intended on giving each child what they need, but we are really being intentional and meeting the child where they are by utilizing the Workshop model, more push-ins and more intentional grouping and intervention. We will continue to offer PD for the Workshop model and attend DEP PD's in order to become more culturally responsive.	
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.	We will continue to monitor our Equity Data Scorecard, MAP, TELL, CSS and our behavior data to ensure we are closing the achievement gap in our Free-Reduced population and foster a sense of belonging by incorporating Responsive	1. *It is unclear how data will track progress.* 2. *Data identified to track progress are not most appropriate. A better*

		Classroom while monitoring IC.	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.?	We will look at all reports and data when they are reported. We have assessment data analysis on Th with each PLC. They will look at all data points. We will reflect and adjust as necessary attempting to be as fluid as possible. We will also discuss our data during PLC's, ILT and SBDM with additional stakeholders who can provide beneficial information. We will start with where they are and determine growth and what strategies will be the most beneficial going forward to include grouping.	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?	I will take responsibility for all the "issues" and our staff will get all the credit. We will utilize various staff members who are on focused committees to reflect on data and report out on findings and solutions for moving forward. We will continue to look at data at various times during the year. We focus on MAP data and how well students do with CFA's. Teams will look at data with regards to push-in and determine if the student is showing growth and if not, they will reevaluate and determine another route what is best for each child. Workshop is the same. We will determine if the student is showing growth by utilizing this strategy, if not, perhaps pull-outs are a better option. We will monitor the data. The principal will be the primary person reporting out to the assistant superintendent.	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	We have brought in various stakeholders to provide input for our improvement plan and	1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on

	need to be nurtured or developed to ensure success with your plan? Explain.	school direction. We have spoken with parents and conducted surveys. We have spoke with students and staff. We have and will continue to have Jesse Metille out for PD's concerning our ELA program. Kadia Turner has come out to look at our school and we will have our teachers attend DEP PD during Gold Day (all staff). With regards to MTSS, we have done a self assessment and determined we will have them out for the 3 hour PD offered. In addition, we will start with Toolkit #1 and intend on attempting to work on Toolkit #3 just after Christmas. We have worked with the Deeper Learning Department. One additional group we will work with and focus on, is the ESL Department. We have changed their focus and view by pushing into classrooms verses pull-outs as in the past. We feel that keeping the students in the classroom will improve both academics due to Tier 1 engagement and	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.

		socially. The students will be a part of the group, verses being pulled out all of the time.	
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 are bringing in various PD's to support our M/V. We have had Workshop Model PD's in both Reading and Math. The majority of our teachers are doing fine, however, we will need some additional coaching. Utilizing the workshop model, the intent is to give each child what they need. We will group by RIT scores where the deficiencies occur and use the continuum to form our classes within the team. Then students will be provided more access to exactly what they need with the WS model. Students will be given the instruction that they need to be successful and achieve mastery. I had discussed ESL earlier. It will be a change in their philosophy, pushing in. We have trained our RR teachers, however, it is their first year working this model. They will	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.

		continue throughout the year with training	
		-	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	There are no real budget issues. We have already budgeted for all the programs, technology (3 chrome carts) and staff. We did apply for the mini grant in order to provide more technology for our classrooms. When our current request is delivered, we will have one 30 chromebook cart for each grade and a 30 IPad cart for K. If we get the additional grant money, we will use it to purchase more technology.	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.	With regards to Sense of Belonging, we feel that the culture and climate in the building has done a 180. The vast majority of our kids feel engaged and feel like they belong here. We were just 3% below the district at 88.4% with 155 ESL students out of 577 total. Responsive classroom will additionally help with building community. This will be a tweak since we are doing well already. Not saying we can't improve! With regards to our gap, when we have all systems engaged and being utilized, we will reduce our gap. Reading Recovery will address

		a few, approximately 16. Our ECE and ESL teachers are pushing in every day to ensure Tier 1 instruction is being heard. We are utilizing our MAP data to drive instruction. We will be more fluid and intentional with meeting our kids where they are and giving them what they need.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If the culture in the building turns south and we have issues with students and/or staff that would be an indicator that we aren't moving in our desired direction. Additionally, if we don't show growth and our gap remains the same, that will be an issue. We will need to find our holes and address how we will move forward. We need to reduce our Novices and increase our P/D.