

Foster Traditional Academy 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 racial disparities in literacy proficiency between Black students and White students. According to 2016/17 data from the Equity Scorecard Foster demographics were Black 88.1%, White 5.1%, Other 6.2%. Our goal is to increase proficiency amongst Black students in literacy.	<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 literacy rates are low for our paid and free Black students compared to our free White students. Our free and reduced Black students proficiency scores were 25.2% compared to 45% for our free White students. That demonstrates a gap of 19.8%. In comparing our paid Black students and free White students there is a gap as well. Paid Black students reached a proficiency level of 33.3% which is still 11.7% below our free White students.	<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	We want to increase the overall numbers of all students (Black, White, and Other) reaching proficiency within our school. We want to increase proficiency overall by closing the gap between Black and White students in Literacy.	<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</i>

	<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>Historically, with comparing our Black and White students even without looking at paid, free, or reduced status, there is significant disparity between the two races. The chart below outlines our historical disparities in our literacy data:</p> <table border="1" data-bbox="604 764 1528 980"> <thead> <tr> <th>K-Prep Data by Year</th> <th>Black Reading Proficiency</th> <th>White Reading Proficiency</th> </tr> </thead> <tbody> <tr> <td>2016/17</td> <td>25.8%</td> <td>42.9%</td> </tr> <tr> <td>2015/16</td> <td>27.7%</td> <td>50%</td> </tr> <tr> <td>2014/15</td> <td>27.0%</td> <td>45.9%</td> </tr> </tbody> </table> <p>Due to these disparities in low reading achievement school-wide, we are focusing our instructional practices to help increase our literacy proficiency in all students. Over the years we have tried to improve this gap by providing reading professional development, coaching and modeling practices to support our struggling instructional staff, and provided a certified reading interventionist for students one or more years below grade level. As a result, we have seen a fluctuation in our students scoring novice in reading.</p> <table border="1" data-bbox="604 1179 1528 1395"> <thead> <tr> <th>K-Prep Data By Year</th> <th>All Students Scoring Novice</th> </tr> </thead> <tbody> <tr> <td>2016/17</td> <td>45%</td> </tr> <tr> <td>2015/16</td> <td>41.7%</td> </tr> <tr> <td>2014/15</td> <td>42.3%</td> </tr> </tbody> </table>	K-Prep Data by Year	Black Reading Proficiency	White Reading Proficiency	2016/17	25.8%	42.9%	2015/16	27.7%	50%	2014/15	27.0%	45.9%	K-Prep Data By Year	All Students Scoring Novice	2016/17	45%	2015/16	41.7%	2014/15	42.3%	<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>
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2013/14	40.2%				
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.	<p data-bbox="604 467 1486 492">We have provided additional in-house professional developments to address the areas below:</p> <ul data-bbox="653 516 1031 732" style="list-style-type: none"> ● Identification of essential standards ● DOK alignment ● Guided reading ● Purposeful small group stations ● Higher order thinking questions ● Student engagement techniques ● Project based learning ● Culturally Responsive teaching <p data-bbox="604 756 1518 829">We believe making these changes to our instructional program will yield higher results in student learning. All of these practices are researched based and will be monitored frequently throughout the year.</p>	<ul data-bbox="1604 472 1934 732" style="list-style-type: none"> ● <i>Response demonstrates little research into best practices.</i> ● <i>Some evidence that research conducted, but more needed.</i> ● <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? 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, our goal is to increase our number of Black students reaching proficiency in literacy by 10% and to reduce our novice percentage below 30%.</p> <p>Certified teachers will conduct reading assessments to determine students' ability level. Core instruction will be provided to all students. Students will receive whole group and small group instruction. Students will be put in small reading groups based on their ability. Tier II and Tier III students will receive interventions to support deficits in literacy. Tier I students with literacy skills will be enhanced during this time. Students will meet with their classroom teacher daily for guided reading instruction. Instruction Teachers will follow the Jan Richardson workshop model. Teachers will use DuFour resources, training from the Bellarmine Literacy Program, Fountas & Pinnell resources, JCPS curriculum guides, the reading workshop format, centers, and the MAP student learning continuum to serve as reference guides for strategies implemented. All students will be exposed to culturally relevant books. Books will be engaging and significant for our population of students. The instructional staff will participate in professional development based on student needs as indicated by the MAP universal screener, JCPS assessments, school assessments, and administrator observations. Research-based, best practices will be shared during PD sessions and PLCs (Professional Learning Communities). PLC team time has been increased this school year. Teams will spend time analyzing student work,</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>creating common assessments, and developing next steps for instruction. Professional development will be used throughout the school year to help equip our teachers with the skills necessary to move our students toward proficiency. Teachers will collaborate with the administrative team during PD sessions. Foster's GCC will model instructional strategies throughout classrooms and work collaboratively with teachers in providing small group instruction. We will utilize Zone 1 district resource teachers to conduct PDs during grade level PLC time and after school PDs.</p>	
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 the following assessments to track student progress:</p> <p>MAP - 3 times a year JCPS DCAs - 2 times a year K-Prep Data - May 2019</p> <p>Principal/AP/GCC observations with feedback will be used to assess teacher growth incorporating new instructional strategies. Observations will use the Powerwalk and Foster TDD format.</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	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>After each MAP and DCA assessment student data will be analyzed by the administrative team and grade level teams. Information will be shared school-wide. Next steps for instruction will be guided based on assessment results. K-Prep data from the 2018/19 school year will be available August 2019.</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>
9. Responsible individuals or group.	<p>Who will be primarily responsible to ensure plan is implemented fully and with fidelity? Who will be</p>	<p>Foster's principal, assistant principal, and goal clarity coach will be the lead staff for</p>	<ol style="list-style-type: none"> 1. <i>No responsible individual or group</i>

	<p>primarily responsible for tracking and reporting data to assistant superintendent?</p>	<p>implementing our plan. Walkthrough data will reflect progress or needed improvement in our instruction. PD and training will be based off teacher need. Foster has developed a Culture and Climate committee. This committee will meet every nine weeks to review student data and progress.</p>	<p><i>identified, or identified party is inappropriate or unreliable.</i></p> <ol style="list-style-type: none"> <i>Responsible party is somewhat acceptable.</i> <i>Responsible party will reliably enforce timeline and ensure progress is made.</i>
<p>10. Stakeholder engagement and relationship building</p>	<p>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>Stakeholders involved in the plan are Foster's staff, Foster's Culture and Climate committee, DEP team, students, and volunteers. We will involve district personnel to support our plan. Foster has several community partners. The partnerships that influence our literacy program are: Kroger, Stage One, Grandparent program, Middletown Christian Church, and Humana. Partnerships with our parents will include year round volunteers, two daytime parent educator days and year round family events.</p>	<ol style="list-style-type: none"> <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i> <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i>
<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>We anticipate the biggest challenges to student growth are complete teacher ownership of student learning and teacher buy-in to incorporating new instructional practices into their everyday instruction. Foster's average for number of teaching years experiences is 10.1. Having years of experience is good for the stability of a school, but can also offer challenges when introducing a new policy. Albeit, we also believe this presents the opportunity for Foster's teachers to establish better instructional strategies and deeper learning opportunities school wide. _</p>	<ol style="list-style-type: none"> <i>Anticipation of potential challenges is not sufficiently developed.</i> <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i> <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i>
<p>12. Budget</p>	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>Assuming that our total budget will not change, we have applied for the Deeper Learning Grant through DEP to support</p>	<ol style="list-style-type: none"> <i>Budget is insufficient to meet demands of strategy.</i>

		our classroom libraries and project based learning experiences. Training provided for PDs will be in-house training or personnel from the district, therefore it will not be a cost to the school.	<ol style="list-style-type: none"> 2. <i>Budget modification is acceptable but needs some improvements.</i> 3. <i>Budget modification provides sufficient resources to implement strategy.</i>
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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 running successfully, we envision walking into each classroom and seeing rigorous instruction take place daily. Students will be engaged and participating in small group discussions, hands-on learning opportunities, demonstrating their learning through presentations, and working collaboratively with partners. Teachers will take ownership of student learning and create classrooms that support individual student's need.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Lack of student progress and growth based on MAP, JCPS DCAs, and K-Prep will indicate that our plan is not working..