

Johnsontown Road Elementary
Racial Equity Improvement Plan Development Tool
Johnsontown Road Elementary - Revised 11-2-18

| PRE-REFLECTION | | | |
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| 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 are going to address literacy and numeracy for Black students. | <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. | Looking at our school report card for 2016-2017, our KPREP data indicates that 62.4% of our Black students are novice in reading. 47.3% of our Black students are novice in math. Our MAP data over the last few years, strongly correlates with these findings as seen in our own databooks. | <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 | Please note that this may not be the same as the data you are | Our Black students will demonstrate growth on our MAP assessment from fall to spring. Our Black students will demonstrate transition readiness from grade level to grade level, by demonstrating backpack success skills | <ol style="list-style-type: none"> 1. Identified long-term outcome is irrelevant to school, or no long-term |

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| <p>impact?’</p> | <p>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>through various artifacts. Backpack of success skills will be focused around doing a cultural exhibition. Each grade level will adopt a culture and tied to core content standards. Johnsontown Road will host a community dialogue prior to exhibition night at Whitney Young Elementary School. There will be a school wide cultural exhibition. All students will participate in this cultural exhibition. Students will engage in Globally and Culturally Competent Citizenship, prepared and resilient learners, and effective communicators.</p> | <p>outcome identified.</p> <ol style="list-style-type: none"> 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 equity. |
| <p>4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you are</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>Our certified staff majority is White female with less than 10 years teaching experience. Due to a lack of cultural awareness and relationship building with our staff and students, our Black males according to data shows that we experience students that don't have a sense of belonging as noted on the 2018 CSS. We are working to create a positive environment that supports and believes in all students. We know all students can learn in a diverse environment with high expectations for all students. We are reaching out to families to provide connections with staff and school through neighborhood area settings such as Young Elementary to host our school program which is in a neighborhood by a majority of our</p> | <ol style="list-style-type: none"> 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 |

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| addressing? | | population. We have had some professional development to address equity and that is in our plan. We have a lot of transient population that we need to address relationships and trust to support our students in their sense of belonging thus affecting their academics since Maslow's needs are involved. | 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. | <p>We have implemented a master schedule to help better target our learners. Our master schedule allows us to strategically plan our classified schedule and allow more adult support during classroom workshop time. Having additional adults in a class during literacy and math workshop gives students more small group time with an adult. This master schedule allows our teachers to meet with individual learners at their level to address their needs. Classified assistants are working with teams during guided reading and math workshop times. We have a targeted intervention and enrichment block at the end of the school day. These interventions include small group, direct instruction, phonics instruction, word work, Reading Recovery strategies, concrete-semi-concrete-abstract, subitizing, etc. This time will help to fill in learning gaps using our MAP data (learning continuum). All of our students will be engaged in enrichment projects to extend their grade-level standards and allow for differentiated learning tasks for all of our learners.</p> <p>Provide core materials that best meet the needs of our student population and have high interest levels. Students have voice and choice in material selections in library, core materials and classroom libraries. Students will have this voice by completing a Google Form to help staff collect an interest inventory for students.</p> <p>Make use of the Student Council group and National Honor Society Group to support voice and choice.</p> <p>Student developed survey/google form in relation to school sense of belonging, diverse materials, relationships with adults, etc.</p> | <ol style="list-style-type: none"> 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. |

| PLAN IMPLEMENTATION | | | |
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| Topic | Directions | Notes | Score (circle score) |

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| <p>6. Describe your plan.</p> | <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>Johnsontown Roads' master schedule is meant to address the needs of all students. Through our JAG time we will directly target the needs of our Black students. Groups will be adapted to address various learning styles and differentiated learning. Learning styles will be determined through learning style inventory. In our small group instruction we are using digital strategies with iPads, Chromebooks, and computers. Putty, wikki-sticks, sandpaper, shaving cream, etc. in word work. We will use a custom PowerWalk template to ensure that teachers are using culturally responsive instruction within the listed strategies.</p> <p>Johnsontown Road will use the district bully resource teacher, Alvin Flowers, to work with Black males to create a passion project that will be showcased not only at Johnsontown Road, but within their own community.</p> <p>Professional development would be offered within the building and through the team. Our district diversity, equity, and poverty resource teacher will present <i>Culturally Proficient</i> training to staff on Monday November 5th, 2018 from 1-2:30. The school-based committee will support students in using google interest surveys to provide voice and choice in all aspects of the school and community. Staff will</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 . |
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| | | <p>seek other schools who have been successful in closing the achievement gap and look for strategies they used at closing the gap for Black students.</p> <p>SMART Goal:</p> <p>Looking at our school report card for 2016-2017, our KPREP data indicates that 62.4% of our Black students are novice in reading. 47.3% of our Black students are novice in math. Our MAP data over the last few years, strongly correlates with these findings as seen in our own databooks. Through our equity plan, we will reduce our novice students in reading by 16.4%. In math, we will reduce our novice students in math by 17.3%.</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>Teachers meet weekly in PLC to analyze common formative assessment data (CFA's). CFA's will be used to measure progress weekly. MAP data will be taken three times throughout the year. Not only will Johnsonsontown Road analyze student proficiency, but student growth within the group of Black students. In addition, as students are more engaged in the content, the level of behavior incidences should decrease. Behavior data will also be analyzed weekly within our behavior team. The committee will conduct a</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. |

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| | | survey mid-year to track data and the comprehensive survey will be used in the spring. | |
| 8. Timeline | What is the timeline for tracking your data? Will you report monthly, quarterly, etc.? | CFA's will be analyzed weekly. Behavior data will be monitored weekly. MAP data will be analyzed three times yearly. Surveys will be monitored and analyzed 3 times in the school year for each year. | <ol style="list-style-type: none"> 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? | A committee of various stakeholders from the school and community was formed to give input into the plan. These stakeholders include our culture and climate team, Carla Cosby-our family resource person, professional learning communities, Kadia Turner, and Dynacraft. Our culture and climate committee, Nealya Foreman, Audrey Rondo, Jeannette Ferry, Erica McGowan, Maxann Newby, Shannon Stone, Malinda Dutkowski, and Jack Wheatly will meet initially twice monthly 2nd and 4th Thursday at 4:00 P.M. | <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) | We will engage Centerstone with various programs to engage our Black students. We will have small groups to | <ol style="list-style-type: none"> 1. Stakeholder engagement is minimal or otherwise unacceptable, or |

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| | <p>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>address social skills. We will engage our bullying specialist, Alvin Flowers. We are currently going into our year 2 of trauma informed care. We are partnering with engineers from Dynacraft. We are in year six with the University of Louisville's Academic Behavior Response to Intervention team. Continue to reach out to other community members to enlist help in different ways. DEP resource supports will be invited to do walk-throughs to monitor culturally responsive instruction.</p> | <p>demonstrates minimal reflection on who will need to be engaged.</p> <ol style="list-style-type: none"> 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. |
| <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>Long time commitment from community partners could be a possible hurdle in our plan. Parents and community involvement may require additional motivators. Time commitment</p> <p>-</p> <p>We will reach out to presenters from the Deeper Learning symposium to present their equity material to our staff. We will seek vendors presented from the district. Staff will be trained in Kagan strategies. Book Studies to develop staff needs based on surveys related to the plan.</p> <p>Committee review of staff input from survey needs in relation to the plan to secure approved vendor/book study needs. We will be persistent in our communications with our community</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 a discussion of how these will be addressed is reasonable and logical. |

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| | | stakeholders. We will reach out via phone calls, newsletters, fliers, sending home information on our school software programs (Lexia, Dreambox, Reading A-Z, etc), and student led conferences. | |
| 12. Budget | How will your budget need to be modified to implement your strategy? Assume your total budget will not change. | <p>We currently have monies that are set aside for parental involvement, community resources (Dynacraft w/ ability to provide financial support for materials).</p> <p>Adjust funds to provide substitutes to visit schools of the same demographics to observe what they are excelling in. Seek grant opportunities.</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 |
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| 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. | Our Black students will show growth in MAP. Behavior incidents will drop. Our school is currently running differently than it has in the past with more small group instruction, JAG time to differentiate instruction and enrichment, and students are targeted using assessment data to help target their specific content weaknesses. |
| 14. Adjustment | What are indicators that your plan is not working and needs adjustment? | Disengaged students, referrals, data points, lack of growth in literacy and numeracy. |