

Kenwood 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?	Close the achievement GAP between African American(AA) students and White 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.	<p>KPREP Data indicates that based on the 2016-17 report card 34.2% of AA students scored proficient/distinguished on KPREP versus 55% of White students. Although the AA% for Kenwood is above the district and state average and the White% is below the state average a 20 point GAP is unacceptable.</p> <p>Hand calculations of our 17-18 data indicate the following: Overall P/D for AA students: 31 with 36% Novice. When the data was disaggregated further it looked like this: AA students that were students whose first native language is not English 17% P/D 52% Novice AA students that were not students whose first native language is not English 49% P/D 20% Novice Of the 20% Novice that weren't students whose first native language is not English, 5 of them were students with disabilities in a self-contained placement, 6 of them had been at Kenwood for less than 3 years and 6 of them had been at Kenwood since Kindergarten.</p>	<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	Long term impact is to increase the number of AA students reading proficiently and close the gap between AA students and White students.	<ol style="list-style-type: none"> 1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i>

	<p>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>		<ol style="list-style-type: none"> 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 relevant to school, and it demonstrates an innovative approach to addressing racial equity.</i>
<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>Currently we need our data disaggregated because within the sub- group of AA, many of our students whose first native language is not English are also categorized. With that being said, the strategies we implement to help support students whose first native language is not English categorized as AA may be different strategies needed for our Native English speakers categorized as AA.</p> <p>Overall we need to decrease AA Novice, however the data tells us that the strategies and approach must be differentiated. We only have 6 AA students (that are Native English speakers) in grades 4 - 5 that scored Novice and have been with us since Kindergarten which indicates that we are having success with early interventions in primary.</p> <p>The other data tells us that we must examine an accelerated approach for students who come to Kenwood in 3rd grade or higher reading at the Novice level.</p> <p>Additionally, strategies for students whose first native language is not English must be differentiated to provide support.</p> <p>We must increase overall proficiency and look for ways to get students from Apprentice to Proficient.</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>

		Possible causes for perpetuating inequities: Lack of awareness and or materials to support the need.	
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>One strategy may be to work on finding culturally relevant texts (anchor texts for mini-lessons, leveled texts for guided reading, additional texts for classroom libraries to support independent reading) to increase engagement. We will reach out to the DEP resource teacher to support this need and ask for other strategies. We will also continue to collaborate with our ESL Resource Teachers to gain support for our students whose first native language is not English.</p> <p>We are also working with Maddie Shepard to focus on creating personalized learning pathways to help support students.</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>We will look to utilize culturally relevant texts. We will also reach out to our DEP Resource Teacher for supports. We also have a team of teachers who will be engaging with Maddie Shepard and Jo McKim to focus on creating personalized learning pathways.</p> <p>SMART Goal: 55% of AA (extracting students whose first native language is not English) will score proficient/distinguished in Reading on KPREP as evidenced by the 18-19 scores. 42% Overall P/D for AA students (to include students whose first native language is not English)</p> <p>We will also reduce the overall novice rate for AA students in reading from 38% to 28% which is a 25% decrease.</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>PD Ideas: Working with Kadia Turner we will begin with the cultural proficiency training, implicit bias training and the admin team will take part in the Black Male(d) book study. Continued work with Maddie Shepard and personalized learning department to focus on learner profiles. During peer observations be intentional to look for evidence of cultural awareness and implementation. We will also attend the Equity Institute on 11/5/18.</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 monitor via data checkpoints throughout the year. The data checkpoints are a triangulation of data which include MAP and common assessments created and administered by the school.</p> <p>We will monitor implementation of culturally relevant tasks and materials through walkthroughs and peer observations using a checklist provided by Kadia Turner.</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>Data checkpoints occur quarterly when we will look at disaggregated data for sub groups.</p>	<ol style="list-style-type: none"> 1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i>

			<ol style="list-style-type: none"> 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.	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?	As principal I will oversee the plan and report data to the assistant superintendent. I will work with all involved staff to monitor data and discuss next steps. We will also be collaborating with the DEP department, ESL department, and Deeper Learning department.	<ol style="list-style-type: none"> 1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i> 2. <i>Responsible party is somewhat acceptable.</i> 3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i>
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.	<p>Partnerships include working collaboratively with the DEP department, Deeper Learning department, and ESL department. We will also be working with our families through ESL Family nights and Scholastic Family Teacher Team Meetings (SFTT) to share strategies for working with students at home. In addition we will be working with Jesse Metille to ensure our ELA Framework supports the needs of our students. Our FRC coordinator will also be working with families to identify and remove non-academic barriers.</p> <p>Our Culture Climate Team will consist of our ILT members and will monitor the data and will consult with Kadia Turner to determine culturally relevant PD needs.</p>	<ol style="list-style-type: none"> 1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> 2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i> 3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i>
11. Challenges	What hurdles or conflicts do you anticipate, and how will you address them? Are there logistical	The biggest challenge will be navigating through all of the professional	<ol style="list-style-type: none"> 1. <i>Anticipation of potential challenges is not sufficiently developed.</i>

	<p>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>development needs and prioritizing so as not to overwhelm teachers.</p> <p>We will be using a combination of Gold Days, PLC's and Faculty Meetings to engage in this work.</p> <p>-</p>	<ol style="list-style-type: none"> 2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i> 3. <i>Potential threats have been thoroughly considered, and a discussion of how these will be addressed is reasonable and logical.</i>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>We will be utilizing the staff that is budgeted through general budget and add on budget combined with district resources to support or plan. We also applied for the mini-grant to help purchase culturally relevant literacy materials.</p>	<ol style="list-style-type: none"> 1. <i>Budget is insufficient to meet demands of strategy.</i> 2. <i>Budget modification is acceptable but needs some improvements.</i> 3. <i>Budget modification provides sufficient resources to implement strategy.</i>

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>PLCs and classroom walkthroughs will have evidence of personalized learning pathways.</p>
14. Adjustment	<p>What are indicators that your plan is not working and needs adjustment?</p>	<p>No change in student results. Feedback from teachers.</p>