Lincoln Elementary Performing Arts School
Racial Equity Improvement Plan Development Tool

School:	Lincoln Elementary Performing Arts School
Principal:	520

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?	The racial disparity that will be intentionally addressed is increased student achievement in Reading for all students of color, but in particular the achievement of Black students compared to that of their peers.	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.	According to the most recent KDE academic assessment reports in Reading, there were 44 students who tested at the Novice level. Of these 44 students, 32 where identified as Black students. This means that 72% of Novice students in Reading were Black children. Spring 2017-2018 NWEA MAP reports also support these findings. School wide there was approximately a 20 point achievement gap in the mean RIT scores of Black students and White students. The mean RIT score for students of color also shows that they are performing well below grade level in grades 3, 4 and 5. Finally, CSS data shows that out of 173 students, 99 feel as though verbal bullying is a problem in our school community and 101 students believe that physical bullying is an issue. This data supports that some students feel as though they do not have a sense of belonging and/or connection in our school.	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	Our objective is to decrease Novice in Reading by 50% for all students of color. This will be accomplished by providing academic and emotional enrichment through a Leadership Academy within our school. The Academy will work with students on academic goal setting and	1. *Identified long-term outcome is irrelevant to school, or no long-term outcome identified.* 2. *Long-term outcome is acceptable,*

	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	achievement in literacy and emotional health. In addition, students will continue receive MTSS tiered support to address academic needs and disparities using KDE and MAP data to drive instruction. PLC's will continue to meet weekly to analyze students data, and monitor and modify instruction as needed with emphasis on targeted population, utilizing high interest reading materials and various modalities of instruction.	*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.*==
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.	Teachers need more and higher quality training for working with students of color. Teachers need more training on learning styles. LPAS needs to continue to create stronger and better community outreach to struggling children and their families. Leadership team needs to continue to provide more specific feedback to teachers regarding their instructional practices with specific data points regarding engagement in learning for students of color.	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 Education, JCPS	1. Use of culturally relevant texts in Reading instruction. 2. Interventions that consider student needs, learning styles and different learning modalities of teaching and learning. 3. Research techniques used at the W.E.B. DuBois Academy and surrounding schools proven to be effective. 4. Job embedded professional development for teachers to insure	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*

	Code of Conduct, or other sources to address the inequity you identified.	continuous growth in helping teachers to incorporate culturally relevant teaching strategies for continuous improvement.	*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.	1. Provide rigorous, meaningful professional development to all staff focused on culturally competent and research based instructional strategies, various learning styles, and utilizing assessments for learning. 2. PLCs will meet to analyze data and modify instruction on a weekly basis to develop next-steps needed for continuous student learning and teacher growth. 3. K-5 will implement interventions using culturally diverse reading materials and resources for all identified students. - interest surveys	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 .

		- learning styles - student choice and voice in learning - deeper learning activities 4. Identify students to participate in a Leadership Academy that will include role models of color, explicit instruction in both academic and social/emotional best practices and conflict resolution skills in grades 3-5. 5. Identify students to participate in a Junior Academy that will mentor younger students in both academic and social/emotional practices and skills for students k-2. 6. Create a Family Outreach Task Force that will develop and implement specific outreach programs for the identified students and their families.	

		7.Families and community members will have access to the REAP during Open House and it will be included in the monthly Coffee Conversations with the Principal for follow-up, feedback and input from stakeholders.	
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.	1. MAP Reading will be used to track student academic achievement. 2. Monthly running records will be used to track students progress specifically in Reading achievement. 3. CSS questions related to emotional/social health will be administered 3 times per year in order to monitor growth in this area and seek input from students for ways to improve. 4. Teacher created CFA's will be administered and analyzed bi-weekly to determine student mastery of essential standards and key learning.	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	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	1. MAP is administered and analyzed 3 times per year. 2. Running records will be given and analyzed monthly. 3. Selected CSS questionnaire will be given and analyzed 3 times per year. 4. CFA's every two weeks.	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?	Susan French-Epps, Mike Ice, and Meghan Metzerott will be responsible to ensure plan is implemented fully and fidelity along side with the leadership team. Susan French-Epps will be responsible for tracking and reporting data 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 need to be nurtured or developed to ensure success with your plan? Explain.	Consultation with district support staff for ideas, input and monitoring the plan. This will include the REAP resource and MTSS academic and behavior resource teachers. Additionally, the Family Outreach taskforce will include FRC, community and parent volunteers. Monthly administrator/parent coffee conversations will provide an opportunity for input, suggestions, and Q's and A's from these stakeholders. SBDM will receive monthly reports on Equity Plan and progress towards goals	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	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?	1. Time for planning and collaboration 2. Funding for professional development, better	1. Anticipation of potential challenges is not sufficiently developed. 2. ==Anticipation of potential threats is somewhat developed, but needs more depth.==

	What PD offerings will you need to ensure success?	materials, overtime for staff. 3. All staff members will receive professional development in culturally responsive teaching practice to include different modalities of teaching and learning and implicit bias. Professional developments will focus on researched-based best practices to develop relationships and make connections to families of various cultural backgrounds. Designated PLC times will be given to disaggregate data in order to better inform instruction in the classrooms. -	3. *Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.*
Fir12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	1. Implementing an altered work/duty schedule. 2. Consult with budget and SBDM councils to reallocate funds. 3. Apply for grants/awards to implement programs.	1. *Budget is insufficient to meet demands of strategy.* 2. <mark>*Budget modification is acceptable but needs some improvements.*</mark>
3. *Budget modification provides sufficient resources to implement strategy.*

		4. Use community resources/donations for funding support.	

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.	First and foremost, all students will feel more connected to our school, but especially our children of color. They will build more positive relationships peer-peer, take on more leadership roles, and will increase their participation in after school, extra-curricular, and co-curricular activities. Adult role models will work side-by-side with students to serve as an example and mentor to them. Classroom observations will reveal highly engaged students in deeper learning activities to include student voice and choice in the learning. All staff will consistently implement culturally responsive teaching practices. Assessment data will demonstrate student's learning as accelerated, rather than remediated, and gradually closure of the learning and teaching gap for student groups who have been identified as "falling into the achievement gap." Discipline referrals will decrease as students will demonstrate empathy and display acts of kindness and understanding, as well as appreciation and celebration of differences.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Lack of improvement, stagnant or increased discipline referrals, lack of diverse teaching strategies observed in the classroom, continued learning gaps in achievement, lack of student growth, negative feedback from students and stakeholders.