

## Rutherford 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?	The racial disparity that will be intentionally addressed is improving the percentage of Black Students scoring proficient. According to 2016-2017 Kentucky Performance Rating for Educational Progress in the area of Literacy, 16.4% of African American Students scored Proficient as compared to 33.3% of White Students. Specifically, there is a 16.9% gap amongst our students.	<ol style="list-style-type: none"> <li>1. <i>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</i></li> <li>2. <i>Identified issue is somewhat relevant to school</i></li> <li>3. <i>Identifies meaningful inequity that is very relevant to school.</i></li> </ol>
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.	The data that demonstrates the inequity is the Kentucky Performance Rating for Educational Progress and MAP Data.	<ol style="list-style-type: none"> <li>1. <i>Insufficient data to define inequity.</i></li> <li>2. <i>Need more or more reliable or valid data to define inequity.</i></li> <li>3. <i>Data clearly highlight inequity that will be addressed through strategy.</i></li> </ol>
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	The long-term outcome is to increase the percentage of Black Students scoring proficient in Literacy and close the achievement gap of Black and White Students.	<ol style="list-style-type: none"> <li>1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i></li> <li>2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i></li> <li>3. <i>Identified long-term outcome is feasible given the inequity identified in Question 1, it is</i></li> </ol>

	<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&amp;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>Rutherford has not looked at other types of assessments to include Black Students in advanced classes. Culturally relevant teaching practices are limited. Low level teaching practices has resulted in low levels of proficiency. Teachers have been ineffective in teaching guided reading during core instruction.</p>	<ol style="list-style-type: none"> <li>1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></li> <li>2. <i>Response indicates some reflection of root causes.</i></li> <li>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></li> </ol>
<p>5. What are best practices to address your identified inequity?</p>	<p>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>	<p>A committee will be created to look at who participates in advanced classes and to examine the selection process. PLCs will be utilized to improve higher level instructional strategies through collaborative planning. PLCs will be utilized to monitor students' performance by race, socio-economics, and ECE through use of Novice Reduction Sheets. Teachers will have the opportunity to participate in a book study using the book Next Steps in Guided Reading by Jan Richardson. Teachers will learn how to effectively teach culturally responsive strategies while implementing Reading Workshop.</p>	<ol style="list-style-type: none"> <li>1. <i>Response demonstrates little research into best practices.</i></li> <li>2. <i>Some evidence that research conducted, but more needed.</i></li> <li>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></li> </ol>



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 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: 100% of the classroom teachers will implement Reading Workshop Model with fidelity. PLCs will be utilized to deconstruct essential standards in ELA. Lesson plans will be developed with rigorous, culturally relevant activities to challenge students' critical thinking skills. Deeper learning activities with opportunities for student choice will be embedded within instructional practice to ensure active engagement through backpack worthy artifacts for all students. Students' progress will be monitored and adjustments to instructional practice will occur based upon formative assessments, MAP and other anecdotal records. Teachers will have the opportunity to participate in a book study using the book Next Steps in Guided Reading</p>	<ol style="list-style-type: none"> <li>1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i></li> <li>2. <i>Plan addresses inequity identified above, but needs more development.</i></li> <li>3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i></li> </ol>

		by Jan Richardson and PD on Cultural Proficiency through DEP. We will diversify books within classroom libraries.	
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.	MAP, formative assessments, District Common Assessments, and Deeper learning performance activities will be utilized to track and monitor students' performance. A Core Team will utilize The Fundamental Five Walkthrough Tool along with Jan Richardson's Coaching Tools. The Team will monitor teachers' instructional practice during Reading Workshop to fidelity. Walkthroughs from DEP and ELA will track plan fidelity.	<ol style="list-style-type: none"> <li>1. <i>It is unclear how data will track progress.</i></li> <li>2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i></li> <li>3. <i>Progress will be reliably and validly measured with identified data.</i></li> </ol>
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	Data will be tracked monthly to determine students' progress through the use of Novice Reduction Sheets.	<ol style="list-style-type: none"> <li>1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i></li> <li>2. <i>Timeline is somewhat appropriate.</i></li> <li>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></li> </ol>
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?	Instructional Leadership Team and RAMS Support Team will be responsible for tracking, monitoring, and ensuring that the plan is implemented to fidelity. Principal will be responsible for reporting data to assistant superintendent..	<ol style="list-style-type: none"> <li>1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i></li> <li>2. <i>Responsible party is somewhat acceptable.</i></li> <li>3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i></li> </ol>
10. Stakeholder engagement and	What stakeholders (e.g., parents, business,	ILT, SBDM. and Faculty. DEP	<ol style="list-style-type: none"> <li>1. <i>Stakeholder engagement is minimal</i></li> </ol>

relationship building	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.	Resource Teacher, MTSS Support, and ELA Support	<p><i>or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></p> <ol style="list-style-type: none"> <li>2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i></li> <li>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></li> </ol>
11. Challenges	<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>Implementation of Reading Workshop with fidelity. We will address implementation of Reading Workshop through ongoing coaching, peer walk-throughs, and book study.</p> <p>-</p>	<ol style="list-style-type: none"> <li>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></li> <li>2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i></li> <li>3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i></li> </ol>
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	Title 1 funds will be adjusted for book study and purchase of multicultural books for classroom libraries in addition to DEP Grant Funds.	<ol style="list-style-type: none"> <li>1. <i>Budget is insufficient to meet demands of strategy.</i></li> <li>2. <i>Budget modification is acceptable but needs some improvements.</i></li> <li>3. <i>Budget modification provides sufficient resources to implement strategy.</i></li> </ol>

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.	Indicators of success: The plan is fully implemented based upon analysis of student work samples. Evidence of Reading Workshops from walkthroughs. More representation of Black students in the Gifted and Talented Program. Students will have access to multicultural books within their classroom libraries. Analysis of student work samples along with assessments will occur in PLCs. Students actively engaged within Reading Workshop. Increase in proficiency on DCAs, formative assessments, and MAP.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Indicators of adjustment needed: The plan is not fully implemented based upon analysis of student work samples. Evidence of Reading Workshops from walkthroughs. Less representation of Black Students in the Gifted and Talented Program. Students will not have access to multicultural books within their classroom libraries. Analysis of student work samples along with assessments will not occur in PLCs. Students are disengaged within Reading Workshop. Decrease in proficiency on DCAs, formative assessments, and MAP.