SANDERS ELEMENTARY
REP Revision
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 racial disparities in literacy.	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.	Our School Equity Scorecard demonstrates that nearly 40% of our African American GAP students scored lower than our White GAP students in reading proficiency. Our Latinx and other students are about two times higher in Reading Proficiency than our African American students. Our school's Measures of Academic Progress Data Report shows that students who are non-white are reading at 83% novice in 3rd grade, 77% novice in 4th grade, and 65% novice in 5th grade. We believe that by implementing school wide training on culturally responsive pedagogy and personalized learning within the reading workshop, we will increase reading proficiency in our Black Gap students.	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 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	We want to increase the reading proficiency percentage of African American Gap students, while simultaneously decreasing the disparity in literacy. Our long term outcome would be to improve literacy KPREP scores and MAP scores among Black Gap students, by increasing rigor, developing culturally responsive pedagogy, and implementing research-based strategies within reading workshop.	1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified. 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.
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.	Literacy has been an area of focus, especially with inconsistency in meeting proficiency with our Gap students, in particular, our Black males. Throughout the reading proficiency journey, Sanders Gap students from low-income households have demonstrated low growth in literacy. A lack of teacher knowledge in the area of culturally responsive practices, inconsistent implementation of reading workshop - K-5, and lack of personalized learning has lead	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.

		to a significant gap in Black male achievement. We believe that by improving culturally responsive pedagogy, and increasing teacher capacity in the area of literacy, we will be able to strengthen core instruction. As a result, the percentage of our Black Gap students scoring proficient or higher will increase.	
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.	Best practices to address the identified inequity is to offer professional development around culturally responsive practices and literacy. We have explored the DEP website, and are encouraging our teachers and staff to attend a Poverty Simulation in December or a Culturally Responsive Reading PD in October. At the school level, we will utilize the DEP walkthrough to assess our culturally responsive teaching practices. The DEP Team will walkthrough as a unit to give school staff feedback. We will then offer professional development sessions on the five culturally responsive teaching practices to further deepen our knowledge. In addition, we will create opportunities for teachers to diversify the books in their classroom libraries and content being taught to improve our culturally responsive teaching practices. We will also model using Kagan strategies with our staff during faculty meetings and PD with the expectation that teachers utilize Kagan strategies in the classroom. Lastly , we will provide consistent training for our fourth and fifth grade teachers in	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.*

		the area of guided reading.	

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.	_Plan Implementation_ By the end of the year, teachers and staff will receive PD on the five culturally responsive teaching practices as they connect to literacy instruction: Connecting to students' backgrounds, building on students' home dialects, planning for dialogic instruction, maintaining a rigorous curriculum, and attending to classroom discourse. Teacher leaders will attend the recommended DEP PD's, which they will share with the rest of staff during faculty meetings or Gold days. Some of these PD's include, but are not	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 .

		limited to: JCPS Equity Institute on October 8, 2018, How Black Colleges Uplift: The Role of HBCUs on Sept. 18th, Culturally Responsive Literacy on Oct. 18th, the Diversity Summit on Nov. 14th, Strategies for Engaging Diverse Students Through Literature---Diversity, Equity, and Poverty RTs, and Strategies for Engaging Black Boys. The DEP Resource teacher will conduct training with the admin team on the DEP walkthrough on October 17, 2018. In addition to PD, we will complete peer observations in order to increase fidelity of implementation in these practices. School-wide PDs will be held on	

		January 8, 2019 and March 12, 2019. Our hope is to improve our relationships and build trust with our African American Gap students and connect to their diverse populations, while increasing our engagement in literacy and reading proficiency. data from our DEP walkthroughs will show our growth in these areas. Sanders has been participating in Bellarmine Literacy for 3 years. The BLP supported teacher success as well as student success. Teachers were more knowledgeable of strategies and skills to meet the needs of every student. The Bellarmine assessments supported individual student data needed to change	

| | | instruction for each student. While our school Literacy GAP still exist, we have seen improvements with identified GAP groups, however there are inconsistencies. We believe the staff continues to need support with best practice Literacy instruction, particularly the district workshop model framework and curriculum. In addition, we are attending cultural competency literacy training to connect with our workshop model.

The Racial Equity Team has developed an after school program (A+ Scholars) to focus on Literacy Standards for our Gap students. The program will provide targeted instruction for approximately 30 identified students. Teachers will work in small literacy groups | |

		to impact student achievement two days a week from November - March. Students will set literacy goals and celebrate success one time a month for achievement. A mini grant was written to support the transportation needed for many of our African American students.	
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.	In order to track progress, we will use state provided formative and summative assessments, weekly common assessments, Quality Work Protocol, MAP data, comprehensive school survey, student questionnaire, and surveys on ELA instruction. We anticipate that as our teachers become more invested in	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.

		culturally responsive teaching, we will see an increase in reading proficiency in our Black Gap students. It is our goal to monitor the effects of staff professional development with daily Fundamental Five walk through data, DEP walk through tool, and feedback from peer observations and/or District Collaborative Conversations on best practices.	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	We will report data in PLC's from all common assessments and create assessment cards to track progress quarterly, report MAP during the fall, winter	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

		and spring, and give weekly assessments. KPREP scores will be given once a year in the fall.	*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?	Our Culture and Climate Committee, in collaboration with our administrative team, will be leading staff to implement our school plan. They will choose the PD opportunities for the staff to complete. They will also facilitate PLCs that focus on literacy, but are led by teachers.	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.	We will celebrate students KPREP scores with yard signs and medal ceremony. We will identity all novice students in reading. We will celebrate MAP growth data each	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,*

		time given. We will plan an assessment schedule and develop routines around common assessments, live scoring, and providing timely feedback. We will work with Diversity, Equity, and Poverty to design a professional development yearlong plan that focuses on adult practices that improve literacy scores. We will collaborate with our Zone-1 literacy coach, Leanna Brennick, our academic support team Sara Adams and Lisa Morris, and the student relations trauma informed care consultant Karen Rollins. Jesse Matille will provide professional development to teachers on the ELA frameworks during faculty or PLCs.	*and relationship building has been sufficiently considered.*

		Ryan Sells will support our behavior needs.	
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? What PD offerings will you need to ensure success?	We anticipate the biggest challenge will be teachers' sense of being overwhelmed with additional demands, therefore, forming a team of teachers to attend PD outside of school hours will be difficult. We also can anticipate behavior issues, lack of relationship building, and inability to motivate due to unrelatable experiences. Implicit bias may also impact teacher mindset and student improvement. Support and motivation from the administrative team, and providing adequate and timely feedback will help to resolve some of these challenges.	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 discussion of how these will be addressed is reasonable and logical.

		–	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	Our budget will not change and no money will have to be reallocated. We will provide literacy professional development through faculty meetings, PLCs, and embedded PD. The different MTSS coaches are paid for through the district. The Racial Equity Team will submit a mini grant to support funding for the A+ Scholar students' transportation need during the months of November - March.	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
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	When our plan is running successfully, we envision staff meetings where our faculty are engaged in

	currently does, after this plan has been put into motion.	discussion and reflection of what some of our teachers have recently learned at PDs. Our PLCs will always be through the lens of culturally competent teaching. Our school will focus on new practices and will reflect quarterly. We will see improvements in literacy scores (i.e. common assessments, MAP, KPREP). Administration team will complete walkthroughs and track best practices for increasing literacy scores. Beyond assessment data, our African American students will have increased engagement, will willingly take risks in order to participate in deeper learning literacy experiences, and will seek out equity of voice. Our teachers will feel empowered in their teaching because they are more effectively reaching more students, especially our black males. This will lead to increased motivation in teachers to seek out new ways to increase culturally responsive teaching practices.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If we (i.e. faculty) are feeling overly burdened, we will need to revisit our plan. If we find reading scores are decreasing or unchanged, we will revisit the plan. If we find a lack of increase in African American student engagement, we will revisit our plan.