

**Schaffner Traditional Elementary School**  
**Racial Equity Improvement Plan Development Tool**  
 (updated 10/30/2018)

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; specifically, in reading proficiency.	<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><b>3. Identifies meaningful inequity that is very relevant to school.</b></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.	Our School Envision Equity Card, with specific data from the 2016-17 KDE School Report Card, demonstrates that 46 percent of our White students are proficient readers, while only 26 percent of our Black students are proficient readers.	<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><b>3. Data clearly highlight inequity that will be addressed through strategy.</b></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	We want to increase the overall number of proficient readers in our school, while simultaneously decreasing the disparity in proficiency rates between Black and White students. We also hope to raise awareness, accompanied by acknowledgement and action, of racial inequity and learn together, through the systematic implementation of	<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><b>2. Long-term outcome is acceptable, feasible, and relevant to school.</b></li> </ol>

	<p>students in Gifted and Talented (G&amp;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&amp;T programming among Black students</p>	<p>focused conversations, what it means to be culturally responsive.</p>	<p>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>
<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>Over the years achievement gaps among students of color and White have remained largely disproportionate. As a result, we are attempting to incorporate inclusive teaching and learning practices that foster trust and allow room for students to engage in a healthy and inclusive classroom environment. In addition, achievement gaps will become smaller among students with the emphasis of continued relationships between teachers and students within that work.</p>	<p>1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></p> <p><b>2. Response indicates some reflection of root causes.</b></p> <p>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></p>
<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</p>	<p>We will identify and discuss articles related to cultural relevance and racial equality during PLC, staff meetings, and/or embedded PD opportunities. These readings and rich conversations will provide a platform for heightened teacher awareness of racial inequities and also facilitate the demonstration of explicit strategies for creating racial equity within our classrooms. We will focus on the following long-term strategies:</p> <ul style="list-style-type: none"> <li>• Continue to educate ourselves about race and racial bias</li> </ul>	<p>1. <i>Response demonstrates little research into best practices.</i></p> <p>2. <i>Some evidence that research conducted, but more needed.</i></p> <p><b>3. Response suggests careful consideration of best practices and reflective insight into practices.</b></p>

	address the inequity you identified.	<p>(Awareness and action)</p> <ul style="list-style-type: none"><li>● Create dialogue about racial bias and ways to identify some within ourselves (Ongoing reflection)</li><li>● Analyze school structures through a racial equity lens (Whose stories are being told through our curriculum? Whose stories are not being told?)</li></ul> <p>In addition, all PLC Meetings will address “How does your lesson/unit/formative assessment address cultural responsiveness in your classroom?” PLC Meeting minutes will reflect achievement gap and cultural responsiveness awareness with action.</p>	
--	--------------------------------------	---	--

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 certified staff will have received at least three hours of culturally responsive training from a specialized district representative, and three hours of focused, school based embedded racial equity-building activities.</p> <ul style="list-style-type: none"> <li>● Specialized District Representative (Gold Day Workshops and/or PLC)</li> <li>● Racial Equity-Building Strategies and Activities (PLC)</li> <li>● Quality Work Protocol (PLC)</li> <li>● Certified Self-Assessment/Reflection (Beg., Mid, End of Year)</li> <li>● School-Wide Cultural Event</li> <li>● Create a Student Racial Equity Team</li> </ul> <p>By the end of the year, 100% of instructional classified staff will have received at least</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><b>2. Plan addresses inequity identified above, but needs more development.</b></li> <li>3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</i></li> </ol>

		<p>three hours of culturally responsive training from a specialized district representative and receive three hours of collaborative, focused, racial equity-building support. This process will be supported by members of the Leadership Team.</p> <p>Our hope is to continue enhancement of cultural competence among staff, improve/sustain relationships between staff and students, and develop instruction that is culturally responsive to improve reading proficiency in all students, specifically lessening the reading proficiency gap between White and Black students.</p> <p>All certified and classified instructional staff will attend the Equity Institute on October 8th.</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>We will use MAP, DRA, CFAs, DCAs, etc, to track progress. In addition, we will utilize KDE</p>	<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</i></li> </ol>

		achievement data. We will use a quality work protocol in PLCs to collect data with student work samples.	<i>data source is available.</i> <b>3. Progress will be reliably and validly measured with identified data.</b>
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	Data will be collected throughout the school year as various points of information become available. A teacher self assessment will be administered two times per year.  The walkthrough tool used will be the document the DEP Office provides. Feedback to teachers will occur within our scheduled academic “coaching sessions.”	<ol style="list-style-type: none"> <li>1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i></li> <li><b>2. Timeline is somewhat appropriate.</b></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?	Our school leadership team will be primarily responsible for implementing our school plan. The team will determine the framework for PLC Meeting conversations, PDs to be offered to faculty and staff, creation and administering of self assessments, and will coach/support/evaluate teachers through observations of classroom instruction.	<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><b>3. Responsible party will reliably enforce timeline and ensure progress is made.</b></li> </ol>

<p>10. Stakeholder engagement and relationship building</p>	<p>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>	<p>At this point, the school leadership team members are the primary stakeholders. In the future, the team will include SBDM, teachers, classified staff, Student Equity Team and district support (via Gold Day workshops and/or PLC).</p> <p>In addition, the principal will attend a three hour training in late September hosted by Diversity, Equity, and Poverty, and SBDM Office.</p>	<ol style="list-style-type: none"> <li>1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></li> <li>2. <b>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</b></li> <li>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></li> </ol>
<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>We anticipate a challenge to be refocusing our traditional school definition to ensure it falls within all JCBE defined practices of the JCPS traditional school program. There are clear differences between the 1998 and 2016 JCBE approved “Traditional School Guidelines” and over the years this definition has become blurred at times. These differences will be revisited to ensure we are consistently in compliance with the newest JCBE approved</p>	<ol style="list-style-type: none"> <li>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></li> <li>2. <b>Anticipation of potential threats is somewhat developed, but needs more depth.</b></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>

		<p>guidelines.</p> <p>PD offerings are outlined above within document.</p> <p>Members of our school community will continue to support and participate in continued district PD offerings as the year progresses.</p> <p>-</p>	
<p>12. Budget</p>	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>The budget is unable to be modified due to a General Fund balance that is the minimum for the operation of a school facility. The General Fund allocations by account code were determined by our SBDM in February/March and the district directive of repurposing funding did not occur until August. Identified needs will need to be met through working hours activities within PLC work, Gold Day workshops, and Faculty Meetings.</p> <p>Given research supports that teachers must receive a minimum of 15 walkthroughs in order to have valid data points to make next step decisions</p>	<ol style="list-style-type: none"> <li>1. <i>Budget is insufficient to meet demands of strategy.</i></li> <li>2. <b>Budget modification is acceptable but needs some improvements.</b></li> <li>3. <i>Budget modification provides sufficient resources to implement strategy.</i></li> </ol>

		(and schools are already completing this via “Power Walks”) the data used will need to be based on MAP and CFA data. Pivots will occur within weekly PLC Meetings (as noted in our meeting minutes for each team).	
--	--	--	--

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.	
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	