

Stonestreet 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?	To move Latinx and African American students to proficiency in reading and math as measured by K-PREP. Monitor student growth using MAP RIT scores in Fall, Winter and Spring.	<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.	K-PREP scores, MAP data, common formative assessments, running records, DRA and the Comprehensive School Survey (CSS).	<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 below). For example, your strategy may involve increasing the number of Black students in Gifted and Talented (G&T). However, if that	To increase the number of proficient and distinguished and lower the number of novice and apprentice for Latinx and African Americans. Provide Tier 2 and Tier 3 interventions for African American and Latinx students who show low growth on MAP.	<ol style="list-style-type: none"> 1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i> 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</i>

	<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&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>Some of the barriers that we face are the lack of resources and professional development for the increase in the number of Spanish speaking students. We have one ESL teacher and one Bilingual Instructor Assistant. Another area is the Lack of Parent Involvement. We have a strong PTA Board however the PTA struggles to get volunteers including those with diverse backgrounds.</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>
<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>Utilize the information from the Deeper Learning Student Interviews to plan culturally responsive lessons and school activities. Plan and manage Student Led Conferences to achieve student equity and increase family engagement. Provide teachers with Implicit Bias training. Provide book study opportunities for teachers and utilize district resources such as the DEP Resource Teacher. We will collaborate with the ESL Resource Teacher to provide assistance with teachers.</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 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>Triangulate the K-Prep, MAP, Comprehensive School data and identify inequities. Plan groups for enrichment and interventions. Interventions are based on several data points(MAP, DRA, & ORF), we look at gap groups and plan accordingly. Our ESL teacher administers interventions for our Latinx students. She is a member of the Deeper Learning team and provides input and feedback to help us align student learning. She provides communication to parents by providing announcements in different languages. Monitor progress regularly in PLCs. This plan will help to close achievement gaps.</p> <p>Fall – We will review data and begin to implement a school wide intervention block to address MTSS Tiers 2 and 3.</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>Our Deeper Learning Team is working on Vertically aligning our school wide approach for K-5 student led conferences. Professional Development on Student Led Conferences. Teachers will begin a book study with the book <i>Other People's Children</i>.</p> <p>Winter – We will review student MAP growth to determine next steps. Deeper Learning Team will establish a scaffolded plan K-5 for Student Led Conferences and feedback about their progress. Implicit Bias Professional Development.</p> <p>Spring- We will review student data in addition to reviewing backpack and pieces for their graduate profile. Our Deeping Learning Team will create a plan to allow students to share chosen pieces that demonstrates their growth. Adults will provide feedback to assure student learning.</p>	
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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.	Common formative assessments, MAP RIT scores, K-PREP and Walkthroughs. Comprehensive school survey and the disparity and discipline data. All students have access to free breakfast and lunch at Stonestreet. Students will reflect on their school readiness based on their backpack of skills.	<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	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	We will review MAP date in Fall, Winter and Spring. MTSS will be reviewed quarterly. K-PREP yearly. Comprehensive School Survey yearly.	<ol style="list-style-type: none"> 1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i> 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?	Donnie Boemker – Principal Whitney Frye – Assistant Principal Tina Marsteller – GCC Stephen Holley – Math Resource Teacher ILT members	<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.	Current - Professional Development provided by District Team (Tara Issacs, Jo McKim). Professional Development provided by Jesse Mattile for Guided	<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</i>

		<p>Reading. We have embedded time in school wide master schedule for vertical team work to gain teacher input. PTA sponsored events. Southeast Christian Southwest provides homework help for students once a week.</p> <p>Next Steps – Implement Student Led Conferences. Gain parent feedback through more frequent survey opportunities.</p>	<p><i>considered for future engagement.</i></p> <p>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></p>
<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>Time – Teacher time - the deeper learning team is developing a schedule to help scaffold the development of our backpack process.</p> <p>Parent time – The deeper learning team is working to provide a variety of opportunities for our student led conferences and presentations on backpack skills. For example video communications vs in person presentations.</p> <p>District provided professional</p>	<p>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></p> <p>2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i></p> <p>3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i></p>

		development timeline. Push back from teachers who feel that this is another task. -	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	Provide teacher stipend. Provide transportation for 5 th grade students. Money for technology. We are working to apply for grant money. PTA is funding raising for iPads.	<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	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.	System in place including; schedule with agreed upon deadlines for deeper learning, scaffolded plan for K-5 backpack, and student evidence of growth as learners.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Lack of student growth as evidenced by data points (ex. Backpack Evidence, MAP, KPREP, CSS, Common Formative Assessments)