Watson Lane 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?	Closing the achievement gap between White students and African American students, in reading. We will intentionally focus on reducing the number of African American students scoring Novice on the 2018-2019 reading KPREP..	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 16/17 KPREP, 68% of African Americans scored Novice in reading versus 48% of White students. At the present time, results are not available for the 17/18 KPREP.	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	We hope to eliminate the achievement gap in reading between African American Students and White students. To accomplish this, we will have teachers learn how to address specific strategies and teaching biases within their instruction. All teachers will be trained with research-based practices to utilize in their classroom. We will utilize the text, Teaching Reading to Black Adolescent Males: Closing the Achievement Gap. With this text, we will conduct a book study within the school. Participants of the Book Study will work together to create plans on	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

		how to utilize the practices discussed. They will meet to analyze their effectiveness and support each other.	*relevant to school, and it demonstrates an innovative approach to addressing racial equity.*
	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		
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. | Historically, African American students, particularly males, have been treated the same as other students, with regards to their learning styles in the classroom, and expected to learn in the same fashion. Research clearly identifies the differences between the sexes with regards to learning and understanding. Teachers have not understood or utilized the differences to individualize instruction for students. In addition, an RtI system was not established at Watson Lane until 2017-2018, allowing many students to not be identified and given the proper interventions. | 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 Code of Conduct, or other sources to address the inequity you identified. | 1. Understanding of how females and males develop understanding and retention of knowledge.
2. Professional development on research-based best practices to teach students of color.
3. Collaboration for family outreach to involve parents of African American students with achievement planning. | 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.* |

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.	Through our already established Watson Lane University, teachers will be given Professional Development on instructional best practices to utilize with males, particularly males of color. Ms. Angela French-Coles is already working on creating a curriculum for this very purpose. This curriculum will focus on best practices associated with teaching males. Teachers will also work through a book study using, Teaching Reading to Black Adolescent Males: Closing the Achievement Gap. This already established platform will allow teachers the opportunity to work with a community of peers and receive stipend, all while learning and working towards narrowing the achievement gap. Teachers will address inherit bias, learn about successful models of other schools, discover and refine their instructional approaches, and involve families in planning for improved achievement. The manual will be used to create the	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 .

		course offering. Specifically, teachers will use the resource activities (p. 169, 170, 172, 177) to begin each class session to raise awareness of our own cultural biases and sensitivities. After the WLU course, a Local Observation Element will be built into the PowerWalks platform that is already being used. This element will focus on capturing data around teacher performance and culture and climate, as they relate to the Racial Equity course that all staff members will participate in.	
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.	We will use data garnered from the Equity Scorecard, JCPS district proficiencies, and MAP data. This data will allow teachers to monitor progress of individual students. We will also use KPREP to monitor our achievement at the end of the year. Data will also be collected using daily walk-throughs to capture teacher practice. The data will be regularly reviewed and teacher learning opportunities will be created from the data.	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.?	Data will be tracked every six weeks through RtI monitoring.	1. *Timeline is unacceptable (unattainable or not aggressive*

		DCAs and MAP data will also occur periodically throughout the year.	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?	Sean Russell - Principal Amanda Vinova - Goal Clarity Coach (RtI Lead)	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 are working with the AP/GT Office to support course development for WLU. Parents will be invested in the planning for student success as the year progresses.	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. Our student population is very transient, so it will be essential that we track student progress efficiently. 2. Achievement gaps persist	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?	in every grade, so it will be essential to monitor student progress and ensure that all students are on grade level by third grade. 3. Students who fall into the achievement gap are underrepresented in GT and AP programs, so teachers will need to continue RAP Project training. _	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.	Money has already been set aside for staff stipends in the 2018-2019 budget. I will apply for a mini-grant to help cushion the cost of staff stipend and purchasing of materials.	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 currently does, after this plan has been put into motion.	We will know the plan is fully implemented after PD has been offered and teachers reflect on their newly acquired knowledge/skills. We will see gaps narrow and individual student achievement raise.

| 14. Adjustment | What are indicators that your plan is not working and needs adjustment? | Repeating ineffective teaching practices. Also, we will not see growth with our African American achievement with regards to reading. |