Wellington 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?	We will be addressing racial disparities in literacy achievement. On the 2016-17 KDE School Report Card, the Reading Proficiency percentage for White students is 46.2% but only 23.5% for Black students; showing a racial disparity of 22.7%.	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 indicates that only 23.5% of Black students achieved proficient or distinguished scores on their reading proficiencies in 2016-2017 school year, while 46.2% of White students achieved proficient or distinguished scores on the same proficiencies.	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 increase literacy achievement, improve culturally responsive teaching practices, and consistently progress monitor student populations that show an achievement gap.	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*

	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		*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.	Inconsistencies in literacy instruction K-5 Teacher-student interactions; need for more positive/proactive approaches when dealing with disruptive behavior students as well as deescalation strategies Lack of connectedness/belonging to the school community Lack of connectedness/belonging to instructional culture; specifically in literacy Lack of culturally responsive texts /instructional practices Lack of parent involvement Student mobility rate Inconsistencies with progress monitoring; especially with student populations that show an achievement gap	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.	Implement district literacy framework Train teachers on effective literacy practices Improve culture of "reading" Provide training on cultural competency Explore PD's and Mini-grants offered by DEP. Research culturally responsive literacy instruction practices	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.	We plan to **increase literacy achievement, improve culturally responsive teaching practices, and consistently progress monitor student populations that show an achievement gap.** Wellington's plan includes: Implement district literacy framework with intensive support around Guided Reading with Jessie Metille using Jan Richardson resources. Improve culture of "reading" Increase number of culturally responsive texts in each classroom Provide training to all staff on cultural competency Wellington Racial Equity Committee; attend District Equity institute, provide staff PD, monthly meetings to monitor plan & provide feedback Explore PD's and Mini-grants offered by DEP to support our Racial Equity Plan Research & implement culturally responsive literacy instruction practices ECE Teacher Participation in vertical PLC's TCIT training and coaching for staff to increase positive teacher- student interactions Implementation of the F5 & Power Walks to provide regular feedback and coaching	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 .*

		to all teachers	
		Increased opportunities for family involvement; in particular, offering culturally responsive events to promote participation (i.e. Barber Shop Night, providing dinner as part of the event, culturally diverse activities, etc)	
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 MAP Scores, Spring 2018 KPREP scores, common formative assessment data including Running Records and assessments provided in Jan Richardson resources.	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.?	We will monitor MAP data three times a year and progress monitor student populations showing an achievement gap. We will report our findings quarterly. Teachers will progress monitor guided reading bi-weekly.	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 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?	Principal, Assistant Principal, Counselor, Goal Clarity Coach	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.	Site-Based Decision Making Council (SBDM) which includes teachers and parents will provide input. The Culture and Climate Committee which consists of administrators and teachers will also provide support and feedback concerning the plan. We will also continue working with our community partners, Southeast Christian Church-Southwest Campus and Every1Reads volunteers to focus on improving literacy outcomes.	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? What PD offerings will you need to ensure success?	-Consistent delivery of instruction/interventions by providing opportunities for collaborative planning, data analysis and progress monitoring of student populations showing an achievement gap (i.e. PLCs, vertical team meetings, Embedded PD, MTSS meetings, MTSS data share /name & claim) -Developing Inexperienced teachers through district and school-based PDs, school-based embedded training, collaborative planning, Wellington Intern Cohort for first year teachers, Wellington Literacy Cohort, vertical team meetings, etc. -Provide on-going PD offerings to include Culturally Competent Teaching Practices through DEP dept., JCPS Literacy Framework embedded PDs with Jesse Metille, Wellington Literacy Cohort monthly meetings, F5 /Power Walk feedback and coaching sessions, etc.	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.	We are using grant funds (SIG, Novice Reduction, Title 1) to purchase instructional curriculum/resources as well as provide professional development to teachers and instructional staff. We are also considering applying for one of the JCPS mini-grants to support our Racial Equity Plan	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 when we eliminate the disparity in Literacy achievement between students of color and White students. Teachers will be adept at culturally responsive teaching and will be able to adapt instruction to meet the needs of all learners. Students will perform at full potential and achieve at high levels.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If the literacy achievement disparity between students of color and White students does not decrease, that will be an indicator that our plan is not working.