

Wilkerson Elementary Racial Equity Improvement Plan

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 for non-white students in literacy achievement.	<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.	<p>We will be analyzing our KREP data, currently 15.4% African Americans; 25.6 % White ; 35.7% Latinx and 18.2 % other are reading proficiently.</p> <p>According to the CSS data report-61.9% of Black Males feel like the work is challenging. 50% Black Males; 64 % Latinx have a voice in how assignments will be completed.</p>	<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	We want to reduce the number of non-white students scoring novice on state mandated testing, in turn increasing the number of non-white students performing at the apprentice level and moving to proficiency.	<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</i>

	<p>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</p>		<p><i>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>	<ul style="list-style-type: none"> ● Teacher centered classrooms ● Limited growth mindset ● Lack of collaboration among grade levels ● Little to no vertical alignment ● Low rigor ● Lecture worksheet teaching styles ● Lack of understanding essential standards ● Understanding core content implementation with rigor ● No implementation of common assessments to drive instruction ● Misconception of student interventions 	<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</p>	<ul style="list-style-type: none"> ● Explicit instruction ● Creating systems (refining academic and behavior MTSS) ● Identifying essential standards ● Goal setting ● Creating and analyzing common formative assessment ● Fundamental Five ● PLC quality work protocol to improve rigor 	<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>

	other sources to address the inequity you identified.	<ul style="list-style-type: none">● Research based interventions	
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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 the 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, we will reduce the number of non-white students scoring novice in Reading by 15%. We will make sure that all teachers receive PD on the Fundamental Five. This will help teachers to frame the lesson so that students know what they are supposed to learn by the end of the lesson. Fundamental Five will also focus on implementing high-yield instructional strategies to increase rigor engage students in lessons.</p> <p>We will utilize the Quality Work Protocol to look at Common Formative Assessments in PLC's to ensure that they are rigorous and determine the next steps in instruction (to include Tier 2 and Tier 3 instruction) We will talk about ways to differentiate instruction within our PLC's to ensure that we are meeting the needs of</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>all students. Specifically, non-white students. We will also reach out to the Department of Equity and Poverty to seek support from Resource Teachers to ensure culturally appropriate integration of activities within the Literacy Framework and core curriculum.</p>	
7. Data tracking	<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>	<ul style="list-style-type: none"> ● KPREP ● MAP ● TOWRE ● DSA ● Brigance ● Equity Data Card ● Comprehensive School Survey 	<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	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<ul style="list-style-type: none"> ● Grade level teams analyze data bi-weekly ● MTSS will meet monthly to conduct progress monitoring ● Fall, Winter and Spring data points for MAP 	<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.	<p>Who will be primarily responsible to ensure plan is implemented fully and with fidelity? Who will be</p>	<p>Principal, Assistant Principal,</p>	<ol style="list-style-type: none"> 1. <i>No responsible individual or group</i>

	<p>primarily responsible for tracking and reporting data to assistant superintendent?</p>	<p>Goal Clarity Coach, Teacher Leaders will ensure plan is implemented fully and with fidelity.</p> <p>Principal will report data to assistant superintendent</p>	<p><i>identified, or identified party is inappropriate or unreliable.</i></p> <ol style="list-style-type: none"> <i>2. Responsible party is somewhat acceptable.</i> <i>3. Responsible party will reliably enforce timeline and ensure progress is made.</i>
<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><i>Parents, teachers, School Administration, FRC, Academic support team, Emmanuel Assembly of God, Southwest Community Ministries, Centerstone, Home of the Innocents, JCPS Central Office; Sun Valley Community Center</i></p>	<ol style="list-style-type: none"> <i>1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> <i>2. Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i> <i>3. All stakeholders have been included, and relationship building has been sufficiently considered.</i>
<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><i>Anticipated barriers include but are not limited to the following:</i></p> <ul style="list-style-type: none"> ● Lack of teacher buy-in ● Lack of follow through and consistency ● Teacher retention ● Cultural Competence <p>Teacher representatives will attend the “Culturally Responsive Reading” PD offered by the Department of</p>	<ol style="list-style-type: none"> <i>1. Anticipation of potential challenges is not sufficiently developed.</i> <i>2. Anticipation of potential threats is somewhat developed, but needs more depth.</i> <i>3. Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i>

		Equity and Poverty. A follow-up site-based session will be provided to all staff to promote awareness, provide clarification and support implementation in core instruction.	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	Operational funds will be reallocated to provide sufficient resources.	<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.	When our plan is running successfully, we will see an increase in student achievement in non-white students, rigorous classroom instruction, high yield instructional strategies, and maximized student understanding of content. We will also see a change in instruction practices with teachers. We will use culturally relevant instruction.

14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If we do not see growth in student scores on assessments, we will need to revisit our plan. If we find that teachers are reverting back to teacher centered classrooms and conversation in PLCs is not student/data driven we will make adjustments to the plan.
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