

## Robert Frost Sixth-Grade Academy Racial Equity Improvement Plan

<b>School:</b>	<b>Robert Frost Sixth-Grade Academy</b>
<b>Principal:</b>	<b>Faith Stroud</b>

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?	<p><b>Racial disparities in academic achievement.</b></p> <p>We will be addressing racial disparities in academic achievement in order to close the gap between our Black and White scholars' performance.</p>	
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>Our school data indicates that our White scholars outperformed our Black scholars in both math and reading: 24.7% White P/D to 13.0% Black P/D and 28.3% White P/D to 17.9% Black P/D, respectively. An interesting statistic is our scholars' sense of belonging. From our TELL survey, 64.6% of our total scholars feel like they belong at our school while 71% of our Black scholars feel like they belong.</p> <p><a href="#">18.19 Incoming Scholars MAP Data</a></p>	

Based on the data below, Black scholars are the gap focus area for the school.

<b>Reading</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>P/D</b>
All	46.7	26.6	21.7	5.1	26.8
White	38.1	27.5	27.1	7.3	34.4
<b>Black</b>	<b>57.1</b>	<b>26.4</b>	<b>15.3</b>	<b>1.2</b>	<b>16.5</b>
Hispanic	55.3	15.8	23.7	5.3	29.0
Asian	0	75.0	0	25.0	25.0
Two or More	48.0	28.0	16.0	8.0	24.0

<b>Math</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>P/D</b>
All	32.4	45.8	17.2	4.7	21.9
White	28.9	44.0	18.8	8.3	27.1

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<p>3. What is the long-term outcome you hope to impact?</p>	<p>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&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</p>	<p data-bbox="604 881 1350 1141">Our long-term outcome is to increase KPREP and MAP cycle scores among our Black scholars, which will reduce the disparity between Black and White achievement. We will do this by increasing scholar engagement and ownership through rich, relevant, and rigorous instruction that exposes scholars and prepares them for grade level material.</p> <p data-bbox="604 1190 1318 1336">Teachers will receive training on how to plan culturally relevant lessons. EPD time will be provided monthly to facilitate work sessions to help teachers plan culturally relevant lessons.</p>																									

	<p>KPREP scores among Black students, by increasing enrollment in G&amp;T programming among Black students</p>	<p>Teachers will also be trained in how to use the REAP tool and apply it to the current expectations for their classroom.</p> <p>Furthermore, our scholars will engage in their personalized learning paths through Study Island that allow for intervention, reiteration, and enrichment of skills. These strategies will also help to improve our scholars' sense of belonging which will increase our attendance rates.</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><u>Worsened inequities</u></p> <p>Historically, 70% of our scholars enter each school year reading below grade level. These same scholars come to us from 35-40 feeder schools, meaning that we face a huge disparity in the variation of scholar skill sets. Both of these occurrences contribute to many of our teachers' mindsets that missed content/standards must be retaught before introducing grade level standards. Therefore, many of our scholars are not exposed to grade level content, standards, or texts. Instead, much of our instructional time is focused on reteaching missing skills and standards.</p> <p><u>Improved inequities</u></p> <p>The intentional implementation of our PBIS program has decreased the number of behavior incidents which has, in turn, increased the amount of seat time for our scholars.</p>	

		<p>Last school year we reduced suspensions 40%. We have also made it mandatory that all scholars, except our scholars in our MSD units, use Study Island to individualize their learning.</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 address the inequity you identified.</p>	<p><b>Enhanced Cultural Competence</b></p> <ul style="list-style-type: none"> <li>● Consider students' diversity to be an asset</li> <li>● Increase faculty's cultural competence</li> <li>● Be sensitive to students' home cultures</li> <li>● Understand and capitalize on students' culture, abilities, resilience, and effort</li> </ul> <p><b>Comprehensive Support for Students</b></p> <ul style="list-style-type: none"> <li>● Screen children early for medical/social services</li> <li>● Work with medical, social services, and community agencies</li> <li>● Identify students who need additional instructional support</li> <li>● Support students via mentors, tutoring, peer support networks, and role models</li> </ul> <p><b>Outreach to Students' Families</b></p> <ul style="list-style-type: none"> <li>● Make sure the main office is family friendly</li> <li>● Engage/reach out to students' families</li> </ul> <p><b>Extended Learning Opportunities</b></p> <ul style="list-style-type: none"> <li>● Extend learning to before- and after-school programs as well as summer programs</li> </ul> <p><b>Classrooms that Support Learning</b></p> <ul style="list-style-type: none"> <li>● Use varied, effective strategies to instruct diverse learners</li> <li>● Use assessment data and other information on students'</li> </ul>	

		<ul style="list-style-type: none"><li>performance in instructional planning</li><li>• Target literacy and math instruction, if needed</li><li>• Safeguard instructional time</li><li>• Use research and data to improve practice</li></ul> <p><b>Supportive Schools</b></p> <ul style="list-style-type: none"><li>• Make closing gaps a schoolwide responsibility</li><li>• Set high expectations and provide rigorous, deep curricula</li><li>• Focus on academics</li><li>• Provide safe, orderly learning environments for students and educators</li><li>• Use test data and other research on students' performance to inform instruction</li><li>• Identify strategies and programs to increase achievement</li><li>• Develop effective school-wide leadership teams</li><li>• Provide ongoing professional development for school-based leaders on effective strategies for closing the achievement gaps</li></ul> <p><b>Access to Qualified Staff</b></p> <ul style="list-style-type: none"><li>• Recruit, develop, and retain qualified teachers and paraeducators</li><li>• Attract high quality staff to work with students with the greatest needs</li><li>• Compensate teachers who take on extra responsibilities</li><li>• Provide time for faculty to meet and plan</li><li>• Provide continuous, data-driven professional development</li><li>• Prepare teacher leaders to be knowledgeable and effective on school reform</li><li>• Help teachers work effectively with families and communities</li></ul> <p><b>Adequate Resources and Funding</b></p> <ul style="list-style-type: none"><li>• Seek adequate and equitable funding</li><li>• Target resources on closing the gaps</li></ul>	
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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 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 2018-2019 school year, all of our certified staff will have received in-depth MAP training to drive differentiated instruction throughout our building. Furthermore, all teachers will participate in bi-weekly coaching and feedback EPD centered on differentiated instruction and giving effective feedback to scholars.</p> <p>At least three times a year, teachers and scholars will engage in goal setting conferences. A member of the leadership team will train teachers on how to properly implement the Quality Student Work Protocol to assist with the effective analysis of student work to guide instructional decisions and planning. Bi-weekly during PLC, our teachers will be analyzing student work using the Quality Student Work Protocol to enhance conversations and expectations around quality of work and what does it mean to have a culture of high expectations.</p> <p>In November, a systemic focus will be provided to African-American scholars by doing scholar interviews to get their voice around the learning environment. The administrative team will meet with every Black scholar around the</p>	

		<p>seriousness of the MAP test before the second proctoring of the assessment in December.</p> <p>Every Novice Black scholar will be assigned a mentor that will check-in with them weekly around their academic progress.</p> <p>Every novice Black scholar will be invited to participate in the weekly after school tutoring program called “The Nest” which will occur October - March. Transportation will be provided for this program. The principal will set-up a parent forum with parents of African-Americans to discuss the seriousness of the achievement gap in December and to provide support in understanding the Winter MAP Assessment data, get feedback from parents/guardians, and provide them with strategies to help improve African-American academic performance.</p> <p>All staff members will take the Bias (IAT) test to start the conversation around being culturally sensitive in the classroom. In addition to implicit bias, culturally inclusive training for teacher pedagogy will be provided to assist teachers with cultural proficiency.</p> <p>The school will start a Racial Equity Committee that will meet regularly after school. The purpose of the committee</p>	
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		<p>is to close the achievement and opportunity gaps. The committee will be charged with organizing and leading professional development with the staff. The professional development will be differentiated to the needs of the different teachers/teams. The committee should have at least one teacher representatives from each subject area and each team. The committee should regularly share data and ideas.</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 the NWEA MAP data to see student growth (this data can be broken down by ethnicity). This assessment is given three times per year and will be used to track progress. We will also be using Common Formative Assessments and District Common Assessments to monitor and track our progress.</p> <p>Our SMART Goals at the Robert Frost Sixth-Grade Academy are to...</p> <ul style="list-style-type: none"> <li>● Increase Black P/D in Math and Reading by 10%, and</li> <li>● Reduce Black novice in Math and Reading by 10%.</li> </ul> <p>We will analyze our Spring 2019 MAP assessment data to the entry data for incoming scholars based on their Spring 2018 MAP assessment to determine the effectiveness of</p>	

		our work.	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	We will track and report this data quarterly, after each NWEA MAP Assessment.	
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?	Due to the significance of this work, the primary person responsible for the work and of data tracking to the assistant superintendent will be the principal. The principal will consult with the Instructional Leadership Team, the Culture & Climate Committee and the Racial Equity Committee for strategies that will be implemented in the CSIP.	
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.	<p>The stakeholder groups we have engaged to provide input for our plan are parents, certified staff, classified staff, and community members.</p> <ul style="list-style-type: none"> <li>• On August 20, 2018, principal met with classified member, Therron Cunningham, who is also a pastor in the West End Community at C3 Church.</li> <li>• On August 21, 2018, our JCPS Climate &amp; Culture Resource Teacher met with the administrative team to give us feedback on the plan.</li> <li>• On August 21, 2018, principal met with PTA board members about plan to solicit their input.</li> <li>• On August 22, 2018, principal met with teachers</li> </ul>	

		<p>about Racial Equity Plan to solicit input.</p> <ul style="list-style-type: none"><li>• On August 24, 2018, principal met with teacher, Petia Edison, who also serves as the Black Caucus Leader at JCTA to solicit input over the plan.</li><li>• The plan will be presented to the SBDM in September and presented to parents/guardians at Open House in September.</li></ul> <p>The partnerships we must nurture or develop are:</p> <ol style="list-style-type: none"><li>1. <u>Southeast Christian Church</u>: We have a community partnership with Heath Barth from Southeast Christian Church to provide targeted mentorship for specified scholars in the identified gap groups.</li><li>2. <u>Boys and Girls Club</u>: We have an ongoing partnership with The Boys and Girls Club. They provide extra-curricular structured clubs and activities for our scholars after school.</li><li>3. <u>WE Schools</u>: We are a WE School. Through the WE School program, we have been able to bridge the gap between school and community. Scholars have a greater sense of belonging to both the school and greater local community as well as take more ownership of their learning.</li><li>4. <u>Kentucky YMCA</u>: With the YMCA, our scholars</li></ol>	
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		<p>are exposed to and experience the democratic process as well as speaking, listening, and debate skills.</p> <p>5. <u>PTSA</u>: We have a healthy relationship with our Stuart-Frost Community PTSA as well as our 15th District PTSA. We must continue to nurture these relationships by promoting their good works so that we can expand the diversity of their membership in order to accurately represent our school population.</p>	
11. Challenges	<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>One obstacle that we expect is adult mindsets around scholar capabilities and instructional practices. Our teachers struggle with how to efficiently and effectively plan for remediation (tier 2) without sacrificing quality tier 1 instruction. We will address this change through observations, walk-throughs, coaching, and lesson plan review. Another challenge is the leadership team regularly monitoring instruction and providing specific feedback in a timely fashion to teachers. We will address this by holding coaches and administrators accountable to their responsibilities as well as by making teacher feedback a priority. Finally, our scholars begin the school year with academic deficiencies. We will address this by implementing differentiated lessons and individualized learning paths.</p>	
12. Budget	How will your budget need to be modified to implement your	We have already modified our budget to pay for extra	

	strategy? Assume your total budget will not change.	<p>teachers to support a master schedule that allows for teachers to have two planning periods. One planning period is the planning period that teachers receive contractually, while the other planning period is controlled by the school. This second planning period will be used for daily EPD that is centered around school needs: coaching, differentiated instruction, MAP analysis, student work analysis, etc. We may have to allocate Title I funds during the school year to provide time for PLCs to meet for trainings and/or student work analysis.</p>	
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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.	Our plan will be fully implemented when we see improvement in our data (MAP, Common Formative Assessments, District Assessments, suspension/behavior data). Intentionality of instructional and cultural changes within the building will be evident in the data. Once this plan is put into motion, all African American scholars will have a mentor that checks in weekly with them. Implementation of this plan will lead to the improvement in achievement scores which will decrease achievement gaps for African-American scholars.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Data, along with plan implementation, will be monitored monthly and adjustments will be made based on this data.