

**McFerran Elementary School
TEMPLATE AND RUBRIC
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 are addressing the racial disparities in sense of belonging by focusing on culturally responsive and relevant teaching of all academic content with an emphasis on literacy in an effort to boost student achievement. Through developing more culturally responsive teachers who use best practices, resources and programming that connect to our students, we will increase our students' sense of belonging, build teacher and student efficacy, therefore raising student 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>Our School Equity Scorecard demonstrates that Sense of Belonging rates are from -.2 to -16.1 percent below the district as reported from the 2017-18 KDE School Report Card. Furthermore, our Comprehensive School Survey Social -Emotional Learning Data Reflections reports 2018 revealed that the constructs of Compassion, Personalization and Voice were deficient. When students do not see themselves in the learning experience (The books they read, the exemplars they are given, the strategies taught and utilize, they way the communicate to one another, etc.), they do not easily connect and respond.</p> <p>We believe that we can raise student achievement through a sense of belonging by implementing the use of culturally responsive and relevant text, best practices in learning experiences of all subject matter and by building our teacher toolkits of culturally responsive and relevant resources, techniques and strategies to engage and affirm our scholars.</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>

		<p>In addition, we plan to implement and monitor the progress of our school wide Behavior Plan, daily use of <u>P</u>romoting <u>A</u>lternative <u>T</u>Hinking <u>S</u>trategies (PATHS) program, social-emotionally based guidance lessons and continue with the Compassionate Schools Project. Teachers are also participating in and integrating ideas with our Personalized Learning Action Network based in the Deeper Learning Initiative. With the integration of these programs, resources and initiatives, we will increase our students' sense of belonging at McFerran, thus increasing student academic achievement. We want to effect positive and sustainable change for all students as we emphasize and delve deeper into practices that are culturally responsive and relevant for our scholars of color.</p>	
<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&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>Our long-term goal and mission at McFerran Preparatory Academy is to prepare scholars academically, socially and emotionally for middle school.</p> <p>Our Vision is that our school will be an elite academy that engages all students in high quality learning experiences through a culture of consistency, intentionality and collaboration.</p> <p>In order to connect with our students and work with them to create long lasting high quality learning experiences, we must teach them in a manner that is engaging by utilizing intentional and consistent culturally responsive and relevant resources, programming, and strategies. We desire for our scholars to leave here being prepared for the next level of academics and life. Teaching using this mindset and collaborating with all stakeholders, we are developing and maturing the child holistically, thus preparing them for the challenges they will face throughout academia and life.</p>	<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 relevant to school, and it demonstrates an innovative approach to addressing racial equity.</i>

<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>Over the years, the scholars that we teach have come to us with an increase of personal trauma, lack of social-emotional competence and aggressive or violent behavior. Many of our scholars do not have and/or are not taught the skills of self awareness, self management, social awareness, relationship skills or responsible decision making. These social emotional competencies are what help us to develop, grow and thrive as part of a community. It has become our job not only to teach our students academically but to also equip them with other life skills through culturally responsive and relevant practices. By doing this, all students will be more aware of themselves as a person, have an understanding of their part in creating and maintaining interpersonal relationships and how to navigate in society, thus increasing student achievement through a sense of belonging to their school and community.</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>Best practices are to address racial disparities in sense of belonging by focusing on culturally responsive and relevant teaching of all academic content. In order to provide students with culturally responsive teaching interventions such as acculturation, building cultural self awareness and strengthening cultural literacy.</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>By the end of the school year, we will raise the overall percentage of student achievement as seen by MAP data of minority students by 5%. In addition, we will also score at least 90% or higher under the Sense of Belonging component of the Comprehensive School Survey for all students in the constructs of Compassion, Personalization and Voice.</p> <p>The plan is to strengthen cultural literacy by doing the following things:</p> <ol style="list-style-type: none"> 1. Address the actual disparities we have and the bias connected to them. 2. Educate and reform our staff by engaging them in professional development led by our DEP representative (Mrs. Shashray McCormack) to identify personal biases, confront and learn from our biases in order to adapt teaching and learning experiences to reflect a growth mindset concerning racial equity and cultural literacy. 3. Implement the use of culturally responsive and relevant teaching practices throughout all content with an emphasis on literacy. <p>There is an old saying that states “ If you can admit it, you can quit it!” By seeking out resources and opportunities that stimulate strengthening cultural literacy through culturally responsive teaching and having staff attend and participate in professional development that will identify their personal bias, which will start the process of fixing the problem. By educating teachers on the best practices of cultural literacy they have a chance to reform a growth mindset concerning</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>racial equity and the implementation and use of culturally responsive and relevant teaching practices throughout all content with an emphasis on literacy. When teachers can do this they will positively impact schoolwide culture and climate changes. By using resources and programming that reinforce strengthening cultural literacy and social emotional development, scholars will develop a better sense of self.</p> <p>According to John Hattie's 2018 updated list of factors related to student achievement, self -efficacy has a .92 effect size and collective teacher efficacy has a 1.57 effect size. When the culture and climate of the school is better and students have a better sense of teacher efficacy and self efficacy student achievement will increase.</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 track progress through the use of MAP test RIT scores and mastery of MAP continuum skills. There will be a sacred school wide 40 minute block of time (daily) that is dedicated to working with students in their RIT bands. Student will be MAP tested in September, December and April. Teachers will meet bi weekly to plan and discuss student mastery of continuum skills. They will analyze the data and drive student instructions based on the outcomes.</p> <p>We will use the annual Comprehensive School Survey (as reported on the Equity Scorecard) to analyze the data provided by students to see if there is an increase in sense of belonging at school. This survey is only administered at the close of the school year, so we will take polls throughout the year (fall, winter and spring) to get a pulse of where the student answers range. Additionally, we will poll teachers as to how the culturally responsive professional</p>	<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>

		development sessions are increasing their knowledge and use of cultural literacy thus influencing student engagement and learning experiences.	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	<ul style="list-style-type: none"> ● PLC meetings are held weekly within grade levels and teams ● Instructional Leadership Team meetings are held monthly ● Data Talks among administration and coaches are held bi-weekly ● Polling surveys will be taken monthly. The data will drive instructional and programming decisions and changes as needed. This data will also be utilized to either reteach/readdress or enrich/challenge our staff on the culturally responsive and relevant teaching best practices that we have adopted. ● Coaching sessions have been set for 4 times per year to meet with teachers to discuss the learning environments and how students are being engaged as individual learners. 	<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?	<ul style="list-style-type: none"> ● Our school's administration will lead the Instructional Leadership Team and the remainder of the staff in implementing this plan. ● Teachers will be responsible to maintain their data of student MAP scores, while coaches and administration will check in to monitor progress of students and help set forth next steps for improvement. ● Contact with our DEP representative will be through administration. ● Coaches will support in scheduling and administering the student and teacher polls 	<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>

		<p>throughout the year and the CCSS for students at the close of the year.</p> <ul style="list-style-type: none"> The principal will report out to the Assistant Superintendent. 	
10. Stakeholder engagement and relationship building	<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>McFerran staff, McFerran Alternative Leadership Team, JCPS DEP office, JCPS Zone 2 MTSS and Behavior team representatives, local community organizations and our McFerran families have been engaged to support this plan.</p> <p>To increase the culturally responsive and relevant teaching by strengthening cultural literacy we will need to nurture partnerships with resources in our community such as the The JCPS ESL department, JCPS Resource Library, Louisville Urban League, Americana Community Center, Louisville Free Public Library, River City Drum Core, University of Louisville Repertory Theatre, Academy of Music Production Education and Development (AMPED), etc. Developing and edifying the students from the inside out and working with them to identify who they are as a person and as a member of our school community, will lead us to success.</p>	<ol style="list-style-type: none"> <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i> <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i>
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>We anticipate that our biggest challenge will be to work proactively to consistently combat the setbacks and negative effects of our biases, mindsets and fervor to do the hard and challenging work. We will continuously reiterate and develop a growth mindset within our staff, students and families. Using Falcon Fundamentals, PLCs and other staff involved times, we will consistently reinforce our plan.</p> <p>Logistical issues were fixed at the end of last school year in order to work proactively at the onset of this new school year. Staff were reassigned, rooms were relocated and</p>	<ol style="list-style-type: none"> <i>Anticipation of potential challenges is not sufficiently developed.</i> <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i> <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i>

	What PD offerings will you need to ensure success?	training dates were set at the end of the 2017-2018 school year. A school wide schedule was set to block out time for certain things such as MAP focus groups, Breakfast In the Classroom(BIC), Morning meetings, PATHS.	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	With this data in mind, we designed our budget so that support staff could be a priority. We cannot effectively make positive strides in school culture and climate without implementing system changes. The district has given us many of the needed resources (DEP, MTSS, ESL, etc.). We will also be writing in for grant funds as well in order to secure the professional development tools and resources needed to strengthen and increase cultural literacy.	<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.	<p>When our plan is running successfully, we envision classrooms with a higher percentage of active student engagement versus compliance, a decrease in negative behavior events, increase in positive student to student and student to teacher relationships and increased family involvement throughout the school year. There will be a more visible sense of self efficacy, trust in their teacher and pride in their work among the students. Teachers will be seen working from a mindset of and using culturally responsive practices, as well as releasing control for more autonomy in student learning experiences. Teachers will demonstrate a consistent growth mindset through their daily interactions with our students and families.</p> <p>Our school will be an elite academy that engages all students in high-quality learning experiences through a culture of consistency, intentionality and collaboration.</p>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If there is a divide or unrest about personal bias related to racial equity, a shift in morale, or a feeling of defeat among the staff concerning strengthening cultural literacy through culturally responsive and relevant teaching, we will revisit our plan,

		<p>reminding them of why we created this proactive plan in the first place. Administration will also lead by example by boosting support and morale through school wide events and programming that foster cultural relevance and responsiveness.</p>
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