

Shelby 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 will be addressing racial disparities in academic achievement between African Americans and White students.	<ol style="list-style-type: none"> 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 demonstrates that African American students consistently score a minimum of 20 points below all other students on KPREP. Likewise, 2017-18 Spring MAP scores indicate that our African American students as a whole underachieve in Math and Reading.	<ol style="list-style-type: none"> 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	Our long-term outcome is to decrease the achievement gap between African Americans and White students in mathematics and reading on KPREP proficiency scores. To reach that goal, we will focus on MAP data as a measurement of our progress. For each testing window, African American students will meet their projected growth targets in order to increase their conditional growth percentiles.	<ol style="list-style-type: none"> 1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified. 2. Long-term outcome is

	<p>involve increasing the number of African American 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 African American students, by increasing enrollment in G&T programming among African American students</p>		<p>acceptable, feasible, and relevant to school.</p> <p>3. 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.</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>Tier 1 instruction has not met the needs of individual students, including African American students. Past practice was to provide grade level instruction with intervention for those students whose DRA scores or other assessment scores indicated need. This model did not produce any growth and the gap remained steady or increased as students moved through the grades. MAP data provides detailed data about what a student knows and what they are ready to learn. Whole group instruction with small group intervention has been the practice of teachers at Shelby. The Racial Equity Analysis Protocol allows us to view the data to determine the impact our instructional practices had on our students. We have no reason to believe continuing these practices would lead to different or better results.</p>	<ol style="list-style-type: none"> 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.
<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</p>	<p>Recent professional development with NWEA on MAP implementation highlighted using the data to support next steps in instruction. Much of the information included discussion about the Zone of Proximal Development and its impact on the ability of students to learn at high levels when instruction doesn't meet the needs of individual students. In addition to the individualized learning paths for all students, three additional strategies will be implemented to further meet the needs of African American students. 1. All teachers will participate in professional development to target Culturally Responsive Practices, Implicit Bias, and Multicultural Teaching. 2. Teachers will be introduced to a protocol to review lessons and instructional resources to insure they are relevant and reflect</p>	<ol style="list-style-type: none"> 1. Response demonstrates little research into best practices. 2. Some evidence that research conducted, but more needed.

	the diversity of the classroom. 3. Teachers will provide intentional one-on-one support during individualized online instruction.	
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	Department of Education, JCPS Code of Conduct, or other sources to address the inequity you identified.		3. Response suggests careful consideration of best practices and reflective insight into practices.
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PLAN IMPLEMENTATION

Topic

Directions

Notes

Score (circle score)

<p>6. Describe your plan.</p>	<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>Specific Strategies to Close the Achievement Gap:</p> <ul style="list-style-type: none"> ● Teachers will be trained on culturally relevant teaching practices. ● Teachers will utilize protocol to ensure resources and content are relevant and respectful of the diverse students in his or her class ● Individualized Learning based on student academics <ul style="list-style-type: none"> ○ Using technology to remove barriers through assistive technology and leveled programming ○ Equitable access to technology resources (not incentive based) ○ Using goal setting and progress monitoring to promote student engagement ○ Intentional small group instruction/workshop model guided by research based programming (Jan Richardson/ Zearn) ○ Allow flexible scheduling to provide teacher autonomy ○ 5 certified teachers (Growth Leaders) - to provide interventions and enrichment <p>Implicit/Bias within the classroom:</p> <ul style="list-style-type: none"> ● Cultural Proficiency Continuum PD (Fall/Spring) ● Equity Institute ● Book Study - “No More Culturally Irrelevant Teaching” <p>Professional Development (Differentiated for teacher need)</p> <ul style="list-style-type: none"> ● PLC/Embedded PD - extended 90 minutes twice a month ● Individualized (Deeper Learning/Academic Resources) <ul style="list-style-type: none"> ○ Workshop Framework ○ Engagement/ Individualized Learning ● Culturally Relevant (Diversity Equity Poverty Resources) ● Instructional Technology (Computer Ed/ Study Island/ Zearn) <ul style="list-style-type: none"> ○ Removing Barriers ○ Individualizing Learning ○ Engagement 	<p>pPlan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</p> <ol style="list-style-type: none"> 1. Plan addresses inequity identified above, but needs more development. 2. Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .
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<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>In reading, student growth and achievement will be measured through growth on the three MAP tests, Jan Richardson's Next Steps in Guided Reading assessment tools, Study Island/iRead growth, common formative assessments and KPREP.</p> <p>In math, student growth and achievement will be measured through growth on the three MAP tests, ZEARN mid-module and post module assessments, module topic exit tickets, Study Island growth, common formative assessments and KPREP.</p> <p>Teachers will maintain an electronic assessment sheet in Google Docs and a class binder that is updated weekly and accessed during PLCs and as needed. Daily/Small group reading data will be kept in the binder and used to determine growth that is documented on the Google Doc.</p>	<ol style="list-style-type: none"> 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.
<p>8. Timeline</p>	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>Growth Leaders will review grade level data weekly to ensure it is up-to-date. Teams will review data bi-weekly and report out to Administration areas of concern and areas of celebration in relation to student growth. Data will be examined at every extended PLC - twice a month - with admin. This examination will include a team review, teacher review and specific student review.</p>	<ol style="list-style-type: none"> 1. Timeline is unacceptable (unattainable or not aggressive enough). 2. Timeline is somewhat

			<p>appropriate.</p> <p>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.</p>
<p>9. Responsible individuals or group.</p>	<p>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?</p>	<p>Kim Goff, Principal Alison Dahlgren, Asst Principal Instructional Leadership Team (Team Leaders) Culture and Climate Committee</p>	<ol style="list-style-type: none"> 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.

<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>	<ul style="list-style-type: none"> ● ALL Staff and faculty ● Greater St Mark Baptist Church ● St. Andrews Church ● FIVES are community groups who will serve on our FRYSC committee. ● ClassAct Federal Credit Union ● A local Kroger ● District Resource Teachers (DEP/ Deeper Learning/ Academic/ Computer Ed.) 	<ol style="list-style-type: none"> 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.
<p>11. Challenges</p>	<p>What hurdles or conflicts do you anticipate, and how</p>	<p>Shifting instructional practices from lesson planning for the whole group to planning for facilitation of each student's learning while engaging students in goal setting and individual learning paths are two key challenges we face. The intentionality of this shift requires teachers have time to change practices, receive support and feedback from peers, and access resources at each grade level that meets the needs of a wide range of student readiness. In addition, the shift to a growth mindset with an emphasis on monitoring sustained, significant</p>	<ol style="list-style-type: none"> 1. Anticipation of potential

		<p>growth for each student versus getting through the required grade level standards focused on KPREP proficiency is challenging.</p> <p>Individualized learning requires the teacher to have deep knowledge about each student's academic readiness and to be more skilled at determining the next best learning for each child.</p> <p>Teachers low-level of knowledge about the incorporation of one to one technology to leverage instructional practices will become an issue when using these tools to remove barriers, individualized learning, and engage students.</p> <p>Professional Development for this work will include a combination of mandatory topics and a differentiated strand as determined by individuals and a variety of delivery models. Mandatory pd includes essential standards training, Jan Richardson Next Steps in Guided Reading, Elementary Mathematics using ZEARN, Google Classroom, SMART Goals for Elementary Students and MAP Growth Analysis. Melanie Page will collaborate with our Culture and Climate Committee to provide key support and PD focused on Culturally Responsive Practices, Implicit Bias, and Multicultural Teaching.</p> <p>Some parents are concerned that this does not reflect a traditional approach to teaching, but the few that have questioned are willing to give us the opportunity to pursue this and give feedback regularly. We plan to offer informational sessions at Open House, PTC and through Class Dojo and School Messenger. We believe the detailed information we can provide each parent about his or her student will reassure parents of the power of this model.</p>	
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	<p>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>challenges is not sufficiently developed.</p> <ol style="list-style-type: none"> 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	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>We do not see a need for budget changes. Money to ensure that racially relevant classroom resources are available in every classroom was included in the current budget. The only foreseeable changes will be to add more money to PD to ensure that teachers get the support they need.</p>	<ol style="list-style-type: none"> 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	<p>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>	<p>Students in every classroom will be fully engaged in instruction. Each child will use a chromebook or iPad to access with individualized resources. Students who have struggled with grade level academics which led to behavior issues and class disruptions/removals, will now feel as if they have a place in the classroom. The change in focus from getting to proficiency to everyone shows growth will be a game changer for many students. The experience of early academic success, visual and verbal celebration of growth, and regular communication with families will provide motivation for ALL students to keep trying and growing.</p>

14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Observations of instruction that focuses primarily on whole group instruction is an indicator that individualized learning is not occurring. Early and regular monitoring of key data points will identify students who are not progressing, not engaging or not properly placed.
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