

Barret Traditional Middle

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 educator efficacy, specifically in reference to culturally-responsive pedagogy. This is intended to decrease racial disparities in academic achievement. Identifying this inequity is very relevant to the school because high academic achievement for all students is a core component of the traditional program and because we are deeply committed to ensuring that all students have an equitable educational experience in which they feel a strong sense of belonging.	<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.	<p>KPREP data indicates a trend of racial disparities in academic achievement. When comparing percentages of students scoring Proficient/Distinguished when combining the reading and mathematics assessments, results are as follows:</p> <p>2014-15</p> <ul style="list-style-type: none"> ● White (Non-Hispanic): 80.1 ● African American: 57.7 ● Hispanic: 60.5 <p>2015-16</p> <ul style="list-style-type: none"> ● White (Non-Hispanic): 83.6 ● African American: 64.8 ● Hispanic: 71.1 <p>2016-17</p> <ul style="list-style-type: none"> ● White (Non-Hispanic): 84.7 ● African American: 58.6 ● Hispanic: 74.0 <p>2017-18</p> <ul style="list-style-type: none"> ● White (Non-Hispanic): 84.8 ● African American: 62.5 ● Hispanic: 77.9 	<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.

		<p>Trend data shows that, while other groups have shown consistent gains in achievement, African American students have not, and that the gap between White students and others persists. The gap between White and Hispanic students is steadily decreasing, but the gap between White and African American students increases in some years and decreases in others. <i>(Data Source: KDE School Report Card and JCPS Equity Scorecard)</i></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>The long-term outcome that we hope to impact is an increase in the use of culturally-responsive and inclusive pedagogy, resulting in a decrease in racial disparity in academic achievement. The goal is to decrease the gap between achievement scores of white students and other subgroups, and for African American students to make consistent gains from year to year as measured by KPREP.</p> <p>Implementing culturally responsive teaching represents an innovative approach to addressing the racial inequity within this learning environment because it has not been an explicit school-wide emphasis in the past.</p>	<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 acceptable, feasible, and relevant to school. 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>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>A lack of consistent culturally-responsive pedagogy may have perpetuated the disparities we are addressing. While some teachers/departments have found opportunities to incorporate this type of pedagogy, others have not.</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 the Department of Education, JCPS Code of Conduct, or other sources to address the inequity you identified.</p>	<p>Culturally responsive teaching is a best-practice response to our identified inequity. According to <i>Cultural Proficiency: A Manual for School Leaders</i>,</p> <p><i>“Cross, Bazron, Dennis, and Isaacs (1993) noted that a number of shifts in society gave rise to a cultural imperative: shifting population demographics, a shifting global economy, a shifting of social integration and interaction paradigm, and a shifting of the goal from assimilation to biculturalism. Educators must respond to these and other issues of diversity because effective responses to diversity target several mutually interactive goals about which educators care deeply. Following are effective responses to issues that emerge in a diverse environment:</i></p> <ul style="list-style-type: none"> ● <i>Enhance students’ ability to learn and teachers’ ability to teach.</i> ● <i>Prepare students to find their own places in the global community they will enter when they leave their school communities.</i> ● <i>Promote positive community relations.</i> ● <i>Prepare students for outstanding citizenship.</i> ● <i>Foster effective leadership.”</i> (page 12) <p>Increasing teacher awareness of the need for culturally responsive teaching can lead to increased student engagement and connection to the material they are learning, which can lead to increased achievement amongst African American and Hispanic student groups.</p>	<ol style="list-style-type: none"> 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)
<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>We will be addressing educator efficacy, specifically in reference to culturally-responsive pedagogy. This is intended to decrease racial disparities in academic achievement.</p> <p>In order to address this identified inequity, we must implement a plan to increase educator understanding and implementation of culturally responsive teaching. This plan includes the following components:</p> <ul style="list-style-type: none"> ● All teachers will participate in ongoing professional learning to understand the benefits of culturally responsive teaching and how to adopt its philosophies and strategies in their classrooms. The professional learning will include but is not limited to online modules, collaborative book study, school-based workshops, observational feedback loops, and district professional learning institutes. ● We will implement a “Name and Claim” strategy to identify specific African American students who need additional academic/instructional supports by disaggregating MAP data by race and developing specific next steps with teachers. ● Teachers will include specific plans for their adoption of culturally responsive teaching in their instructional plans, which are regularly turned in for feedback. Teachers who have difficulty incorporating plans for growth in this area can receive assistance from the GCC, members of the Equity and Inclusion Committee, and/or the DEP RT. ● Instructional walkthroughs will include opportunities to observe and provide feedback for teachers regarding their use of culturally responsive teaching. ● School staff will engage in ongoing collaboration with the resource teacher(s) from the Office of Diversity, Equity, and Poverty throughout the year to monitor and adjust plan implementation. ● The Equity and Inclusion Committee will meet regularly in 	<ol style="list-style-type: none"> 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.

		<p>order to monitor and adjust plan implementation.</p> <ul style="list-style-type: none"> ● Counselors will work through student advisory groups and other groups of students to seek input from students and incorporate student voice regarding the ways that culturally responsive teaching is incorporated in class and its impact on their learning experiences. ● School staff will seek inclusive input from families and stakeholders regarding the incorporation of culturally responsive teaching and its impact on their child's learning experience. <p>As a result of these actions, we expect to see an increase in the use of culturally responsive teaching in our classrooms, which will lead to increased student achievement for African American and Hispanic students.</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>	<p>Ultimately, KPREP data will measure the effectiveness of reducing racial disparities in student achievement.</p> <p>Throughout the year, data points that may be used formatively include:</p> <ul style="list-style-type: none"> ● MAP data ● Student grades ● Common formative assessments <p>We will also need to monitor educator efficacy regarding culturally responsive teaching. Data points for this purpose may include:</p> <ul style="list-style-type: none"> ● Exit slips from professional learning ● Instructional plan documentation of culturally responsive pedagogical strategies/implementation ● Instructional walkthroughs/observation tools including the Foundational Cultural Proficiency Walkthrough data ● Survey data 	<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>Formative data will be reviewed at monthly meetings by the Equity and Inclusion Committee and may also need to be reviewed at other times by larger audiences including the full faculty.</p> <p>MAP data will be reviewed each time that it is available (October, December, April) to monitor progress for all students, and specifically for “name and claim” students.</p> <p>Summative data (KPREP) will be reviewed as it becomes available.</p>	<ol style="list-style-type: none"> 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.
<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>Tom Wortham, Principal Amy Strite, Goal Clarity Coach Equity and Inclusion Committee Members</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>	<p>The following stakeholders will need to be engaged to support this plan:</p> <ul style="list-style-type: none"> ● All Barret teachers and staff ● Students ● Parents ● JCPS Office of Diversity, Equity, and Poverty representatives ● Equity and Inclusion Committee Members ● Business/community involvement depending upon the opportunities that arise instructionally <p>Since this plan is in its initial phase, most of these stakeholder relationships are just beginning to develop and will need to be nurtured throughout the year. We have already begun to meet as an Equity and Inclusion Committee and have already established our Cultural Proficiency Walkthrough date to begin collaboration with the</p>	<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.

		Office of DEP. These relationships, as well as those with the other stakeholders, will be essential to the successful implementation of the plan.	
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>Our most significant obstacle is likely to be time. There are multiple new initiatives that are being implemented this year, and all of them will require significant professional learning commitments. Making this plan a priority may be a challenge when teachers are being pulled in multiple directions and it will be important to help teachers stay focused on this critical goal.</p> <p>One thing that we can do to help teachers focus on this goal is to ensure that the majority of the professional learning occurs during regularly scheduled work hours (Embedded PD, Gold Day, Faculty Meeting, etc.) or that teachers are compensated (stipend pay) if it is outside of those hours. This will help ensure that all teachers are engaged in the professional learning experiences. Specific professional learning for our teachers will include (but is not limited to) after-school professional learning facilitated by the DEP RT and/or members of the Equity and Inclusion Committee, Racial Equity Institutes, a book study (<i>Culturally Responsive Teaching and the Brain</i>), and a DEP online module.</p> <p>We will send all teachers to the Racial Equity Institute on the November Gold Day and continue to follow up on what we learn there as a staff.</p>	<ol style="list-style-type: none"> 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	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>We are applying for a DEP Mini-Grant in order to implement our plan more robustly. We need additional resources for classrooms in order to effectively incorporate culturally responsive teaching that includes student materials, class sets of novels, and access to technology for the purposes of research. We also need funding to pay teachers for their time when participating in professional learning.</p> <p>If we are not able to receive that grant, we will still look for ways to increase our student resources. We will work with the Library Media Specialist to acquire appropriate texts/class sets of novels.</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 the 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.	When the plan is fully implemented, culturally responsive teaching will be adopted throughout the school, as evidenced by instructional walkthroughs, and educator efficacy in this area will have increased. Racial disparity in student achievement will decrease as evidenced by KPREP data.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Indicators that the plan is not working include stagnant or worsening racial disparity in student achievement and/or a lack of evidence of the inclusion of culturally responsive teaching in classrooms across the school.