

Crums Lane Elementary

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?	Crums Lane Elementary will address racial disparities by decreasing the achievement gap in Literacy and Numeracy between Black and White students.	<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.	The Crums Lane Equity Scorecard shows that 47% of White students are reaching the proficient / distinguished level in Reading compared to 31% of Black students, and more white students are reaching the proficient / distinguished level in Math in comparison with Black students. We know that more culturally responsive, intentional instructional practices will support students' growth and decrease the gap.	<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 students in Gifted and Talented (G&T). However, if that number is not impacting	<p>Crums Lane Elementary is working toward increasing the number of Black students scoring in the proficient / distinguished range in Reading and Math. By increasing the number of teachers and interventionists working with students (1 to 10 teacher / student ratio) we will impact the long term academic gains made by students.</p> <p>By increasing the number of students scoring in the proficient / distinguished range in Reading and Math more students will be qualifying for the Advance Program and excelling.</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</i>

	<p>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>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>	<p>Inequities are increasing due to societal issues that impact each student's learning environment. Mobility is a significant concern as approximately 28% of the students move at least once a year. Regression is also a factor in student growth, as many of our students do not often engage in standards based learning activities outside the school day. Inconsistencies over the years caused by staff absences, lack of retention of staff member's long term, along with the skill level of staff members with regards to dealing with challenging behaviors has also impacted the success of our students. The PBIS team is working diligently to support the growth of effective strategies in the building at all grade levels, and additional supports are in place for retaining quality teachers.</p> <p>The school needs more culturally responsive strategies to support the needs of all students. Instruction is not as responsive in differentiating practices to impact the way all students learn as is needed daily. Training is taking place monthly to support growth in this area with all staff members.</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, JCPD Code of Conduct, or other sources to address the inequity you identified.</p>	<p>Teachers will collaborate daily in Literacy and Numeracy to facilitate small group learning opportunities extending the time students are on task, supported through differentiation, and focused on learning. During the Literacy block students will engage daily in small group lessons at their grade level with an interventionist, at their ability level with the classroom teacher, independently demonstrating their level of understanding, and practice skills on a web-based program that is supported by research.</p> <p>Professional development has been provided for teachers at the beginning of the year in Literacy and Numeracy with strategies that extend the effectiveness of instruction. Professional development will continue weekly throughout the school year to maintain the implementation of these strategies.</p> <p>The curriculum is differentiated to be culturally relevant for all students as it is relevant to each content area.</p> <p>Professional development from the district and through the school will take place weekly during the faculty meeting, on Gold Days, during embedded PLC meetings, and teachers will be</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>

		<p>released to attend PD sessions to extend their learning. All staff members will attend Racial Equity professional development sessions to ensure the gap is bridged in support at risk students. The curriculum will be diversified to ensure relevance for all students who fall into the achievement gap. Data will be analyzed during PLC meetings weekly and the entire school will attend Racial Equity professional development sessions on Gold Days. Collaboration with the district RT's, the GCC, and school based RT will take place weekly to extend the effectiveness of instructional practices to support all students who fall into the achievement gap. District RT's and the school Math RT and GCC will extend instructional effectiveness through collaboration with teachers.</p>	
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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 May of 2020, the gap between Black and White students scoring in the proficient / distinguished range in Reading and Math will decrease by 4%. Every day students attend small group Literacy instruction during a 90 minute Literacy block. Interventionists are utilized in the workshop model to support the implementation of the Classroom Instructional Framework in Literacy and Numeracy.</p> <p>This practice has proven to be effective as Crums Lane has scored in the Proficient / Progressive KPREP range with more students excelling in Literacy and Numeracy on the Equity Scorecard than the district. Between the 2016-2017 and 2017-2018 school years, Crums Lane has decreased the gap in Literacy by 6.4%. MAP data, along with district assessments, and teacher's formative and summative assessments will be analyzed continuously to determine individual students' needs and interventions. Reports will be generated to monitor students' progress in interventions. The administrative team along with the GCC and RT will provide staff members with one on one feedback on the MAP assessment and ensure that appropriate interventions / lessons are in place to improve outcomes. Small group instruction along with individual review / reinforcement, and WIN groupings will support student's growth in Reading and Math.</p> <p>All 3rd-5th graders are given the</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>opportunity to participate in advanced classes and take the AP assessment. All K-2nd grade students, demonstrating competency, are placed in Primary Talent Pool learning opportunities with advanced lessons and homework.</p> <p>A new Math Resource Teacher was hired for the 2018-2019 school year to provide instructional support to teachers for increasing the rigor level of all standards based instruction.</p> <p>Staff members attended the Equity Institute and are learning more culturally responsive strategies weekly.</p> <p>Resource teachers (MTSS, PBIS, ESS, and DEP) from the district are providing training sessions and monitoring growth of staff members through walk throughs. Teachers are attending training session with the district (MDC, ECE, and PBIS) enhancing their ability to implement research based strategies to extend students understanding. The Compassionate School Program is actively engaging students daily in strategies to support their ability to monitor their behavior and learning.</p>	
7. Data tracking	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.	MAP assessments will be utilized to analyze students' progress three times a year. District assessments will also be utilized along with formative and summative classroom assessments to determine next steps and ensure students' growth.	<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	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	The Study Island Learning Path will be utilized to analyze student progress every two weeks. MAP data along with	<ol style="list-style-type: none"> 1. <i>Timeline is unacceptable (unattainable or not aggressive)</i>

		<p>classroom formative and summative assessments, district assessments and individual assessments given to guide programming will be reviewed monthly during embedded PLC time with all grade level teachers, administrators, the GCC, and RT. This data will be utilized to drive the effectiveness of the interventions and ensure students are successful.</p>	<p>enough).</p> <ol style="list-style-type: none"> 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>
<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>The Principal, AP, GCC, and Math RT will monitor students' progress continuously and classroom teachers along with team leaders will analyze data during weekly PLC's.</p> <p>The Principal will report the school's progress to the Assistant Superintendent via the Weekly Report.</p> <p>Community partnerships will be utilized to support the success of all students through programs supported by Biztown, Junior Achievement, collaboration with FRC programming , the 123rd ANG, area ministries supporting attendance, and collaborations with JCTC, Bellarmine University, the University of Louisville Medical School (++).</p>	<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>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>JCPS resource teachers and programs are supporting the implementation of MTSS, PBIS, ESS, ECE, Equity, and Compassionate Schools, district Literacy, and the MDC.</p> <p>Additional support from the school community partnering to ensure success for every student.</p>	<ol style="list-style-type: none"> 1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> 2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i> 3. <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>What PD offerings will you need to ensure success?</p>	<p>SES and mobility related to students instability of housing causes inconsistency in educational gains. Trauma and stress from life situations affect many students' ability to focus and remain engaged in learning activities.</p> <p>-</p>	<ol style="list-style-type: none"> 1. <i>Anticipation of potential challenges is not sufficiently developed.</i> 2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i> 3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p><i>The school budget has already been structured to support additional interventions in the classroom daily. An additional Numeracy RT was purchased by the school this year to support classroom instruction, develop the workshop model in Numeracy, and ensure individual student growth.</i></p>	<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	<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>Fully implemented, students will be actively engaged in meaningful learning activities in all content areas with teachers facilitating their learning. Teachers will collaboratively plan with their colleagues, the GCC, and RT, rigorous real-world learning opportunities that challenge students to excel while being culturally relevant for all students. Students would not be receiving referrals as everyone is actively engaged in learning, inappropriate behavior would not be an issue.</p>
14. Adjustment	<p>What are indicators that your plan is not working and needs adjustment?</p>	<p>Lack of students' growth and inconsistent staff / student behaviors would indicate the program is not working. Data would fail to show growth at an appropriate rate and morale / attitudes would show that change was needed.</p>