

Greenwood 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?	<p>Sense of Belonging:</p> <ul style="list-style-type: none"> ● Black students feel a lower sense of belonging. <p>Academics:</p> <ul style="list-style-type: none"> ● More Black students score in the novice category in reading. 	<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>KDE KPREP results from 2016-17, Embargoed KPREP results from 2017-18 Infinite Campus Behavior tools, Comprehensive School Survey (Student answers)</p> <p>Sense of Belonging:</p> <ul style="list-style-type: none"> ● 77.5% of Black students feel a sense of belonging vs 92% of White students. <p>Academics:</p> <ul style="list-style-type: none"> ● 2017 Data <ul style="list-style-type: none"> ○ 49% of Black students scored Novice in reading on KPREP versus 37.8% of the White/Latinx students scoring Novice. ○ 34.5% of Black students scored Novice in math on KPREP versus 25% of the White/Latinx students scoring Novice ○ 25% of Black students scored Proficient/Distinguished on Reading versus 44%% of White/Latinx students scoring 	<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>Proficient/Distinguished.</p> <ul style="list-style-type: none"> ○ 18.3% of Black students scored Proficient/Distinguished on Math versus 37.7% of White/Latinx students scoring Proficient/Distinguished ○ 2018 Data <ul style="list-style-type: none"> ○ 52% of Black students scored Novice in reading on KPREP versus 33% of the White/Latinx students scoring Novice ○ 18% of Black students scored Proficient/Distinguished on Math versus 34% of White/Hispanic students scoring Proficient/Distinguished. ○ 44% of African American students scored Novice in math on KPREP versus 29% of the White/Hispanic students scoring Novice ○ 24% of African American students scored Proficient/Distinguished on Reading versus 36% of White/Hispanic students scoring Proficient/Distinguished. <p>Suspensions</p> <ul style="list-style-type: none"> ● Black: 9.3% White: 4.6%, ECE: 15.5%, Total: 6.1% of the student population <p>**Add Bus suspension data</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</p>	<p>Improve the overall sense of belonging for Black students.</p> <ol style="list-style-type: none"> 1. Create a nurturing environment for all students. 2. Staff will focus on strategies that will improve a sense of belonging for Black students. <p>The long-term outcome desired is to increase Reading Proficiency for Black students.</p> <p>Strategies implemented to meet this outcome include:</p> <ol style="list-style-type: none"> 1. Committing to providing Black students with intervention support 	<ol style="list-style-type: none"> 3. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i> 4. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i> 5. <i>Identified long-term outcome is feasible given the inequity identified in Question 1, it is relevant to school, and it demonstrates an innovative</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>in reading starting in early primary through intermediate grades.</p> <p>Close the gap between white and black suspensions.</p> <ol style="list-style-type: none"> 1. Look at innovative ways to prevent bus suspensions. 2. Teach social skills that will lead to positive student/teacher and student/student interactions. 	<p><i>approach to addressing racial 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>In the past, there were comments made such as “those students” in reference to students of color moving to this area or being bussed into Greenwood. This attitude has changed but there may be implicit biases remaining. Positive relationships exist but this has not translated into academic or behavior gaps being closed.</p> <p>Teachers have had very few (if any) professional development opportunities to improve cultural proficiency instructional strategies. Teachers may not have an understanding of the geographic areas from which our students reside.</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>1. Use multiple disaggregated data points to inform decisions.</p> <p>When we analyze data (academic, culture/climate), we should always disaggregate data between ethnic groups. This also true about gender. The only data we have disaggregated is KPREP and monthly behavior reports provided by the district. The following steps will need to be taken to ensure all data will be disaggregated:</p> <p>The Acceleration Team would use disaggregated data to increase reading achievement and decrease novices in minority subgroups. MAP data will be also be dissagrated and subgroups of Black students, Whites, Latinx, males and females.</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>Best practices will include reading interest inventories, Leveled Literacy lessons using a CIM model. This will be measured every two weeks to ensure interventions applied are being successful and if further action is needed. Progress monitoring and lesson planning takes place for 90 minutes every Wednesday afternoon to ensure consistency in planning.</p> <p>2. Leverage PBIS to create a stronger learning culture.</p> <p>We are beginning our 3rd year as a PBIS school. This has improved our culture and climate of the building along with decrease the number of behavior incidences. With this, every teacher has a 20-25 minute scheduled time using Second Steps or a mindfulness activity at the beginning of the day. To improve this, social skills lessons should be tailored to student needs and be culturally proficient in content and presentation.</p> <p>We have been nominated to be a bronze PBIS school by JCPS according to the PBIS policies and rubrics.</p> <p>Best practices will include a dedicated 20-30 block for second Steps social skills, mindfulness and community building. We also have been trained by The Buck Institute for Education on using project based learning as one of our models for delivering instruction. This is a researched based instructional model that is equitable and creates ownership in learning.</p> <p>Another best practice is having our certified behavior coach and family resource coordinator to do cooperative gaming and peer mediation with groups of students who struggle with becoming part of the overall school community. Both staff members attended a 3 day training this summer.</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 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>Sense of Belonging By the end of the 2018-19 school year, at least 85% of our Black students will feel a sense of belonging at Greenwood.</p> <p>This will be accomplished by having all teachers participate in at least one book study focused on cultural competency. The book will be “Waking up White” by Debbie Irving. This book is a memoir written by a white woman who reflects on her biases and privileges she had not thought of. This is the same reflection teachers will be asked to do in the reflections connected to the book study. In our Greenwood University courses, we will ensure that the PBIS/culture/climate course will include content related to relationship building and biases. Also, we intend to include a course beginning in October that addresses culturally responsive teaching. Included in all of our courses, teachers make goals for each week and are given feedback based on walkthrough data. Teachers also complete assignments based on readings and classroom reflections.</p> <p>This will increase staff capacity and efficacy in cultural competence by committing to an Equity</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>focused professional development plan for both certified and classified staff in coordination with DEP staff.</p> <p>Social Skills time is reflected on each classroom schedule. During this time, students will be taught mindfulness skills, Second Steps lessons and rules of civility (manners) to improve the relationships between students and staff.</p> <p>Teachers will improve the home/school connections in order to build a stronger sense of belonging for our families. Teachers will be asked to make positive contacts 3 times per year (outside of regular teacher conferences).</p> <p>Our behavior coach, counselor and FRC coordinator will implement peer mediation based on the Peace Ed training the behavior coach and FRC coordinator participated in this summer.</p> <p>To monitor this plan, we will use three student voice surveys to measure students' sense of belonging at school. These will be completed in September, January and April.</p> <p>Decreasing Novice in Reading:</p>	
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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>Student interviews and Google forms MAP data (disaggregated) Intervention data collected weekly PD hours and sessions completed Teacher contacts with families Walkthroughs for social skill work.</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>
<p>8. Timeline</p>	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>3 Sense of belonging surveys (Sep, Dec, Apr) MAP schedule PLC minutes/roadmaps developed each instructional cycle</p>	<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</i>

			<i>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?	<p>Sense of Belonging: The Administration Team: Principal, AP, Counselor and FRC Certified Behavior Coach</p> <p>Decreasing the number of Black students scoring novice in reading: The Administration Team: Principal, AP, Counselor Goal Clarity Coach The Acceleration Team ILT</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>
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>Our plan is to reach out to the Dixie Area Business Association, other business partners, faith based organizations and other civil organizations to help develop a meaningful partnership to improve our greater school community.</p> <p>Dr. Veda Pendleton will help lead the work along with the identified Culture and Climate Committee. Kadia Turner, district DEP resource teacher, will help provide guidance as well.</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>Ensuring that the time allotted for professional development is enough to leverage a meaningful and supportive staff learning environment.</p> <p>Involving more parents will be challenging because we want our teachers to develop more home connections. This will take time.</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>We will need to set aside funds for books for PD, stipend for teachers taking PD and for hosting any community engagement functions.</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>Full participation in the book study including reflections on their practice and walkthrough data will help us know if the plan has been fully implemented. Three student surveys around the student belonging (modeled after the CSS) will be given to measure the effectiveness of the plan.</p>
14. Adjustment	<p>What are indicators that your plan is not working and needs adjustment?</p>	<p>Disaggregated student academic data will help us measure the effectiveness of our Tier 1 instruction and the Acceleration</p>

		<p>Team's work in improving student reading. MAP RIT scores and growth will be our main indicators along with 2 week formative assessment data for students serviced by the Acceleration Team.</p> <p>Student behavior and data from the student surveys will help us measure if our plan is positively affecting student sense of belonging.</p>
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