

Gutermuth Elementary

Gutermuth 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>The racial inequity we are going to address is the gap in reading achievement between Black students and White students. A Fishbowl conversation was held on August 13th. The following question was posed: If school data shows that our suspensions are not disparate between White and Black students, there is no disparity in discipline referrals/time spent out of class for White/Black students, absences are not disproportionate, and CSS data is positive, what could be the reason for the gap in reading performance between Black students and White students? After productive discussion of over an hour, 58% of teachers believed that there may be some implicit bias in our use of teaching strategies. Most acknowledged that although they said they held high expectations for all, pedagogy is not always adjusted to be more culturally responsive.</p>	<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.	<ul style="list-style-type: none"> • KPREP data indicates that 52% of Black students scored Novice in Reading • Systems 1-6 analysis indicates in each Equity area that adjust pedagogy "sometimes". <p>As a result of the above data, staff feels that they need more understanding of culturally relevant teaching strategies. .</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>
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	<p>The long term outcome is to decrease the number of Black students scoring Novice on KPREP through the following:</p> <ul style="list-style-type: none"> • Becoming aware of any implicit biases in current teaching strategies • Creating a toolbox of culturally relevant teaching strategies 	<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</i>

	<p>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><i>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>
<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>Our population of students whose native language is other than English has increased dramatically over the past two years. Currently 30% of our students participate in the ESL program. This and the resulting learning curve for staff has possibly caused our attention to shift away from the needs of our Black students. ACCESS data shows positive gains for our students whose native language is other than English, possibly illustrating that shift in focus.</p> <p>The REAP was used to reflect in this area. The overarching purpose is to increase educator efficacy with all students, but to specifically address the disparity in reading achievement among Black students and White students. There shouldn't be any unintended consequences for addressing implicit bias and acquiring culturally responsive teaching strategies such as more problem based learning, student centered learning, and use of relevant text. This should benefit all students. The strategy is to utilize resources through the MTSS Toolkit, book study texts, and new library books.</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</p>	<p>Our staff is well acquainted with the research based strategies of John Hattie and Robert Marzano. They utilize these strategies, but need to do so more consistently and intentionally while ensuring that data is analyzed and instruction adjusted. We have noticed that when our children engage in problem based learning, the cultural differences and language barriers tend to disappear. Staff has searched websites looking for common threads for an accurate definition of Culturally Relevant Teaching Strategies. At this time, common themes include: modeling, scaffolding, use of a problem solving approach, child centered instruction through students being the primary thinkers in the classroom, and having a social justice focus. All of the above are best practices that we need to more consistently implement to ensure that the inequity is addressed.</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>

	other sources to address the inequity you identified.		
--	---	--	--

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 year, at least 80% of certified staff will have participated in at least 5 hours of Culturally Responsive Teaching PD.</p> <p>The plan has two parts.</p> <p>The parts will “kick off” with DEP Resource Teacher Kadia Turner leading a PD on 10-23-18 on the topic of Culturally Responsive Teaching based on the book <u>Cultural Proficiency</u>. (1 hour of PD)</p> <p>Part One is to participate in a book study (4 PD hours) with the book, <u>The Flat World and Education</u> by Linda Darling <u>Hammond</u>. The purpose of this is to address any implicit bias in our teaching strategies through gaining more tools for the teaching tool box. This PD will be led by DEP Resource Teacher Kadia Turner on the following dates. 10-23-18- Whole Staff PD from 4:00-5:00. 11-7-18 Grade Group PLC PD. 12-4-18 Staff Meeting. 12-5-18 PLC PD. Information from the book study will be used to change classroom instructional practices.</p> <p>Part Two of the plan involves using the MTSS Toolkit Modes of Instruction and Student Practice. That toolkit addresses culturally relevant teaching strategies such as relevance, authenticity, scaffolding, and student at the center.</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>
7. Data tracking	What are the data points you will use to track your progress? This can (and likely will) be different from	MAP data will be used to track reading progress. It will specifically be used to	<ol style="list-style-type: none"> 1. <i>It is unclear how data will track</i>

	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.	ensure students are reaching growth goals. Teacher formative assessment of essential standards 1-4 will also be analyzed in plcs. Fundamental Five Walkthroughs will be used to monitor relevant strategies, and data will be analyzed to determine if there is an increase as a result of the PD.	<p><i>progress.</i></p> <ol style="list-style-type: none"> <i>Data identified to track progress are not most appropriate. A better data source is available.</i> <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.?	Formative Assessment data will be reported biweekly during plc work. MAP data will be reported 3 times per year, with growth being reported twice.	<ol style="list-style-type: none"> <i>Timeline is unacceptable (unattainable or not aggressive enough).</i> <i>Timeline is somewhat appropriate.</i> <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?	The principal is responsible for ensuring the plan is implemented fully and with fidelity. PLC members including the GCC and principal will be responsible for tracking data. The principal will be responsible for reporting data to the assistant superintendent.	<ol style="list-style-type: none"> <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i> <i>Responsible party is somewhat acceptable.</i> <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.	Parents have been made aware of the plan and have had the opportunity to provide input through Open House and parent surveys. Teachers had input on the plan on August 13th. Central Office has provided input on the plan. Our FRYSC and Americorps member have had input on the plan.	<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>

			<ol style="list-style-type: none"> 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>I don't anticipate any hurdles or conflicts. Teacher's plates are full. As long as strategies and initiatives are connected and relevant, everyone will engage with fidelity. When initiatives are connected and logical, threats are minimized because there is sufficient time to address in plc and staff meetings.</p> <p>DEP Resource Teachers will provide PD as per the dates and topics listed in item #6 above. Culturally Relevant Teaching strategies is the focus of all PD from DEP and MTSS. .</p> <p>MTSS Resource Teachers will provide PD. GCC and Principal will provide PD.</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>The school budget will not need to change. An equity grant will be written to provide the books and some stipend for teachers. PD will occur at staff meetings and followed through in plcs.</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</p>	<p>I will know the plan is fully implemented when all students are engaged in various modes of learning,when Fundamental Five Walkthroughs include evidence of diverse strategies, and when formative assessments show the achievement gap narrowing</p>

	currently does, after this plan has been put into motion.	between Black students and White students. Classrooms will be active places where students work in small groups and individually, learning standards through content that is compelling and relevant. Teachers will become facilitators of learning instead of the center of learning. Reading scores will improve.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Increased disruptive behavior, students not meeting MAP goals, formative assessment gaps, and knowledge level activities will be indicators that the plan is not working and needs adjustment.