

## Meyzeek Middle School Racial Equity Improvement Plan Development Tool

School:	Meyzeek Middle School
Principal:	Chris Burba

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?	The racial disparity that will be intentionally addressed this year is the disproportionality in academic achievement. The root cause of this is lack of access to rigorous learning experiences and classroom environments that promote low expectations.	<ol style="list-style-type: none"> <li>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</li> <li>Identified issue is somewhat relevant to school</li> <li>Identifies meaningful inequity that is very relevant to school.</li> </ol>																								
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 Spring 2017</p> <p>Reading</p> <table border="1"> <thead> <tr> <th></th> <th>African American Students</th> <th>All Students</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>40.1%</td> <td>18.9%</td> </tr> <tr> <td>A</td> <td>25.7%</td> <td>14.3%</td> </tr> <tr> <td>P/D</td> <td>34.2%</td> <td>66.8%</td> </tr> </tbody> </table> <p>Math</p> <table border="1"> <thead> <tr> <th></th> <th>African American Students</th> <th>All Students</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>34.3%</td> <td>15.3%</td> </tr> <tr> <td>A</td> <td>38.8%</td> <td>22.9%</td> </tr> <tr> <td>P/D</td> <td>26.9%</td> <td>61.8%</td> </tr> </tbody> </table>		African American Students	All Students	N	40.1%	18.9%	A	25.7%	14.3%	P/D	34.2%	66.8%		African American Students	All Students	N	34.3%	15.3%	A	38.8%	22.9%	P/D	26.9%	61.8%	<ol style="list-style-type: none"> <li>Insufficient data to define inequity.</li> <li>Need more or more reliable or valid data to define inequity.</li> <li>Data clearly highlight inequity that will be addressed through strategy.</li> </ol>
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<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&amp;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&amp;T programming</p>	<p>We want to increase the academic performance of African American students while simultaneously increasing the sense of belonging and reducing the disparity in suspension rates between African American and all students.</p>	<ol style="list-style-type: none"> <li>1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</li> <li>2. Long-term outcome is acceptable, feasible, and relevant to school.</li> <li>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.</li> </ol>																								

	among Black students		
4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you are addressing?	<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>Historically at Meyzeek, our students have been tracked by ability grouping for their core content classes (math, science, language arts, and social studies). These tracks have been established by those who qualify for the advance program and those who do not qualify. Due to the disproportionality of students who qualify for the advance program, our classrooms become homogeneously grouped, specifically by race and socioeconomic status. We believe these classroom environments lead to a lower sense of belonging and perpetuate low expectations for students who are not included in the advance program.</p> <p>Utilization of the REAP in all decision-making (school, grade, team, and class level) is important. The administrative and scheduling teams will utilize the REAP, along with the SBDM Council, to determine whether our student assignment policy and system of placing students academically creates the disproportionality in academic results.</p> <p>The 2017-18 school year saw a reduction of 42 suspensions (nearly 13%) compared to the previous school year. We also observed a reduction in overall behavior events by 12% and a reduction of 136 in-school removals. We attribute these improvements to enhanced PBIS systems and refinements, as well as an intentional focus on school culture and climate.</p>	<ol style="list-style-type: none"> <li>1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</li> <li>2. Response indicates some reflection of root causes.</li> <li>3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</li> </ol>
5. What are best practices to address your identified inequity?	<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><b><u>Professional Literature</u></b></p> <ul style="list-style-type: none"> <li>• Reading and discussing case studies</li> <li>• Book study groups</li> <li>• Weekly article reviews and reflection</li> <li>• Leadership modeling of best practices research</li> </ul> <p><b><u>Evidence-based Instruction</u></b></p> <ul style="list-style-type: none"> <li>• John Hattie's 252 Influences and Effect Sizes Related to Student Achievement</li> <li>• Teacher clarity</li> <li>• Clear lesson structure</li> </ul>	<ol style="list-style-type: none"> <li>1. Response demonstrates little research into best practices.</li> <li>2. Some evidence that research conducted, but more needed.</li> <li>3. Response suggests careful consideration of best practices and reflective insight into practices.</li> </ol>

		<ul style="list-style-type: none"><li>• Engaging activities aligned to learning target(s)</li><li>• Frequent feedback</li><li>• Appropriate formative and summative assessment</li><li>• Meta-cognition</li><li>• Research-based interventions</li></ul> <p><b><u>Rigorous Curriculum</u></b></p> <ul style="list-style-type: none"><li>• Balanced instruction, balanced assessment</li><li>• Flexible timeframes for mastery learning</li><li>• On-grade level instruction w/ built in interventions</li><li>• Quality, standards-based instructional materials</li></ul> <p><b><u>Cultural Competence</u></b></p> <ul style="list-style-type: none"><li>• Understanding students' backgrounds and incorporating into instruction</li><li>• Differences are assets</li><li>• Culturally-relevant materials</li><li>• Students as resources</li><li>• Inclusion</li><li>• Involve all populations in planning</li><li>• Staff training</li></ul> <p><b><u>Progress Monitoring (Data Review)</u></b></p> <ul style="list-style-type: none"><li>• Frequent monitoring of formative assessment</li><li>• Disaggregate data by subgroups</li><li>• Evidence-based interventions</li><li>• Professional collaboration to plan and deliver instruction and interventions</li><li>• Extended learning time</li></ul> <p><b><u>Families as Partners</u></b></p> <ul style="list-style-type: none"><li>• Ensuring that families receive frequent communication and support</li><li>• Educating the community, as well as the student population</li><li>• Welcoming environment, pleasant interactions, respectful discourse</li><li>• Inclusive outreach</li></ul>	
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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>Many strategies are already underway to address academic achievement. Those will continue and be accelerated, and new strategies will be incorporated.</p> <p>By the end of the 2018-19 school year, all certified staff will have received Diversity Training (modules 1-4). Our challenge will be to accelerate the impact of the training and to continue the dialogue and strategic planning called for in the training.</p> <p>All staff will receive training in culturally-relevant instructional strategies effective for diverse learners. We will examine specific pedagogical practices that are effective with diverse student groups. Leadership will work with the Diversity, Equity, and Poverty Department, as well as instructional leads in academic services, to identify those areas of needs, specific strategies, and a training model. School leaders will also work with DEP to develop or utilize an existing CRP walkthrough instrument to implement around these specific practices.</p> <p>All certified staff will receive training in effective feedback.</p> <p>The language arts department will use the REAP to analyze required reading texts and will intentionally select culturally relevant texts that will inspire, engage, and motivate diverse learners. Likewise, all content teachers will expose students to images that reflect diversity and the contributions to their fields.</p> <p>A racial equity committee will be formed. Membership</p>	<ol style="list-style-type: none"> <li>1. Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</li> <li>2. Plan addresses inequity identified above, but needs more development.</li> <li>3. Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</li> </ol>

		<p>will include administrators, teachers, classified staff, at least 2 students and at least 4 parents who represent the diverse demographic groups served at Meyzeek. The racial equity committee will meet at least monthly and will be charged with reviewing the data and monitoring the progress of the racial equity plan.</p> <p>Staff, in collaboration with the racial equity committee, the culture and climate committee, and the instructional leadership team, will initiate a student voice project to seek the “real life” stories behind the KPREP, MAP, and CSS data. Flexible WIN groups will replace semester-long intervention assignments.</p> <p>The principal will host a parent night (creative event name to be determined) to educate families about the goals of but not limited to Restorative Practices, MAP, achievement gap, literacy, and the Backpack of Success Skills. Every parent of a novice African American student will receive a personal invitation (phone call, in-person, home visit, etc.) from school staff. Principal will engage above named committees and stakeholder groups to determine strategies for creating a welcoming and engaging environment for this event.</p> <p>All staff will receive training in implicit bias to increase cultural sensitivity in the classroom.</p> <p>All staff have received training in restorative practices and will continue to receive additional support and coaching.</p> <p>Finally, we have identified an ASCD publication called <i>Detracking for Excellence and Equity</i> by Carol Burris and Delia Garrity. We plan to study this research to plan for 2019-20.</p>	
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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.	<ul style="list-style-type: none"> <li>• Classroom Walkthrough Data</li> <li>• KPREP</li> <li>• MAP data 3 x per year</li> <li>• Common Formative Assessments (disaggregated by subgroups) analyzed in PLCs and monitored by administrators</li> <li>• Behavior Data</li> <li>• Mini-CSS surveys at benchmark times</li> </ul>	<ol style="list-style-type: none"> <li>1. It is unclear how data will track progress.</li> <li>2. Data identified to track progress are not most appropriate. A better data source is available.</li> <li>3. Progress will be reliably and validly measured with identified data.</li> </ol>
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	We will track and report this data at least quarterly (or as appropriate per the MAP timeline, for example).	<ol style="list-style-type: none"> <li>1. Timeline is unacceptable (unattainable or not aggressive enough).</li> <li>2. Timeline is somewhat appropriate.</li> <li>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.</li> </ol>
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 primarily responsible to ensure the plan is implemented fully and with fidelity and for reporting data to the assistant superintendent. However, shared leadership is important to ensure that EVERYONE respects the plan and invests in its success. The racial equity committee, the culture/climate committee, and the instructional leadership team will be accountable for the results. The instructional leadership team will be expanded to include others who are passionate and skilled in this work. All staff will be consulted and informed.	<ol style="list-style-type: none"> <li>1. No responsible individual or group identified, or identified party is inappropriate or unreliable.</li> <li>2. Responsible party is somewhat acceptable.</li> <li>3. Responsible party will reliably enforce timeline and ensure progress is made.</li> </ol>

<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>We have engaged the administrative team, the instructional leadership team, team leaders, the SBDM Council, and DEP Resource Teacher for input and support of this plan. The SBDM Council will receive the plan for approval in September. The principal has also reached out to parents to form focus groups around the racial equity work and to communicate and advocate to all demographic groups. Principal will solicit input from a diverse range of stakeholders.</p> <p>The newly formed racial equity committee will need to be nurtured and supported to maximize its effect. This organization will need the support and buy in of the entire faculty.</p>	<ol style="list-style-type: none"> <li>1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</li> <li>2. Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</li> <li>3. All stakeholders have been included, and relationship building has been sufficiently considered.</li> </ol>
<p>11. Challenges</p>	<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>One of our challenges will be around changing our own mindsets around the relationship between behavior and academic potential of students.</p> <p>Differentiation remains a major area of need. This plan is really about personalization of learning for diverse learners and tracking individual results. We tend to teach in a one-size-fits-all approach and this plan will have to shatter that type of learning environment if there is any hope of success.</p>	<ol style="list-style-type: none"> <li>1. Anticipation of potential challenges is not sufficiently developed.</li> <li>2. Anticipation of potential threats is somewhat developed, but needs more depth.</li> <li>3. Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</li> </ol>
<p>12. Budget</p>	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>The budget will need to be amended to include the purchase of professional resources and literature. Funds are already available for teacher resources, but additional funds may be necessary to allocate to culturally responsive texts/novels. Since we are not a Title I school with parent involvement funds, the PTSA</p>	<ol style="list-style-type: none"> <li>1. Budget is insufficient to meet demands of strategy.</li> </ol>



		and/or school budget may need to provide funding for the parent event. The school will consider applying for a mini-grant from the district.	<ol style="list-style-type: none"> <li>2. Budget modification is acceptable but needs some improvements.</li> <li>3. Budget modification provides sufficient resources to implement strategy.</li> </ol>
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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.	<p>We will know our plan is fully implemented when we see:</p> <ul style="list-style-type: none"> <li>• Academic performance gap reduction,</li> <li>• Reduction in African American students in tier 2 and tier 3 interventions,</li> <li>• Inclusion and cultural competence embedded in everything we do,</li> <li>• All African American students challenged appropriately and feeling included in the school community, and</li> <li>• CSS indicates at least a ten percent improvement in sense of belonging in each of the first two years of the plan.</li> </ul>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	We will conduct mini-CSS surveys to gauge progress and adjust accordingly. We will monitor formative assessment data and behavior data throughout the year. Our student voice tool may indicate progress or lack thereof.