Newburg Middle School
2018-2019
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?	Newburg will address decreasing the academic GAP among non-White sub groups and White students by reducing the number of novices on the KPREP State Assessment.	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.	After analyzing the 16-17 KPREP Data, 57% of White students were P/D, whereas only 31% of African American students were P/D, and only 3% of students whose first/native language is other than English were P/D.	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.
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 achievement, the strategy has no meaningful impact. In this case, your long-term outcome would be to improve	The long-term outcome for Newburg is to lessen the academic gap among non-White sub groups and White students on assessments. One strategy will be to continue what Newburg intentional analysis of fall, winter, and spring MAP data in order to group students in RTI opportunities that will be held during instructional hours.	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.

	KPREP scores among Black students, by increasing enrollment in G&T programming among Black students		
4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you are addressing?	Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities Consider and discuss how you can use the REAP to reflect.	● Changing of student demographics ● Teachers continuing to teach the same way even though our student demographics were changing ● Lesson planning that was not catered to the changing student profile at Newburg ● Lesson planning that was done in isolation ● The need for Newburg's master schedule to accommodate PLCs during instructional hours	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.

5. What are best practices to address your identified inequity?	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.	● CRT–The need to define Culturally Responsive Teaching for staff and develop a curriculum instructional framework (CIF) that will help teachers plan ● The monitoring of teachers' lesson plans (Newburg's CIF) by evaluating administrators who use Newburg's Student Engagement Questions & the Cultural Diversity and Education Foundation's "Building Equity in your Teaching Practice" as tools to assess weekly CIFs ● Newburg's PBIS Committee will continue to implement school wide incentives ● The development of a master schedule that allows grade level, content area PLCs to meet daily and follow Newburg's PLC at-a-glance as a guide	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)**
6. Describe your plan.	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. 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 *data and clear metrics for accountability* and include *inclusive input* from families, teachers, etc.	At Newburg Middle School, our vision is student success. Our Racial Equity Plan revolves around this vision and 3 areas: (see table below)	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.

What have we set up for student success?	What are we doing DAILY to support student success?	What are we doing for students who are NOT successful?
ECM PDs (Effective Classroom Management)	PBIS- classroom & school wide expectations	WIN – What I Need
CMPs (Classroom Management Plans)	PLC Year at-a-glance	Resources: FRYSC, HSC, SRO
Newburg's CIF (weekly lesson plans – student voice)		
Syllabi		

Topic	Directions	Notes	Score (circle score)
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.	• Teachers looking at MAP Data by sub-groups within PLCs • Evaluating administrators monitoring CIFs weekly • Analyzing behavior data every two weeks (Behavior Coach Reports to GL PLCs) to assess the effectiveness of CMPs and our embedded Effective Classroom Management (ECM) PDs • Student surveys for student voice (focus groups)	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.

		● Analyze racial inequities in classrooms/sports/clubs/activities ● Intentionally making sure that every kiddo is included and welcome (Dec. 2018) ● MTSS Mini Grants that target females (Young Ladies Like Us; Blossom, and SPARKLE) ● Multicultural International Festival	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	● Newburg's CIF (weekly) ● PLC Progress (weekly) ● ECM PDs (monthly)	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.
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?	● Newburg's CIF-NMS Administration ● PLC Progress-NMS Administration & NMS Grade Level Content Lead ● ECM PDs-NMS Teachers	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.
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.	● NMS Teachers ● NMS Administrators ● NMS FRYSC/HSC/SRO	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.
11. Challenges	What hurdles or conflicts do you anticipate, and how will		1. Anticipation of potential challenges is not sufficiently developed.

	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? What PD offerings will you need to ensure success?	● The first potential conflict lies in how NMS teachers respond to NMS administrative lesson plan feedback. ● Ensuring that NMS Teachers are identifying students who need to attend WIN weekly, so they do NOT get behind and miss standards ● The importance of NMS Administration monitoring that Effective Classroom Management is occurring and setting up supports for colleagues who may need that	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	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	• ESS Funding for WIN • Newburg Middle School is also VERY fortunate to have monetary support of neighboring businesses and partners (GE Appliances, Faurecia, Inc., Refugee Louisville).	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 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.	**With data**, we will know Newburg's REP is fully implemented when we analyze data from our students. Our kiddos are our customers, and if their feedback (ex. 2019 CSS) reflects that their voices are being HEARD when it comes to class lessons/activities, then we are making progress. If on the 2019 CSS, our students, specifically our African American females, feel MORE of a sense of belonging in our school, then we are meeting many of the goals of Newburg's REP. **Without data** as a measure, we will know we are close to our REP being fully implemented when any student who is asked is able to articulate that they enjoy all of their classes because they are engaged in learning. Students will be able to talk

		about what they are learning in each class and they will also share at least one activity/club/sport that they are connected with at Newburg.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	● Increased suspensions ● Increased academic gaps within sub groups ● Decreased participation in activities/clubs/sports