

TRUNNELL ELEMENTARY
2018-19 Racial Equity Improvement Plan
REVISED 10/31/2018 TRUNNELL ELEMENTARY- REP

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 areas of racial inequity at Trunnell Elementary School is the students at our school are falling well below the district and state average in Reading and Mathematics performance of the state achievement exam. Additionally, there is an achievement gap in Reading and Mathematics between students of color 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.	<p>Trunnell Elementary School's data indicates the following:</p> <ul style="list-style-type: none"> ● 2017 School Report Card data show NAPD GAP: Reading (31.5) and Mathematics (32.8); Non-Duplicated GAP 30.7 and Novice Reading GAP (7.4) ● The 2018 School Report Card indicate 42.7% of all students were Proficient/Distinguished in Reading and 32.7% Proficient/Distinguished in Mathematics. The 2018 School Report Card results show there is an even wider achievement gap in Reading and Math proficiency among student populations whose native language is not English. ● Comprehensive School Survey data indicate low scores in Student Voice with only 37.5% of other males believing their teacher gives them challenging work compared to 83% of all students. Across the various demographic groups, most students felt they do not have an opportunity to provide input on homework assignments. ● A summary of the school data indicates there is an achievement GAP between all students and students of color. Survey results further indicate students feel teachers are not challenging all student demographic groups at high levels. 	<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>

<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 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>Short-Term Outcomes</p> <ul style="list-style-type: none"> Teachers will provide students with opportunities to engage in deeper learning activities that will allow for student collaboration and purposeful dialogue around curriculum and instruction. Students will engage in authentic assessments that are relevant to their interests and demonstrate real world application. Curriculum materials and instructional topics of discussion will be current and relevant to the students' interest. More technology will be incorporated for student use during instruction. Increased students' sense of belonging by choosing diversified texts in Reading, and culturally sensitive content in other subject areas. <p>Long-Term Outcomes</p> <ul style="list-style-type: none"> Students' overall KPREP scores will improve in Reading and Mathematics to at least the state/district average or above the state/district average. <u>Rationale:</u> Students will become more engaged in learning when we provide more opportunities for students to exercise their "voice" according to the CSS and "choice" through deeper learning. Provide district professional development on cultural competency training with the whole staff. Intentional efforts to provide students whose native language is not English and students of color an opportunity to engage in the gifted and talented program by testing all students in grades 2nd through 5th and referring students who may qualify on appeal. Hire more certified staff of color to mirror our student population. 	<ol style="list-style-type: none"> Identified long-term outcome is irrelevant to school, or no long-term outcome identified. Long-term outcome is acceptable, feasible, and relevant to school. 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.
<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>The following historical practices/procedures have caused inequities among students.</p> <ul style="list-style-type: none"> Attendance Master Schedules Rigorous Instruction Teacher Experience Cultural Relevant Curricula 	<ol style="list-style-type: none"> Response shows minimal reflection of occurrences that may have contributed to observed racial inequities. Response indicates some reflection of root causes. Response demonstrates extensive and insightful reflection on root

		<p>The following action steps will be implemented to decrease the above inequities and discrepancies among various student groups in Reading and Mathematics performance.</p> <ul style="list-style-type: none"> ● <u>Attendance & Scheduling</u>- Revise and implement the school attendance plan and implement with fidelity to ensure students are in school so that they can grow as learners and not fall further and further behind their peers. Ensure collaboration between school and local agencies to support families in need so that challenges due to low income are not barriers to school attendance and academic success. ● Use the REAP document with the attendance team to address and monitor school progress in improving chronic absenteeism and daily attendance for all students.. ● <u>Rigor & Instruction</u>- PLC will focus on novice reduction and gap enclosure by monitoring more closely student performance by demographic group in each subject area. Formative assessments and personalized learning will be academic strategies implemented to close achievement gaps among students. ● Teachers will develop an expertise in differentiated instruction in order to provide personalized learning and address discrepancies between performances among gap groups. ● Use the REAP document with the instructional leadership team to monitor school on instructional practices intended to improve instruction and assessment practices. ● <u>Cultural Relevant Curricula</u>- The ILT and SBDM will work together to review current curriculum materials and provide recommendations for purchasing instructional materials that are more culturally relevant to use for daily instruction. 	<p><i>causes of observed racial inequities.</i></p>
<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>Best Practice Strategies</p> <ul style="list-style-type: none"> ● Conduct “Cultural Implicit Bias Training” on 1-07-19 with the staff and assess the school’s culture in reference to implicit biases that may affect student performance based on inexperience in culturally responsive teaching. ● Collaborate with district resource teachers to develop a plan to grow as a school on the cultural proficiency continuum over time. (Melanie Page) 	<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>other sources to address the inequity you identified.</p>	<ul style="list-style-type: none">● Collaborate with district resource teachers on deeper learning training opportunities with teachers to engage students in authentic learning and assessment activities. (Lisa Morris & Sheryl Bibby)● Collaborative models wherein students are able to work together to solve problems, contribute to the learning through valuable discourse, and write about their understanding through writing-to-learn and writing to demonstrate learning activities.● Develop teachers' use of Hattie's high yield strategies● Kagan Engagement Strategies implementation so that all students are actively engaged whereby affecting student performance outcomes.● Utilizing the JCPS frameworks for Reading and Mathematics to foster reading and math workshop in every classroom so that learning can be personalized for all students whereby impacting student performance outcomes.	
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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>The following plan addresses the root cause because it will transform teachers teaching to best-practice instructional strategies. Those strategies should affect daily instruction, planning and data analysis of student performance.</p> <ul style="list-style-type: none"> • Collaborate with district reading and math resource teachers. • District resource teachers and the goal clarity coach will model best-practice strategies in the classroom. We will do student interviews with targeted populations in mind to identify best-practice strategies that are relevant to student needs based on the outcome of the student interviews. • We will participate in deeper learning training at the school level keeping an equity lens in mind for changing our teaching practices and monitoring for student growth. • Staff attendance at the 	<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>Fall 2018 Equity Institutes and the Cultural Proficiency Mobile Summit</p> <ul style="list-style-type: none"> ● Use MAP to create small groups for Reading and Mathematics (differentiate within small groups to personalize instruction based on student needs) ● Strengthen core Reading and Mathematics instruction K-5 through coaching, monitoring teaching practices through walkthroughs, and providing training to support teachers ● Develop a portfolio of exemplary work K-5 in reading and math to use as models for high quality work ● Use the high quality work protocol when analyzing student work samples and/or formative assessments ● Use culturally relevant materials to connect with students during instruction and planning ● Hire more qualified teachers of color 	
<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</p>	<p>The data points we will be tracking is as follows:</p> <ul style="list-style-type: none"> ● Comprehensive School 	<ol style="list-style-type: none"> 1. <i>It is unclear how data will track progress.</i> 2. <i>Data identified to track progress</i>

	<p>reliable and valid data source to track your progress.</p>	<p>Survey (student voice/student sense of belonging for all groups)</p> <ul style="list-style-type: none"> ● Assessment Data (improved student outcomes in performance drilled down to gap groups) KPREP, DCA, MAP ● TELL & CSS Surveys (teacher) to gauge improvement in administrator support, specifically in the area of feedback on performance ● Power Walks data reports & administrator coaching ● Monitor development of the 6 systems weekly and revise the plan for improvement each 90 days 	<p><i>are not most appropriate. A better data source is available.</i></p> <p>3. <i>Progress will be reliably and validly measured with identified data.</i></p>
<p>8. Timeline</p>	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>The data points we will be tracking is as follows:</p> <ul style="list-style-type: none"> ● Comprehensive School Survey (student voice/student sense of belonging for all groups) ANNUALLY ● Assessment Data (improved student outcomes in performance drilled down to gap groups) KPREP ANNUALLY 	<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 goals while also being ambitious so that there is a sense of urgency to make progress on strategy.</i>

		<p>DCAs QUARTERLY MAP QUARTERLY CFAs WEEKLY</p> <ul style="list-style-type: none"> • TELL Bi-ANNUALLY & CSS Surveys (teacher) ANNUALLY to gauge improvement in administrator support, specifically in the area of feedback on performance • Power Walks Data Reports QUARTERLY • Monitor development of the 6 systems weekly and revise the plan for improvement each 90 days QUARTERLY 	
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 Instructional Leadership Team will be the committee to monitor the Racial Equity Plan because it is a vertical team of certified teachers, content specialists and administrators who make up this committee. ILT meeting information is shared with the SBDM Council by the building principal.	<ol style="list-style-type: none"> 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.	<p>ADMINISTRATIVE LEADERSHIP TEAM SBDM GOAL CLARITY COACH INSTRUCTIONAL LEADERSHIP TEAM CONTENT LEADS DISTRICT RESOURCE TEACHERS TEACHERS</p> <p>These partnerships or</p>	<ol style="list-style-type: none"> 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.

		<p>relationships will be needed to nurture and develop our plan:</p> <ul style="list-style-type: none"> Resource Teachers from the Equity Office to collaborate with us as we monitor school actions to the plan. Provide relevant data to consider when monitoring and adjusting the school plan. 	<p>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></p>
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><u>Anticipated Challenges/Barriers</u></p> <ul style="list-style-type: none"> Teachers being transparent and vulnerable when discussing inept practices and/or discrepancies in student performance among various demographic groups and students of color Teachers digging deeply into instructional practices and assessing areas for improvement Engaging in collegial support through peer observations /walkthroughs and administrator coaching 	<p>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></p> <p>2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i></p> <p>3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i></p>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>Trunnell Elementary has opted out of applying for additional funds through the equity grant. Any funding needed to develop the plan will come from the current and future Title 1 and/or Section 7 funding source.</p>	<p>1. <i>Budget is insufficient to meet demands of strategy.</i></p> <p>2. <i>Budget modification is acceptable but needs some improvements.</i></p> <p>3. <i>Budget modification provides sufficient resources to implement</i></p>

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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 being fully implemented when Trunnell begins to improve its overall academic performance.</p> <p>We plan to regularly monitor our progress of the (1) Racial Equity Plan (2) Digital Backpacks and demonstrated success skills and collaborating with district support staff on deeper learning initiatives (3) culture and climate surveys (4) Six Essential Systems for a Strong Learning Climate throughout the year in ILT.</p> <p>We are improving when each of these areas show continuous growth.</p>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	<p>We will know that our plan is effective when there are no gaps in academic performance among students in various demographic groups in Reading and Mathematics represented in our school.</p> <p>We intend to move best practices forward while fully implementing the district plan/vision for racial equity. Our focus will be from an academic point of view since Trunnell already has a strong culture. Students have a “sense of belonging” because we have a caring staff and teachers. We will also concentrate on hiring more teachers of color to mirror our student population.</p>