

Wheeler Elementary School Racial Equity Improvement Plan Development Tool

School:	Wheeler Elementary School
Principal:	Penny Espinosa

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?	We are addressing the racial disparities in academic achievement in the area of 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.	Based on 2018 KPREP results, 11% more of White students who qualify for free/reduced lunch demonstrated proficiency in reading than Black students with similar poverty status. 46.2% more White students who pay for their lunch demonstrated proficiency in reading on KPREP than Black students with paying lunch status.	<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.
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	Goal is to reduce the proficiency gap between White and Black students in the area of reading as measured on KPREP 2019.	<ol style="list-style-type: none"> 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.

	<p>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>3. <i>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.</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>Historically, what we have not done has perpetuated the achievement gap between White and Black students more than what we have done. Staff has not been asked to consider their own implicit biases, ongoing and consistent disaggregation of data by race is not a common practice throughout the school. Culturally relevant instructional practices have not been a focus of professional development and staff is not knowledgeable about research on culturally relevant instructional practices.</p> <p>Our teaching practices are traditional with little choice, voice, or authenticity.</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 plan has been developed in collaboration with our JCPS Culture and Climate Resource Teacher. Best practices to be addressed include research and implementation of culturally responsive instructional practices, including:</p> <ul style="list-style-type: none"> ● Communal Learning ● Student Voice ● Varied Assessments (culturally relevant backpack artifacts) ● Project-Based Learning Experiences (embedded in social justice) 	<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">● Developing teacher capacity in personalized learning● Student goal setting, self-assessment and ownership of learning● KAGAN structures to promote high levels of engagement● Ongoing disaggregation and analysis of data by collaborative teams <p>In order to address and support a continued sense of belonging among our Black students, staff will engage in learning including the following:</p> <ul style="list-style-type: none">● participate in a book study “For White Folks Who Teach in the Hood.”● Participate in mandatory professional development as outlined in the district’s Racial Equity Plan.● Work closely with district personnel for guidance● Utilize Racial Equity Analysis Protocol (REAP) for school-based policy review and development.	
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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>KPREP 2018 results disaggregated and analyzed by race as a benchmark for goal-setting and measuring improvement.</p> <p>JCPS Culture and Climate Resource Teacher will lead our staff through an exercise where we will learn to recognize our implicit racial biases.</p> <p>Racial Equity Committee will meet and begin a book study on Cultural Proficiency. The goal is to build deeper knowledge so they can later support the work of other committees and ensure Racial Equity is analyzed as the work aligned to each of the 6 Systems for a Strong Learning Climate work is conducted.</p> <p>All certified staff will participate in mandatory Professional Development opportunities on implicit biases and culturally proficient teaching.</p> <p>Teacher progress in implementation of culturally relevant practices will be evaluated through the use of a walk-through tool developed by DEP Resource Teacher.</p> <p>Students will be taught to regularly self-assess, set goals and measure progress toward goals. Beginning with the October 2018 Parent/Teacher Conferences, all students will lead their own conference with a parent, on video and emailed to parent (if parent is not present on conference day), or with a staff member if a parent cannot be reached for a conference. The goal is 100% participation with the goal of developing resilient and reflective learners.</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>In order to address high levels of engagement and cooperative learning in the classrooms, school-based Kagan training is provided to all staff members. Two days of training and two days of onsite classroom coaching will be completed after the October 8, 2018 Gold Day. Goal of this work is to provide teachers with structures to support communal learning opportunities.</p> <p>All MAP and Common Formative Assessment data will be analyzed by Racial Group to ensure strategies are consistently implemented and progress is being made. Goal of this work is to consistently measure progress toward goal and measure success of newly implemented teaching strategies.</p> <p>Pilot group of teachers will work with Deeper Learning Resource Teachers to implement a personalized learning structure in their classrooms. Goal is to ensure individual needs are met and students have voice/choice in their learning.</p> <p>Ongoing professional development and in-classroom support on implementation of culturally proficient instructional strategies.</p> <p>All students will participate in a minimum of two Project-Based Learning opportunities with an authentic purpose. Goal of this work is to engage students in hands-on real-world experiences that incorporates social justice and/or supports students' cultural identities.</p>	
7. Data tracking	<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</p>	<p>We will use data from MAP, Common Formative Assessments, and KPREP in order to evaluate or progress toward growth. Data from each source disaggregated by race will provide information as to our gap between white and black students as it pertains to reading proficiency.</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>

	progress.		
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	MAP baseline data will be collected in August 2018. Data will be analyzed in January and March/April of 2019. Common Formative Assessment data will be analyzed by race at least once per month at the individual team level.	<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>
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?	Principal, admin team, and all certified teachers will closely monitor reading achievement data. Principal will lead Ad-Hoc Racial Equity Committee and ensure fidelity of implementation. DEP Resource Teacher will support professional learning.	<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>Parents will be involved in Conferences and will receive communication about the goals of student-led conferences. The goal is to reach 100% of the parents either in person or by video. FRC Coordinator will help reach out to parents who have not scheduled a conference.</p> <p>Collaboration between Culture and Climate Resource Teacher and school-based leadership will ensure that school/staff members are provided the support/learning on implicit and explicit biases.</p> <p>Pilot group of teachers will work with Deeper Learning Resource Teachers to design personalized learning structures in classrooms.</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>

		We will work closely with our students so their voice is heard and their feelings/thoughts about engagement, sense of belonging, preferred learning opportunities influence our work.	
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>Until knowledge is gained and teachers understand the need for change in practices, push-back will occur. We have traditionally been recognized as a successful school with “School of Distinction” banners and Blue Ribbon School banners hanging in our entryway. We have celebrated small, steady gains in recent years and teachers are proud. It will take regular analysis of disaggregated data for teachers to own the gap that persists.</p> <p>PD offerings will include sessions on biases, culturally relevant teaching practices.</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>A contract with Kagan Cooperative Learning was secured for two days of school-based professional development and two days of classroom coaching.</p> <p>Textbook money was utilized to increase high-interest culturally diverse books in the classrooms and money was allocated to provide students K-4 with 2:1 technology. School furniture money is being utilized to reimagine our school library space to provide updated hands-on learning spaces for our students.</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>

		<p>The goal of the before-mentioned budgetary decisions is high levels of student engagement.</p> <p>Other budgetary changes will be funding of book studies and professional development beyond the required hours for teachers.</p>	
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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>When the plan is running successfully, we envision classroom instruction that is personalized and hands-on. We envision cognitively busy “workshop” classrooms where students are collaborating and teachers are facilitating the work. Our teachers will recognize and implement culturally relevant instructional practices and understand the “why” behind the work. Teams will regularly analyze data by race and will recognize their work impacting ALL students and our gap between black and white students will close. We envision seeing teachers asking for more training, being flexible, taking risks, and feeling empowered.</p>
14. Adjustment	<p>What are indicators that your plan is not working and needs adjustment?</p>	<p>Our plan is not working if teachers are making changes out of compliance and appear to be going through the motions. We will know our plan is not working if we do not see a drastic reduction in our achievement gap as it pertains to reading achievement.</p>