

Wheatley Elementary

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 disparity that Wheatley will be intentionally addressing is the lack of culturally responsive curriculum/resources and pedagogy; specifically in the areas of English/Language Arts and Social Studies. By improving the amount of culturally responsive resources and having an intentional focus on culturally responsive teaching, we expect to see:</p> <ol style="list-style-type: none"> 1. Improvement in sense of belonging 2. Improvement in academic outcomes 3. Improved classroom behavior and distraction caused by lack of relevance 	<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>The results of our Comprehensive School Survey and Equity Scorecard data show that 77% of students conveyed that they experience a sense of belonging, as compared to 87% districtwide. This can be attributed partly to the lack of culturally responsive curriculum/resources and pedagogy. The results from KPREP / School Report Card clearly show needed improvements in all areas; particularly in reading, math, and social studies. Our suspension rate was third highest among JCPSS elementary schools in 2017-18.</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 enhance the curriculum and culturally responsive pedagogy to create an environment of inclusivity, responsiveness, and appreciation for diverse backgrounds and points of view of all groups.</p> <ul style="list-style-type: none"> • Students that we are serving must be represented in the curriculum that we are utilizing for instruction. 	<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>

	<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>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>Textbooks and supplemental resources that have either been adopted by the Kentucky Department of Education and that have been in use here at Wheatley Elementary do not adequately depict the contributions, points of view, and opinions of people of color. The same can be said about the pedagogical approaches of teachers within Wheatley and across the state and country. In addition, teacher turnover has been a perpetual issue at Wheatley and it has been difficult to maintain an upward trajectory for students due to the lack of consistency in the level of experience and instructional practices of newer teachers. Our student mobility rate is high annually, as well. It hovers around 17 to 18% each year. This also presents as a challenge because of the revolving door effect. Teachers find themselves constantly working to establish a relationship with students new to the school and classroom, which at times affect the dynamics of the classroom.</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</p>	<ul style="list-style-type: none"> - Professional Development (District Provided) - Implicit Bias - Professional Development (School Based) - Culturally Responsive Pedagogy - Instructional Coaching - District Resource Teacher/s model, observe 	<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>

	<p>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>teaching, provide feedback, and coaching for teachers</p> <ul style="list-style-type: none">- Culture Audit - Culturally Responsive Walkthrough- Purchasing Culturally Responsive Resources	<p>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></p>
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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>Our teachers will participate in the district required training over implicit bias. Administrative team will participate in a book study over the book Black Male(d) by Tyrone Howard provided by The Department of Equity and Poverty (DEP). DEP will conduct a culturally responsive walkthrough and provide school administration with feedback in regard to areas of enhancement. We will utilize the feedback to focus on a few areas of identified need for change. We will utilize our school assigned district resource teacher from DEP to provide our teachers; particularly our new teachers support in designing instruction that is culturally responsive. We will utilize our own teacher/s, that currently utilize culturally responsive pedagogy to provide professional development for staff, in regard to choice of text/resources and methods of instruction that are culturally responsive. We will seek grant/funding opportunity from DEP to purchase text and supplemental resources for each classroom that are representative</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>

		of the racial and cultural demographic of our students. In the event we don't secure grant funding, we will identify areas within our school budget to add to classroom libraries.	
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.	<p>Sense of Belonging:</p> <p>Survey (Google Doc) for student sense of belonging (Quarterly)</p> <p>Comprehensive School Survey data - Sense of Belonging (End of Year)</p> <p>Improved Academic Outcomes:</p> <p>MAP data</p> <p>Improved Classroom Behavior:</p> <p>Behavior data - SRT call tracking sheet, behavior events, number of suspension</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>
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	We will track and report the data quarterly; based on the four (4) instructional cycles for elementary schools. This will enable us to gather efficient data; utilizing the	<ol style="list-style-type: none"> 1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i> 2. <i>Timeline is somewhat appropriate.</i>

		three data points for the identified three focus areas mentioned above.	<ol style="list-style-type: none"> 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?	Our administrative team, instructional leadership team, and culture and climate committee will be responsible for ensuring the plan is fully implemented. The principal and/or assistant principal will be responsible for reporting data to the assistant superintendent.	<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.	<ul style="list-style-type: none"> - U of L Link - Bounce Coalition - Department of Equity and Poverty - JCPS Satellite Office 	<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>
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>	We believe the integration of a more culturally responsive curriculum, pedagogy, and resources will be welcomed among students, teachers, parents, and the community. One of our main threats to success will be time. If there will not be a	<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</i>

		<p>district wide initiative to provide the required training; meeting the required hours over implicit bias and pd around the book study, then we will need to account for time during faculty meetings and/or professional learning during non-flex days and/or after school. This will require us to re-work some of our scheduled plans and we will have to account for teacher pay/stipend in our budget. We also have several teachers that are new to the profession and the challenges that are present for them in the first year. We will need to prioritize needs for them. Many times these needs revolve around Domain 2 - Classroom Environment. While culturally responsive curriculum and pedagogy will be immensely beneficial in helping to shape the classroom environment; they may need the additional support and resources to assist in this area.</p>	<p><i>discussion of how these will be addressed is reasonable and logical.</i></p>
<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>We intend to apply for the grant through DEP to support the purchase of a collection of culturally responsive text and resources for each classroom and</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>

		our library. In the event grant monies are not received, we will budget for each classroom to have a small collection of cultural responsive text and/or resources and seek to add to the collection yearly. Text and resources will be reviewed and chosen by our instructional leadership team.	3. <i>Budget modification provides sufficient resources to implement strategy.</i>
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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.	We expect to see teachers utilizing and integrating text, other resources in their instruction that are reflective of our student population. We expect to have an increased sense of belonging and pride from our students. We expect to see higher levels of student interest and engagement in learning. We expect to see a decrease in the number of classroom disruptions and behavior incidents.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Instruction and resources that are being used are not culturally responsive. Student sense of belonging remains the same or worsens. Behavior incidents remain the same or worsen.