Whitney Young Elementary
TEMPLATE AND RUBRIC
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?	Racial Disparities: Achievement Gap and Discipline Disproportionalities The achievement gap between students of color and White students must be eliminated. We must grow in reading and math skills. We will take action to improve learner outcomes through instruction-based professional development in math and literacy strategies, fidelity with interventions, data-driven instructional decision making, and teacher coaching and feedback. Out of school suspensions decrease instructional time, a contributor to the achievement gap. We will utilize PATHS instruction, PBIS strategies, and school-based behavior teaching strategies to teach and celebrate positive behavior. Our discipline strategies will include additional school time to teach skills and behavior, behavior planning with families as partners, and utilization of restorative practices. Students with a sense of belonging in school feel socially connected, supported and respected. Students need to be confident that they are seen as a person of value instead of a stereotype. Students who are confident they belong and are valued by their teachers and peers can engage more fully in learning. They have fewer behavior problems, they are risk takers and demonstrate a positive attitude towards learning. (Romero, 2015)	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.	The Whitney Young Elementary Culture and Climate Data (2016/17) indicates Behavior Incidents in the classroom total 223 for Black students, one for White students and eight for students with two or more races. Further, our IC data indicate we have a handful of students who have been suspended multiple times. The implementation of PATHS curriculum in all grades will enhance social and emotional skills to increase positive behavior and communication skills. PBIS strategies will acknowledge and celebrate positive behavior and support the development of a positive school culture. These strategies will include individual and class recognition (GREAT Growth Awards, bulletin board displays, Referral Free Jamboree, classroom and school-wide recognition in announcements, morning/closing meetings, and positive postcards). Staff professional development will focus on creating a culturally responsive classroom, restorative practices, growth mindset, and improved instructional practices. Professional learning will take place during structured meetings: Vertical, PLC, Faculty, Gold Day, and ILT. Special events (Wellness Wednesday, Dialogue with Dr. Lawrence, Fundamental Five Fun Brunch, PTA events) linguistically diverse communications (newsletters, announcements) and active translators for events we will create and enhance a sense of belonging. Our positive behavior instruction and school-based disciplinary actions will decrease suspension rates and the disproportionality of suspensions between black and white students.	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	We want to eliminate the achievement gap between students of color and white students. This will be done by cultivating teacher expertise with core instruction, improving our intervention protocol, creating culturally responsive classrooms, teaching positive behavior, de escalation, and social skills, and implementing behavior plans that include counseling/therapy. Our school discipline practices will increase instructional minutes with reteaching of skills and behavior, decrease out of school suspension, and include restorative practices. Our school discipline practices will reinforce school belonging by limiting push-out practices, partnering with families, and a reliance on teaching coping	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*

	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	skills, replacement behaviors, and communication strategies. This collective work will decrease the academic achievement gap by improving academic outcomes for students of color, decrease school discipline disproportionalities by increasing positive behavior and reducing negative behavior, and improve school belongingness by creating school/classroom community and decreasing school discipline push-out practices.	*approach to addressing racial equity.*
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.	During the 2016/17 the quantity of behavior referrals and suspensions among students of color increased. Families do participate in the school disciplinary process through conferencing. Limiting family partnerships to school discipline results in a negative perception of school personnel and practices for families. We must cultivate more positive opportunities for families to engage with our school. We have had limited parent partnership success with non-disciplinary/academic and school community activities. We struggle to get parent participation in literacy and math evening events and on school committees (SBDM, SBDM committees, FRYC Advisory Council, PTA, volunteers). Efforts to increase parent participation included the distribution of Kroger gift cards for parent field trip chaperones. Our Family Resource Coordinator is developing opportunities to engage families though service. Our instructional staff is developing opportunities to engage families through learner-led conferencing, instructional newsletters, learner performances, awards ceremonies, dialogue sessions, and instructional workshops.	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.*

		Historically, we have had an absence of community partners. We would like for our community to be more involved and to participate in school culture. We began a partnership with Redeemer Lutheran Church during the 2017/18 school year. Redeemer members have donated school supplies, backpacks, planted flowers, and volunteered at school functions. Our surrounding neighborhood is plagued with impoverished conditions (vandalism, litter, close proximity to drugs), crime, and limited positive activities. This is a challenge to racial inequities. Children begin to believe that these conditions are expected and typical. We are asking learners to imagine a world and create a reality that is peaceful, clean, and where people create good with their hands and minds. As a result, we are focused on facilitating a welcoming physical environment where learners are exposed to caring adults and learning can take place. Our school endeavors to be a beacon of hope and promise in a building and on a street named after trailblazing men of color.	
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.	Whitney Young Elementary has adopted PATHS (a researched based and proven effective social/emotional learning curricula. The Comprehensive School Support Team (CSST) is reading the book, Don't Suspend Me. We will use this book to examine alternative interventions other than suspensions. Implicit Bias Training by DEP (PLC's, and Faculty Meetings) IB Strategies, PLC's, Black Male Study (all staff) with M. Page. Improved core instruction and instructional interventions will take place with academics through the use of resources (The Fundamental Five, The Next Step in Guided Reading, Number Talks) professional development (Numeracy Math Instruction cohort, UK Next Generation	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.*

| | | cohort, MTSS toolkit sessions, International Baccalaureate training), instructional feedback (CCV, walkthroughs, Google Classroom instructional feedback) and teacher coaching by instructional coaches.

Improve positive behavior with Tier I social and emotional learning using the PATHS curriculum. Learner behavior plans will be created and implemented with fidelity for Tier II and III behavior learners. Together our teachers, families, and Comprehensive Student Support Team will help develop individualized behavior plans. CSST will help provide Tier II and II behavior interventions focused on identifying goals of (mis)behavior, reteaching, talk therapy, and learning of new behaviors. Our CSST includes a Centerstone Therapist, School Nurse, Mental Health Counselor, School Social Worker, Professional School Counselor, Home School Coordinator, School Security Monitor, Family Resource Center Coordinator, Assistant Principal, and Principal in consultation with Certified Teachers.

Trauma Informed Care professional development will be facilitated by JCPS Social and Emotional Learning department. | |

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 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.	By the end of the 2018/19 school year, at least 70% of our staff will have received at least six hours of PD in culturally responsive teaching, and implicit bias training. We will use PLCs, vertical, Gold Days, and faculty meetings to grow teacher expertise on improving core instruction, the development and implementation of academic interventions, culturally responsiveness, sense of belonging and behavior strategies. Teachers are teaching PATHS lessons every day and provided training sessions throughout the year. Trauma Informed	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 .

| | | Care will also be included in training for staff.

Our staff is growing our core instructional practices and intervention strategies through book studies, professional learning experiences, instructional feedback, district and IB cohort participation, coaching/feedback and co-teaching with resource staff. Improved instructional practice will be identified by learner growth data, review of feedback, professional growth plan reflection

Our hope is that we will improve our relationship with students and build trust that will foster a sense of belonging. This will also encourage engagement | |
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		among our students. We hope to decrease behavior referrals.	
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.	We will check for sense of belonging with student surveys (interviews, google forms). We will use SRT data, MAP data, Common Assessments to track our data how this impacts learner growth in literacy and math.	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.
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	Behavior: CSST will meet monthly to review behavior data (referrals, time out of class, and suspensions). Academic: MAP data will be tracked 3 times a year (Fall, Winter, Spring). Common Assessments Monthly, Perceptions: Comprehensive School Survey is a tool to examine stakeholder perceptions and compare to results from last school year. Survey tools are used throughout the year to collect stakeholder perceptions.	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?	Principal, Asst. Principal, CSST Team, Administrative Team,	1. No responsible individual or group identified, or identified party is inappropriate or unreliable.

		Culture and Climate Team, Instructional Leadership Team	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.	We need our learners and families to support this plan through partnering with school staff. We need school staff to be engaged with this plan process and implementation. Our community partners will serve as ambassadors for our school and our work. Inspiring GREATness guest speakers (speakers from the community come to speak to students monthly), DEP, PATHS, Trauma Informed Care. This plan was shared with teachers during our vertical team meetings 9/2018.	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 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?	Hurdles include time for professional development for staff and coverage for personnel. We will also need books in a timely manner. We	1. *Anticipation of potential challenges is not sufficiently developed.* 2. *Anticipation of potential threats is somewhat developed, but needs more depth.*

	What PD offerings will you need to ensure success?	are in need of improved technology (ChromeBooks) to support learner engagement, computer-based academic interventions, and deeper learning research.	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.	WYES is in need of new technology. Many of our desktop computers are obsolete and cannot run the latest instructional applications. Technology is a dynamic tool to support learner engagement, instructional applications (Study Island, Sumdog) and utilizing the JCPS digital backpack. We need funding to support PBIS field trips. - Professional development resources/ book study - Substitutes for teacher coverage - Speaker fee	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.	Reduction of SRT's and suspensions in African American student population, Students engaged and Teachers being culturally responsive and culturally relevant with instruction. Student interviews demonstrate an increase in sense of belonging. Walkthroughs will be conducted by walkthrough team to observe teaching. We will be able to use evidence from System 5.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Student surveys (decline in students feeling a sense of belonging), increase in suspensions, teachers not incorporating culturally responsive best practices.