

## ***W.E.B. DuBois Academy***

### ***Racial Equity Improvement Plan Development Tool***

School:	W.E.B. DuBois Academy
Principal:	Robert Earl Gunn Jr.

<b>PRE-REFLECTION</b>			
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 racial inequity that we will address is curriculum development and instructional practices. At the W.E.B. DuBois Academy, we will teach through the lens of Afrocentric Curriculum with a focus on our P.R.I.D.E (Perseverance, Resilience, Initiative, Discipline, and Empathy) values and competencies. This focus will provide access and a sense of belonging and understanding to the students enrolled at the W.E.B. DuBois Academy. The students enrolled at the Academy are primarily students who fall into the achievement gap. Data suggests that students of color do not feel a sense of entry into the current curriculum in JCPS. Therefore, through curriculum development and coaching, we will ensure that we establish a culture of teaching and learning that is culturally relevant for the population that we serve.	<ol style="list-style-type: none"> <li>1. Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</li> <li>2. Identified issue is somewhat relevant to school</li> <li>3. Identifies meaningful inequity that is very relevant to school.</li> </ol>
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.	According to the Kentucky Department of Education School Report Card, there are significant gaps between achievement for non-White and White students. For example, in 2016-2017, African American middle school students that scored at proficient/distinguished in reading was 29.4% and White students who scored at this level was 59.8%. Since W.E.B. DuBois is beginning as a 6th grade academy only, we also narrowed this review to look at 6th grade scores only. This gap is 61.9 (White) vs. 32.5% (African American) scoring at the proficient/distinguished level. This concern exists outside of JCPS. As a state, we have 35.9% of African American students scoring proficient/distinguished, but as evidenced, we are below the state in this category, as well. When reviewing gender gaps in reading from the School Report Card, we also see a gap for males in proficient/distinguished achievement in reading (44.2% 6th grade males score proficient/distinguished in our district and 53.7% of females are proficient/distinguished). In mathematics, we see similar inequities. The proficiency rate for White middle school students was 51% compared to a rate of only 22.3% for African American middle school students.	<ol style="list-style-type: none"> <li>1. Insufficient data to define inequity.</li> <li>2. Need more or more reliable or valid data to define inequity.</li> <li>3. Data clearly highlight inequity that will be addressed through strategy.</li> </ol>
3. What is the	Please note that this	The long-term outcome goal towards addressing this racial inequity of providing culturally relevant	<ol style="list-style-type: none"> <li>1. Identified long-term outcome is</li> </ol>

<p>long-term outcome you hope to impact?</p>	<p>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&amp;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&amp;T programming among Black students</p>	<p>materials and techniques is to provide coaching, training, and support to all staff in culturally relevant pedagogy that center around our P.R.I.D.E. values and competencies and is delivered through an Afrocentric lens.</p> <p>More students of color will be proficient and distinguished with an increase of 7.5 % each year.</p> <p>Culturally responsive teaching will correlate with more students identified in the multiple areas of gifted and talented.</p>	<p>irrelevant to school, or no long-term outcome identified.</p> <ol style="list-style-type: none"> <li>2. Long-term outcome is acceptable, feasible, and relevant to school.</li> <li>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.</li> </ol>
<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 W.E.B. DuBois Academy was developed as an A-5 program in response to the low achievement rates and inequities of males of color in our district, state, and nation as evidenced by multiple sources of data (KPrep, ACT, NAEP, etc.). As a district, we have put minimal resources into identifying the root causes of underachievement from marginalized groups. The Academy is designed to close this gap and alleviate underachievement by providing students with a sense of belonging through an innovative learning environment that will offer an Afrocentric and multicultural curriculum that is both rigorous and engaging. The Academy will not only focus on academic achievement but will also home in on social-emotional excellence through the curriculum, partnerships, and preventative counseling programming.</p> <ul style="list-style-type: none"> <li>•African American males are most likely to be identified as needing Special Education Services (Achilles, McLaughlin, &amp; Corninger, 2007).</li> <li>•African American males are least likely to be identified as gifted and represent the lowest</li> </ul>	<ol style="list-style-type: none"> <li>1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</li> <li>2. Response indicates some reflection of root causes.</li> <li>3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</li> </ol>

		<p>percentage of all demographic groups in the Advanced Program (Ford, 2014).</p> <ul style="list-style-type: none"> <li>•African American males have the highest rate of school exclusions (Graves, Herndon-Sobalvarro, Nichols, Aston, Blefari, Prier, 2016).</li> <li>•African American males have the lowest level of academic achievement on standardized assessments amongst all demographic groups (multiple data points NAEP, KPREP, SAT, ACT)</li> <li>•African American males have the lowest sense of belonging/connection amongst all peer groups in grades 5-12 (Davis &amp; Jordan, 1994).</li> </ul>	
5. What are best practices to address your identified inequity?	<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 other sources to address the inequity you identified.</p>	<p>Data and research from other successful programs like ours indicate the best way to alleviate this problem of low achievement in minority males are as follows:</p> <ul style="list-style-type: none"> <li>• Develop a culture and climate that all students feel a sense of belonging; this occurs at the start of each day with our Brotherhood time during morning meeting which is a school-wide time where we discuss the reason we are here, recite our creed, discuss school items and show "love."</li> <li>• Allow students to see themselves reflected in the curriculum</li> <li>• Teach with the understanding of the students in your classrooms (i.e. gender specific research proven techniques)</li> <li>• Involve all stakeholders in nurturing and developing the student (i.e. parent, school, community, and students)</li> <li>• Discipline using restorative practices; additional training will take place at the first Gold Day with a team of presenters from RPI's international team.</li> </ul>	<ol style="list-style-type: none"> <li>1. Response demonstrates little research into best practices.</li> <li>2. Some evidence that research conducted, but more needed.</li> <li>3. Response suggests careful consideration of best practices and reflective insight into practices.</li> </ol>

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>	<ol style="list-style-type: none"> <li>1. Talented Tenth (Faculty), PLC, and professional development meetings will center around development of Afrocentric curriculum, gender specific successful techniques, and our P.R.I.D.E Values and Competencies. <ul style="list-style-type: none"> <li>•Afrocentric Curriculum is... (our work in progress)</li> <li>•Centered around the contributions of all cultures</li> <li>•Relevant to our students</li> <li>•Includes opportunities to understand their place in society, identity, and their potential</li> <li>•Where we've come from but also where we still need to go individually, and collectively</li> <li>•Multiple points of view included as critical literacy</li> </ul> </li> <li>2. A walkthrough tool will be developed to measure the implementation of the above in all instructional settings</li> <li>3. Extracurricular activities (i.e. Ali Center Partnership, Saturday Enrichment Activities, Counseling, etc.) will center around the identified principles (Afrocentric focus, gender specific, and PRIDE values)</li> </ol> <p>These ideas are included as they represent our North Star and will be the center of all activities and resources provided to our students. According to the data, the root causes of the inequities for male achievement are a lack of these type of techniques in daily instruction.</p>	<ol style="list-style-type: none"> <li>1. Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</li> <li>2. Plan addresses inequity identified above, but needs more development.</li> <li>3. Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</li> </ol>
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	<ul style="list-style-type: none"> <li>• Walkthroughs-using the Afrocentric P.R.I.D.E. tool</li> <li>• Formal and informal observations</li> </ul>	<ol style="list-style-type: none"> <li>1. It is unclear how data will track progress.</li> </ol>

	identified in Question 2. Use the Equity Scorecard, JCPS data, KDE data, or another reliable and valid data source to track your progress.	<ul style="list-style-type: none"> <li>• Lesson plan development and review</li> <li>• A positive school culture may have a significant influence on the academic and social success of the students within schools (Squires &amp; Kranyik, 1996).</li> <li>• When a school exhibits characteristics of a positive school culture, there are fewer suspensions, increased attendance rates, and increased achievement on standardized test scores (Anson et al., 1991; Becker &amp; Hedges, 1992).</li> </ul>	<ol style="list-style-type: none"> <li>2. Data identified to track progress are not most appropriate. A better data source is available.</li> <li>3. Progress will be reliably and validly measured with identified data.</li> </ol>
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	We will follow guidelines set forth by JCPS as well as adhere to any timeline set by Mrs. Dillard and/or district leadership, which includes submitting the weekly narrative report, 30/60/90 day plans, and reporting student progress on MAP assessments which are administered three times per year.	<ol style="list-style-type: none"> <li>1. Timeline is unacceptable (unattainable or not aggressive enough).</li> <li>2. Timeline is somewhat appropriate.</li> <li>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.</li> </ol>
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?	<p>The principal and assistant principals will collaboratively provide walkthroughs and triangulate the data and discuss next steps during ILT and leadership meetings to improve both academic and behavior supports.</p> <p>The counselors will provide culturally relevant proactive counseling strategies to all students that center around the PRIDE Values.</p> <p>The DuBois Academy will conduct a Culture Audit offered by Diversity Equity and Poverty to see if students feel as if their values and interests are reflected in the school.</p>	<ol style="list-style-type: none"> <li>1. No responsible individual or group identified, or identified party is inappropriate or unreliable.</li> <li>2. Responsible party is somewhat acceptable.</li> <li>3. Responsible party will reliably enforce timeline and ensure progress is made.</li> </ol>
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	<ul style="list-style-type: none"> <li>• Ali Center will implement a character education program with all students which will involve them learning Ali's principles and the correlation to our PRIDE Values.</li> <li>• DuBois Church Connection: A partnership with area churches to provide personalized</li> </ul>	<ol style="list-style-type: none"> <li>1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</li> <li>2. Some stakeholders have been</li> </ol>

	ensure success with your plan? Explain.	<p>interventions and enrichment to students during out of school time</p> <ul style="list-style-type: none"> <li>● AMPED (Academy of Music Production Education and Development): This project will be conducted throughout the entire school year. It will chronicle the historic journey of the first 154 Young Lions from their 6th grade year all the way to their 8th grade graduation year. The Young Lions will conduct interviews of one another that will document their hopes, dreams, and aspirations for themselves and that of their pride.</li> <li>● Classroom Guidance/Hip Hop Counseling: Preventative programming that will focus on the PRIDE components and the relationship to the students based on the ASCA domains (Academic, Social, Emotional, Career). Hip Hop Pedagogy and/or African American literature will be used during each lesson.</li> </ul>	<p>engaged or have been thoughtfully considered for future engagement.</p> <ol style="list-style-type: none"> <li>3. All stakeholders have been included, and relationship building has been sufficiently considered.</li> </ol>
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>	<ul style="list-style-type: none"> <li>● Shifting from a traditional mindset of education to an innovative state</li> <li>● Engaging all stakeholders in this shift (i.e. reluctant learners/parents)</li> <li>● Time for lesson development and implementation; as we are creating the plans by utilizing multiple sources KCAS, PRIDE Values and Competencies, and an Afrocentric Lens</li> </ul>	<ol style="list-style-type: none"> <li>1. Anticipation of potential challenges is not sufficiently developed.</li> <li>2. Anticipation of potential threats is somewhat developed, but needs more depth.</li> <li>3. Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</li> </ol>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<ul style="list-style-type: none"> <li>● Metro United Way, CES Foundation, and others have committed to supporting many of these ideas through grant funding.</li> <li>● As a part of the Verizon Learning Grant, we are able to provide all students with a device and data plan to provide a resource that can provide innovative ways to learn through technology.</li> </ul>	<ol style="list-style-type: none"> <li>1. Budget is insufficient to meet demands of strategy.</li> <li>2. Budget modification is acceptable but needs some improvements.</li> <li>3. Budget modification provides sufficient resources to implement strategy.</li> </ol>

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>The plan will be fully implemented when:</p> <ul style="list-style-type: none"> <li>• All teachers are versed in the PRIDE Values and Competencies and are able to create lesson plans that reflect this understanding through an Afrocentric Lens.</li> <li>• Student achievement increases by 7.5 % as indicated through KPREP data.</li> <li>• Culture and Climate indicators (referrals, discipline techniques) decrease due to students having a sense of belonging and engagement in the classroom. We do not have any baseline data for suspensions because this is our first year; however, we can compare our suspension, ISAP, and behavior incident data with district data for minority male students.</li> <li>• We will measure student engagement with the assistance of the MTSS team and the Six Systems work from the district. This is one area of focus.</li> </ul>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Lesson plans, observations, and walkthrough evidence do not indicate a change from traditional practices to the core tenets of the W.E.B. DuBois Academy. Student achievement and numbers of students enrolled in gifted programming does not increase.