

TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

PRE-REFLECTION-Hawthorne Elementary 2018-2019 School Year			
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?	Our school will address the disparity and suspension of African-American students in comparison to White students with a specific focus on African-American Males. Our school serves a total of 408 students. African American students as a group make-up 16.7% (68 students) of the overall school enrollment. African American males make up 8.6% (35 students) of our school.	<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.	<p>According to Comprehensive School Survey (CSS) data taken in 2018, African-American male students reported the following:</p> <p>Compassion: 55.56% stated that they feel comfortable working with peers even if not in their friendship group.</p> <p>Perseverance: 66.67% stated that when I am taught something I do not get, I keep working at it until I get it right.</p> <p>These numbers demonstrate that our African American African-American male students lack a sense of belonging. The numbers also demonstrate that our males need guidance and mentoring on how to persevere through difficult materials (academic focus) especially with the language/content bridge.</p> <p>JCPS DMC Tool data indicates that, of our students, 35% of all referrals come from our African-American males. According to the monthly behavior snapshot, 50% of our students who were suspended 1-4 days in 2017-2018, were African-American males with a disability.</p>	<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.

<p>responsive teaching and learning and/or <i>Motivating Black Males to Achieve in School and Life by Baruti K. Kafele</i></p>		<p>In using our equity scorecard as a guide, we will embed a heavy focus of professional development on analyzing the racial equity scorecard data, CSS results, and DMC dashboard to address inequities. We will identify from these sources training for staff on increasing student motivation and sense-of-belonging through exploring culturally responsive teaching through a book study, Diversity and Equity school-wide training, and a book study through a mini-grant with DEP office training from the book <i>Why Race And Culture Matter in Schools: Closing the Achievement Gap in America's Classrooms</i> by Tyrone C. Howard.</p>	
<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>Our overall goals are to decrease the suspension of African-American male students for the 2018-2019 school year by increasing student efficacy through:</p> <ol style="list-style-type: none"> 1. Increasing student sense of belonging (compassion) in school by acknowledging the culture within a culture in our school. This will be accomplished through a staff book study on <i>Why Race and Culture Matter in School: Closing the Achievement Gap in America's classroom</i> followed by training on culturally 2. Equip students with de-escalation skills in order to help African-American males persevere in the classroom. According to our CSS data, our African-American males report “shutting down with learning” when things become difficult. Our goal is to build resiliency in our African-American males through an African-American Male monthly mentoring group where we invite successful African-American men in the Louisville community to serve as a mentor to the young men and 	<ol style="list-style-type: none"> 1. Identified long-term outcome is irrelevant to school, or no <input type="text"/> 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 approach to addressing racial equity.

		<p>one-on-one counseling through the school compassion leadership program.</p> <p>3. Lastly, we will apply for a grant to purchase some books to add to our Library media services that highlights successful African-American males.</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>Over the past 3 years, Hawthorne Elementary school has been fully implemented as a Spanish Immersion Program. The school centers learning by immersing students into the Spanish culture and language. Students who attend Hawthorne either apply for the program through the option and magnet process or have been assigned to attend Hawthorne by the Student Assignment Plan. The school is in its 3rd year of complete immersion teaching 50% of student content in Spanish (Math and Science) and the other 50% in English (English and Social Studies). Students are given a rich exploration of Spanish culture and language which creates a culture (school culture) within a culture (Spanish Culture Immersion) within a culture (African-American Males). The teaching staff is composed of an all female staff with 2 full-time male teachers. The need for male identify, especially African-American male identify is critical for the engagement of our young men. During the 2016-17 two African American males (one was identified and one was in the referral process) made up 30% of the school's suspensions. According to the DMC, 35% of overall school referrals were on African-American males.</p> <p>In using the REAP, as a school we will begin to review our classroom practices ensuring that they are fair and equitable.</p>	<ol style="list-style-type: none"> 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.
<p>5. What are best practices to address your identified</p>	<p>Consider practices and interventions at other schools and how your peers can</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> - working with students one-on-one with African-American Males - full staff culturally proficiency training 	<ol style="list-style-type: none"> 1. Response demonstrates little research into best practices. 2. Some evidence that research

<p>inequity?</p>	<p>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>	<ul style="list-style-type: none"> - shared resources from LaManda Moore-Rod, DEP resource teacher - Gold Day training for Classified and Certified staff in November - Restorative practices school development with PBIS coach - training using the REAP protocol - training analyzing and understanding the equity scorecard <p>Compassionate Schools Project (CSP) teacher with assigned caseload of at least 50% of African-American males that have experienced behavior or classroom discipline issues. During this one-on-one time she will address the following:</p> <ul style="list-style-type: none"> - Calming and breathing techniques - Partnering with FRYSC to provide additional resources for parents and home - Social and Emotional training - Peace Education training <p>Train PBIS Coaches to assess classroom disruptions using the REAP protocol to protect instructional time by quickly assessing the situation, use coping skills to redirect students to positive behavior or completion of THINK sheets, and return students to instructional environment with minimal loss of time.</p> <p>Outreach/Mentoring group for African-American male students at Hawthorne who will lead, guide, and nurture positive relationships with African-American male students.</p> <p>Monitoring MAP data to ensure students are moving towards proficiency. If students are not making gains towards proficiency, ensuring that students receive interventions to support instructional</p>	<p>conducted, but more needed.</p> <p>3. Response suggests careful consideration of best practices and reflective insight into practices.</p>
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PLAN IMPLEMENTATION

Topic	Directions	Notes	Score (circle score)
<p>6. Describe your plan.</p>	<p>Describe the plan you intend to implement that addresses the challenges you reflect on above. Explain how your plan addresses the 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 <i>data and clear metrics for accountability</i> and include <i>inclusive input</i></p>	<p>Professional Development: minimum of 3 hours -CRT training -Equity Institute</p> <p>Use the Danielson framework to do Culturally Responsive Teaching walkthroughs (look-fors)</p> <p>Education/training with CSP teacher on compassion and perseverance.</p> <p>Identify wrap-around services for students (ex. Centerstone, BEST team, FBA/BIP)</p> <p>African-American male mentor group (increase male presence)</p> <p>Inclusion training (increase sense-of-belonging) for staff</p> <p>Monitor the DMC dashboard</p>	<ol style="list-style-type: none"> 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 <input type="text"/> address inequities .

from families, teachers, etc.

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.	<ul style="list-style-type: none"> - DMC Data - Snapshot Data - CSP Feedback - Class Dojo % - PBIS meetings (feedback, data review) - Equity Scorecard 	<ol style="list-style-type: none"> 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.?	The PBIS committee will meet monthly to review data, discuss student progress, and review feedback from CSP (Compassion School Project) interventions. To continue to provide academic support we will monitor MAP data.	<ol style="list-style-type: none"> 1. Timeline is unacceptable 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?	FRYSC (Ms. Crawford): track services that are provided to target group CSP Teacher(Ms. Haydock): provide feedback from caseload students PBIS Lead with Assistant Principal (Dr. O'Neill): review data (monthly)	<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.

		<p>DEP Resource Teacher (Ms. Moore): to help monitor Equity plan implementation and progress.</p> <p>Principa (Dr. Compton): assistant principal until principal is hired): report to Asst. Superintendent</p>	
10. Stakeholder engagement and relationship building	<p>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>	<ul style="list-style-type: none"> - FRYSC - Feedback from target group to CSP teacher - District collaboration with LaManda Moore - Collaboration with teachers, staff, parents, and community personnel - Centerstone 	<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. 3. All stakeholders have been included, and relationship building has been sufficiently considered.
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"> - Funding - Data sources-accurate - Culturally-relevant instructional materials for CSP teacher - Engagement/Staff participation 	<ol style="list-style-type: none"> 1. Anticipation of potential challenges is not sufficiently developed. 2. Anticipation of potential threats is somewhat developed, but needs more depth. 3. Potential threats have been thoroughly considered, and a 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.	Materials for CSP teacher to create relevant strategies for African-American Males and funding to support a school-wide book-study and embedded PD throughout the school year.	<ol style="list-style-type: none"> 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.
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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.	<ul style="list-style-type: none"> - African-American males do not have the highest suspension rate at Hawthorne. - MAP data shows academic gains for African-American male students. - Students use their de-escalation techniques creating fewer classroom removals and disruptions. - Services are accepted and in place based on individual student needs - Teacher report that they better understand this population based on feedback - CSP teacher's feedback at the end of 2018-2019 is an increase in knowledge of how to support the population - The school will move to a state of cultural proficiency
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	<ul style="list-style-type: none"> -Increase in suspensions of target population -Academic deficit/increased novice/apprentice performance -CSS continues to report a decline in African-American male students sense-of-belonging and perseverance