Layne 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?	The racial disparity that will be intentionally addressed this school year will be the suspension of African-American students. Additionally, the issue of girls who are students of color which feel the least overall satisfaction within the school. Another racial disparity that will be intentionally addressed this school year will be the lack of reading achievement for Caucasian students. In the area of literacy (reading) examining reading proficiency for student populations that show an achievement gap, the strategies/ actions that will be used to resolve this racial disparity will by working collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum. The strategies/ actions that will be used to achieve resolving this racial disparity will be monitoring and evaluating the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and	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.

		to provide timely and accurate feedback to students and parents. The strategies/ actions that will be used to achieve in reaching this racial disparity will be analyzing current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.	
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 data that demonstrates this inequity is from the Envision Equity Data Card and the CSS Survey. **Discipline: # Students with a number of suspensions from 2016-17 KDE School Report Card** African-American 10.5 (7.5) **Literacy: Reading Proficiency from 2016-17 KDE School Report Card** **% of students that read at the Proficient or Distinguished** African- American 29.7% (26.1%) Caucasian 34.2% (46.4%) **School Climate and Culture from 2016-17 KDE School Report Card** **% of students with a sense of belonging** Students of color 84.0 (87.7%)	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	Please note	The long-term outcome that I hope to impact is a significant	1. *Identified long-term*

the long-term outcome you hope to impact?	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	decrease in the amount of suspensions of African-American students, and a significant increase in the satisfaction of school with girls who are students of color. Also, an improvement with the reading achievement of Caucasian students.	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 approach to addressing racial equity.

	would be to improve KPREP scores among Black students, by increasing enrollment in G&T programming among Black students		
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.	The historical occurrences that have affected this school that have worsened inequities could be the lack of cultural competence training for teachers, and staff. Also, the lack of opportunities and access afforded students of color and students who are socioeconomically disadvantaged both rural and urban. The use of the REAP will help the school staff reflect upon the overarching purpose and help to identify solutions to the barriers for the students in the school.	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.*

| 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. | In considering practices and interventions and reviewing research based best practices from Department of Education, JCPS, Code of Conduct, or other sources to address the inequity the best practices that will address our identified inequity will be from the Layne Elementary Equity Report. Specifically, the school culture and climate and the Layne Elementary Envision Equity Data Card.

Best practices-Teachers will analyze student work from teacher made assessments (ABC Tests) and district made assessments in reading. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questioning, create common assessments, share teaching strategies and resources, and set individual student goals. | 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. |

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 the root causes of the inequities. Be sure to explain 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.	The plan that I will implement that addresses the challenges reflected above will be done in three ways. The first one in dealing with African-American students being suspended portionately higher will be facilitated by the Assistant Principal in a book study and committee that he chairs designed to specifically assist teachers with alternatives to suspensions. The staff will be introduced to lessons from Anne Goodin's "Alternatives to Suspensions". This will be an invaluable resource to use with assisting the school with school suspensions and	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 .*

		decreasing those numbers. The second issue is how girls who are students of color which feel the least overall satisfaction within the school will be involved with an all girls empowerment group that will specifically address and consider their feelings towards their role at the school. Guest speakers, confidence building enrichment activities, true discussions about their role will take place during these girl group sessions with the Layne culture and climate committee team being responsible. The third issue to be addressed this school year will be the lack of reading achievement for Caucasian students. Items to be addressed will be as	

		follows: **How did the school provide effective, timely, and additional intervention to students in danger of not meeting state standards?** The strategies/ actions that will be used to reach this goal include working collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum. The strategies/ actions that will be used to reach this goal will be monitoring and evaluating the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents. The	

		strategies/ actions to be used in reaching this goal will be analyzing current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness. **How were students and their needs identified for assistance?** Using analyzed KPREP, Cascade, and DIPP data we created intervention/focus groups of student populations that show an achievement gap while setting academic improvement goals for each group for math and reading. The RTI resource teacher created specific learning goals for each group based on need, and created a schedule, using instructional assistants as	

		interventionists. Weekly progress monitoring on the students was conducted and information was then returned to the RTI resource teacher. This allowed for the students that show an achievement gap to get the daily, small group instruction they required.	
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.	To track the data with fidelity, the data points I will use to track the progress will be KDE data, MAP, Cascade, and DIPP data.	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 timeline for tracking the data for the African-American students being suspended higher than the norm will be tracked monthly. The timeline for tracking the	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*

		data for the girls who are students of color will be done monthly. The timeline for tracking the data will be done in a 30/60/90 plan for making sure the Caucasian students that are underachieving as outlined by comparison of the district other Caucasian students.	*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?	The individuals responsible to ensure that the plan is being implemented fully and with fidelity will be the instructional leadership team and culture and climate team committee which is facilitated by the principal. The individuals who will be primarily responsible for tracking and reporting data to assistant superintendent will be the principal.	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.*

| 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. | The stakeholders engaged to support this plan will be the Watchdog Dads of Layne Elementary to serve as mentors to African-American students and reduce suspensions. Also, we plan on getting parents engaged, and involving the local school PTA and relying on the assistance of Ms. Kadia Turner, DEP Resource, and the Family Resource Center Coordinator for Layne, Ms. Michelle Skinner.

The stakeholders engaged to support this plan with the girls who are students of color are the many different women organizations that will come to speak to the girls about feeling empowered such as professional organizations, different departments within | 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. |

		JCPS, sorority organizations. As well, we will work toward getting parents engaged, and involving the local school PTA and relying on the assistance of Ms. Kadia Turner, DEP Resource, and the Family Resource Center Coordinator for Layne, Ms. Michelle Skinner. The stakeholders that I have engaged to support this plan with the Caucasian students that are not achieving the optimal level will be with parents, and involving the local school PTA and relying on the assistance of Ms. Kadia Turner, DEP Resource, and the Family Resource Center Coordinator for Layne, Ms. Michelle Skinner.	

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? What PD offerings will you need to ensure success?	The challenge that I anticipate from the issues that have been identified will be with consistent parental support. I will proactively look at PDs that are being offered by the district to make sure and take advantage of when applicable to issues identified. Moving forward the way that Layne Elementary will engage it's supporters will be to include them in our Layne celebration of student academic success through our Cub & Mane Connection program. Supporters will be recognized for their efforts in helping with students performing at the Proficient/ Distinguished levels.	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	Fortunately, the budget	1. *Budget is insufficient to meet*

	modified to implement your strategy? Assume your total budget will not change.	should not be needed to be modified to implement any of the strategies that have been addressed. However, there is money within my budget from both Title I and my own principal budget that can assist with expenditures that my come of completing this work.	_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.	The plan will be fully implemented and working because this information will be constantly discussed and looked at monthly both from the instructional leadership team and the culture and climate team committee. The school will run differently than it currently does, after this plan has been put into motion, because the staff will be proactively engaged due to awareness, proper training, and goal oriented to make the appropriate improvements.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	The indicators that the plan is not working and needs adjustment are if the data reflects no improvement from the Layne Elementary Envision Data Card and from the Layne Elementary Equity Report of school culture and climate.