Minors Lane 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 at Minors Lane Elementary will be to decrease suspensions of African American students.	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.	Our behavior data from the Data Management Center, school report card, school data books, and Infinite Campus demonstrate this inequity. The data says that 49% of of non-students of color scored novice on KPREP in reading, 71.9% African American students scored novice and 56% of Latinx scored novice.	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-	Please note that this may	Our long term outcome is that we hope to impact our KPREP scores and Comprehensive school survey data for our African American	1. Identified long-term outcome is irrelevant to

term outcome you hope to impact?	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	students. Our goal is to increase achievement on the KPREP assessment and to increase our percentage of African American students feeling a sense of belonging at our school using alternative strategies to suspensions, social emotional learning, and cooperative learning strategies. We believe that these practices will decrease behavior events leading to suspension, and increase student learning at Minors Lane. Removals from the classroom were also a factor.There were 148 in-school removals and 621 for African American. Out of school removals were 14 White students and 31 African American.	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.

		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 inconsistency of our behavior plan being implemented by both administration and staff has perpetuated the disparities in our suspension data. Transforming from a zero policy mindset to a restorative approach mindset has been a hurdle for our 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	● In order to address our suspension inequity we plan to use PATHs daily as our tier 1 social skills instruction for all students and small group instruction for our tier 2 students. In addition, we plan to provide individualized social skills instruction and mental health services for our tier 3 and 4 students, or any student experiencing trauma. Teachers will model strategies. ● Kagan cooperative learning strategies. ● Data driven decision making for behavior interventions and consequences decisions to get staff buy in to alternatives to suspension	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

	from Department of Education, JCPS Code of Conduct, or other sources to address the inequity you identified.		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.	In our plan to address the suspension inequity we plan to do the following: Teachers and staff members will consistently follow the school wide behavior behavior decision chart Teachers and staff members will be expected to form positive relationships with students and families through the positive contact plans. Teachers will teach and practice school wide behavioral expectations with students and reteach them throughout the school year Teachers will create a classroom management plan that will be reviewed by Administration and the Behavior Support Team The Administration team 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 .

		Behavior Support Team will ensure tier one behavior interventions are implemented with fidelity by classroom teachers (Path). The Behavior Support team will provide additional interventions for tier 2 and 3 students. The Administration team and Behavior Support team will monitor and evaluate plans frequently throughout the year Kagan Cooperative Learning Strategies Training 3x this school year 71.9% of African American students suspended will be reduced to 30% by the end of the 2018 school year.	

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 use the equity card, behavior referral data from the data management center, and check in and crisis calls to track our progress. We will also implement PowerWalks for data for all classrooms.	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 Behavior Support team will meet weekly to review behavior plans for tier 2 and 3 students and behavior referral data The Climate and Culture Committee will meet monthly to use the equity card, data management center and Infinite Campus to track our data	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?	The principal and assistant principal will be primarily responsible for ensuring the plan is fully implemented with fidelity and tracking and	1. No responsible individual or group identified, or identified party is inappropriate or unreliable.

		reporting the data to the assistant superintendent. All stakeholders will be held accountable for implementing the equity plan consistently This year our school is collaborating with Lisa Morris for MTSS, Kadia Turner for DEP whom will do walk-through to give feedback on systems.	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 Family Resource Coordinator and 21st Century Coordinator will be responsible for assisting the administration and behavior support team with engaging parents and the community for support in the plan.	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	Our biggest challenge for	1. Anticipation of potential challenges is not

	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?	implementing the plan will be helping all stakeholders change from a zero tolerance mindset to a restorative approach mindset to student discipline. Another challenge we may face is the consistency of all stakeholders in implementing the plan with fidelity daily. The PD's that we will need to offer to ensure the success of the plan is the Energy Bus book study, Social Emotional Learning, PATHs, and Kagan strategies.	sufficiently developed. 2. Anticipation of potential threats is somewhat developed, but needs more depth. 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.	We plan to apply for the Racial Equity grant to help us with purchasing and implementing the Readygen reading program for our students, and Peace Ed for our tier 3 students who struggle with social emotional skills and the 21st Century program for providing after school support for students.	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.	We will know our plan is fully implemented when our African Americans are being recognized and celebrated for positive behaviors more than negative behaviors, and they are engaged in their learning and having a sense of belonging and pride in being a Minors Lane Mustang.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	An increase in suspension of African American students will indicate that our plan needs to be adjusted.