TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Ballard High School
Principal:	Jason Neuss

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?	Percentage of African American students meeting Transition Readiness benchmarks falls significantly below that of white students. More specifically the percentage of African American students reaching the ACT reading benchmark is 36% as compared to their white peers who are meeting the reading benchmark at 68%. Math scores suggest similar patterns as 30% of African American students have met the math ACT benchmark as compared to white students who are at 65%. Percentage of current 9th graders enrolled in a pathway is 45% as compared to 39 % of African American students. As students move past the 9th grade the percentage of African American students enrolled in a career pathway increases. This suggests African American students are interested in the programs but are not aware of what is available.	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.	Current data on the Class of 2019 was pulled from school level reports (CASCADE), ACT, class rosters in CTE courses, and KOSSA assessments. Additionally, data from MAP illustrates the above inequity will continue with underclassmen.	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 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	Increase the percentage of African American students meeting Transition Readiness standards as measured by ACT Benchmarks in reading and math and/or successfully completing career pathways.	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 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.	Previous practices include an "Opt-In" approach where students were required to seek additional support on their own. This includes attending after school remediation/tutoring sessions. Many of these programs required students to stay after school and provide their own transportation. Considering 58% of all African American students qualify for Free and/or Reduced lunch we believe this has perpetuated the disparity. Furthermore, enrollment in upper level math courses required students to come to Ballard and take a placement exam prior to the start of the school year. As indicated above a significant portion (58%) of African American students qualify for Free and/or Reduced lunch and in many cases have limited access to transportation. Another practice, which has since been addressed, was that student scheduling required students to self select courses of interest with little guidance from counseling staff. In many cases students who were absent had courses selected for them. Uninformed students/parents had little	1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities. 2. Response indicates some reflection of root causes.

		opportunity to educate themselves on the variety of course offerings and the different levels within each content area. This resulted in a significant number of students of color being scheduled into lower level courses, despite the academic data suggesting they were capable of being successful in upper-level courses.	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.	Establish a variety of options, both embedded into the school day and after school, which allows students the opportunity to receive additional supports as needed. Establish systems, designed and implemented, within departments/PLCs which strongly encourage, and allow, all students to take advantage of the additional supports that are available. This includes career pathways which should embed KOSSA standards into their daily instruction as opposed to teaching them as an afterthought. This will be accomplished by establishing an Opt-Out philosophy as opposed to an Opt-In approach for academic supports. Additionally, school counselors will be more intentional with educating stakeholders of current career pathways and their benefits. Finally, counseling staff will better communicate with JCPS middle schools, families of potential students, and incoming 9th graders regarding current career pathways, magnet programs and course offerings. Academic Readiness Best Practices - Provide a variety of options for student remediation/recovery of standards - Use of PLCs to develop those options based on content area - Use of PLCs to evaluate achievement data from common assessments such as MAP to disaggregate by race - Use of common assessments such as MAP to ensure students are accurately scheduled into appropriate classes/levels Career Readiness Best Practices - Communication with feeder middle schools regarding programs and the benefits of those programs. - Host informational meetings in alternative locations to improve access available to all students - Recruit and communicate with current students the options and opportunities available through career readiness programs	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 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.	The plan for 2018-2019 school year is to reduce the barriers to students access to school supports. This will be done by establishing an "Opt-out" vs. an "Opt-in" approach to standards recovery/remediation. Develop school wide, departmental and classroom systems which provide a variety of in school and out of school opportunities. Ballards "Opt-out" plan Evaluate and refine systems of communicating CTE, magnet and program offerings available Ballards Academy Structure Short term academic goals for targeted students Equity Plan Short Term Goals	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 .
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.	Transition Readiness data JCPS and KDE data Internal 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.?	Quarterly	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?	Leadership Team - Academic and Career Readiness Goal Clarity Coach - Academic Readiness Academy Coach - Career Readiness	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.	Current practices to improve stakeholder engagement are focused on educating staff and students. Goal for the 2018-19 school year and beyond center around improving communication with parents regarding options and opportunities available through career themed programs. More specifically recruiting students of color into our optional, magnet and career themed programs.	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? What PD offerings will you need to ensure success?	Increase course offerings such as career pathways. Current course offerings are limited and maxed out. PD offerings needed to ensure success will be focused on cross curricular projects and activities	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 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.	Current funding will support the above plan. Use of daytime ESS funds along with teacher stipends for after school sessions	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?	The plan will be fully implemented when all PLCs have a system to track student

	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.	progress towards standards and systems in place that allow all students the opportunity to receive the supports they need to accelerate learning. Academy structure, which will open up additional spaces in career pathways for AA students, will be fully implemented when STEM Academy is established. Projected timeline for both will be by the end of the 19-20 school year. .
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	At this point it is difficult to tell. Biggest barriers will be access to transportation for student acceleration/supports. Currently the "Opt-out" plan has significantly increased the number of students receiving additional academic supports. In terms of the Academy structure, the challenges will be related to staffing as we begin to add pathways and courses.