TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Butler Traditional High School
Principal:	William M. Allen

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?	A commitment to altering school procedures and practices that create systematic racial disparities in educational opportunities and outcomes, specifically access to programs and courses for enhanced or accelerated learning.	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.	Inequity in enrollment numbers of African American Students in Honors, Advanced, Dual Credit and Advanced Placement Classes. AP Enrollment: 40.2% African American Dual Credit Enrollment: 35.8% African American	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	To increase KPREP, MAP, and ACT scores among Students of Color, by increasing enrollment in Honors, Advanced, Dual Credit and Advanced Placement courses among African American Students.	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.	Historical school practice limits access only to students with a CogAT score of 19 and a minimum of 7 in each of the Honors areas.	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.	Ensure students have the opportunity and necessary academic and social supports for student success Darity, W., Jr., Castellino, D., Tyson, K., Cobb, C., & McMillen, B. (2001). Increasing opportunity to learn via access to rigorous courses and programs: One strategy for closing the achievement gap for at-risk and other student populations that show an achievement gap. Raleigh, NC: Division of Accountability, North Carolina State Department of Public Instruction. Savitz-Romer, M., Jager-Hyman, J., & Coles, A. (2009). Removing roadblocks to rigor: Linking academic and social supports to ensure college readiness and success. Washington, DC: Pathways to College Network, Institute for Higher Education Policy.	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.	Step 1: Modify access criterion for Honors Enrollment by using MAP RIT scores along with CogAT and other student success measures to provide increased opportunities for African American Students. Incoming 9th grade students with a RIT score of 230+ in Reading and 243+ will be placed in Honors courses. The MAP Norm and ACT equivalent chart projects these students to earn an ACT score equal to or greater than 22. Step 2: Contact families and enroll additional African American Students in Honors Classes. Step 3: Teachers will be cognizant of/acknowledge the need for/plan high yield instructional activities that are relatable and engaging to African American Students, and will document in weekly PLC minutes.	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.	Measurable outcomes ● Student grades ● MAP scores ● ACT/KPREP scores	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.?	Data tracking will occur every grading period (six weeks)	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?	Equity Team: ● Principal ● Assistant Principal ● Goal Clarity Coach ● Guidance Counselors ● Social Services Support Worker ● PLC Teacher Leaders	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.	Relationships with with parents from SBDM and PTSA will continue to be nurtured	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?	Anticipate pushback from tenured teachers who are used to teaching the "traditional" Honors students. These concerns will be identified and addressed during weekly PLC's. On-going faculty PD on engaging at risk students with high yield instructional practices will be covered thru staff book study.	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.	No changes will be made to the budget at this time.	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	• Increased test scores • Upward trajectory of new enrollment for the 2019-2020 school year • Consistent meaningful equity conversations documented in weekly PLC's

	currently does, after this plan has been put into motion.	
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	● Lack of culturally competent practices within the classroom environment during Power Walks ● No increase in test scores ● Success rate of new enrollment