TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Central High School
Principal:	Raymond Green

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?	College readiness between Black and White students as identified by ACT benchmark acquisition.	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.	ACT test results and equity scorecard information.	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	The long term impact is increased achievement as measured by successful benchmark acquisition on the ACT.	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.	A lack of intentional, systemic planning and activity has perpetuated this disparity. From an administrative perspective, little resources have been given to ACT preparation. The school has not created systems of preparation or celebration for ACT. The school has spent more energy on career readiness than college readiness. Parents have not been notified of the benefits of ACT success.	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.	Best practices include: 1. Increase teacher/admin familiarity with transition readiness report 2. Identify fee waiver students who can take ACT free 3. Ensure 9th-11th grade students and 12th who have not met benchmarks are signed up for ACT 4. Emphasize ACT at college night 5. Offer ACT tutoring after school with practice materials	6. Response demonstrates little research into best practices. 7. Some evidence that research conducted, but more needed. 8. 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.	This plan is still under development, but includes the following items: 1. Alignment to CSIP 2. Identify high yield ACT pre-test proven effective 3. Reach out to schools with upward trending ACT scores over time for best practices 4. Work with PLCs to identify ACT standards vs. Core and crosswalk standards 5. Create system for celebration/incentive 6. Identify students who have not met benchmark and organize students into 'bands' away from benchmark 7. Create culture of achievement around ACT	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 .

		8. St. George Scholar Institute 9. Saturday sessions	
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.	1. Student attendance to after school and weekend study groups 2. Student achievement on ACT prep 3. MAP data 4. PLC minutes 5. School accountability data 6. Test data from non-March test administration 7. Number of students of color capitalizing on Speed School guaranteed admission and Medical guaranteed admission	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.?	Timeline varies per task. A separate document will be created to monitor time relative to tasks	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?	Dr. Jeronda Majors, Assistant 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.	This plan has only been discussed as an admin team. Future stakeholders to include: 1. ILT 2. Teachers 3. Educational Justice 4. Other successful high schools 5. Parents/guardians 6. Churches 7. UofL 8. Civic Organizations 9. Culture & Climate committee	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	Possible from teachers viewing this work as 'one more thing' in an already loaded year instructionally. The work will	1. Anticipation of potential challenges is not sufficiently developed. 2. Anticipation of potential

	how you have engaged stakeholders..how will you engage your supporters moving forward? What PD offerings will you need to ensure success?	need to be presented in a way that is beneficial for kids and not a burden to teachers. Rollout will focus more on 'why' than the 'what'.	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.	Not sure, but we are prepared to adjust the school budget as needed to meet our goals.	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 by systems checks monthly and administrative team debrief of specific events identified in the plan. Our school will run differently first and foremost with quality tier 1 instruction, teaching and learning, that is standards-based and leads to successful ACT achievement.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Indicators that this plan is not working include: ● MAP assessments showing no growth

		- low or no attendance to after school or Saturday study sessions - Stagnant ACT achievement - Little teacher buy-in - Little student buy-in