TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Doss High School
Principal:	Todd Stockwell

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?	We will be addressing educator efficacy and the implementation of a culturally responsive pedagogy.	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 School Equity Scorecard demonstrates that students lack a sense of belonging and teachers struggle to relate content to them. Teachers have also voiced concerns about relating to students given their different backgrounds and needs. Furthermore, infinite campus data shows high levels of suspensions rates in the 2017-2018 school year, up substantially from previous years. Referrals are up as well. We believe that by implementing school wide training on culturally responsive pedagogy, we will increase student belonging and engagement, as well as lower repeat incidences and suspensions.	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	*We want to improve the efficacy of teachers by empowering them with skills that allow them to reach ALL students in their classroom, and therefore, increase student understanding of content and their ability to demonstrate success skills. This will be measured by pre and post assessments for teachers and students that is created by the Equity Committee.* *We want teachers to create engaged, inspired, and successful learners who see connections between their academic and personal performance as a student and their educational, civic, social, and familial aspirations and responsibilities. This will be measured by student exhibitions of learning in the Spring of 2019 that represent their skill development, personal choice, and cultural perspective.*	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.	Students of color represent the majority of our student population. Due to high levels of disengagement in learning walk data, increased suspension rates in the 2017-2018 school year, and students stating a low sense of belonging on CSS data, it has become evident that changes in pedagogy need to take place. We also have very low parent involvement at Doss, which will be addressed by this committee as well. To this point there has been very little intentional training for teachers to address implicit biases, improve cultural responsiveness,	1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities. 2. Response indicates some reflection of root causes.

		and lesson plan to be inclusive of diversity.	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.	*We have created a team within the school to address racial inequity and teacher bias. We have already started the work at retreat to develop classroom philosophies that are inclusive of ALL students. The following practices will also help to support the plan and improve racial equity:* *Weekly Data Workbook- disaggregated by race* *Behavior/Attendance Committee* *Parent Involvement Committee* *Student Advisory Group* *Suspension Feedback Conferences* *Professional Development on Culturally Responsive Teaching- Robert Jackson (Recommended through the JCPS DEP has been contracted to work with staff and students in the 2018-2019 school year*	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.	_By the end of the year, at least 80% of our staff will have received at least five hours of PD in culturally responsive teaching that is given to the whole school during retreat and Gold Days. Additional options in the district will be provided on an individual basis that they can then share with their PLC and Academy teams._ _1. In faculty and academy meetings we will continue to provide researched information that supports our goals for culturally responsive teaching. Faculty meetings occur bi-monthly._ _2. Gold Day- Our November 5th Gold Day will include a follow-up session with Robert Jackson, including reflections on the classroom philosophies._ _3. Retreat (Aug 2018)- Each_	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 .

		teacher will create and implement their own unique classroom philosophy based on inclusion and proactive practices. We will be reflective of data and redesign the PLC form to include this. *YEAR ROUND- Ultimately, the goal is better relationships with students and more engaged students. We believe this can be accomplished by continual reflection, being proactive, setting goals, effective planning, and consistency on the part of teachers and administrators to implement the plan with fidelity*	
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 annual Comprehensive School Survey (as reported on the Equity scorecard) to see if student belonging and engagement has increased. We will also use learning walk through data and PLC forms which are collected on a daily/weekly basis. We will administer our own pre-assessment to students and teachers, as well as a post-assessment. These will be quick reflections on the teacher's beliefs about culturally responsive teaching and how their pedagogy has changed through the course of the year. The DEP has provided us with a sample assessment from the Cultural Proficiency Handbook.	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.

		Finally, we will look at Infinite Campus data to monitor behavior reports, including disaggregating suspension and referral data by race, gender, and special populations.	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	**Weekly:**Data will be tracked on a weekly basis through I.C, and learning walk data. This data will focus specifically on behavior and also changes to lesson planning in an effort to be more culturally responsive. The administrative team will reflect on data during staff meetings Monday morning and submit a report to the Assistant Superintendents Office. **Monthly:**The Attendance/Behavior team and Equity team will meet on a monthly basis. The team will discuss trends in data, reflect on current practices, and make changes to policy accordingly. **Yearly:**Data for the CSS will occur on a yearly basis. **Gold Day-**Gold Day will be devoted to culturally responsive teaching. The Nov 6thday will feature a follow-up session with Robert Jackson. **P/T Conferences-**We are planning to send a team of teachers and administrators to the California Community Center/Satellite Offices to provide additional access to parents. **DEP Meetings-**Our staff will be made aware and encouraged to attend DEP meetings as part of our school growth plan to enhance culturally responsive teaching and build a positive culture for our students of color.	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.

		Assessments: The pre and post surveys will be given in September and May, respectively.	
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?	Our principal, academy principals, and counselors will be the lead staff for implementing the plan. They will analyze data, attend PLCs and lead trainings on a regular basis. The Equity team will meet monthly to discuss data, trends, and make suggestions. The behavior team will meet monthly to discuss data, trends, and make suggestions as well. The principal and behavior specialist will be reporting directly to the assistant superintendent on a weekly basis.	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.	_We have implemented a plan to meet with all students who are returning from suspensions. The goal is to communicate and find resolutions before the problems happen again. That said, we will continue to identify students based on referral trends and tardies to be proactive about providing supports. The deans will make_	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

		phone calls home to alert parents of continually tardies. The Aps and counseling office will also document and communicate student interactions for parents. *An area for growth will be parent involvement. It will be imperative for us to build relationships with our parents to assure them that student discipline, but especially pedagogy, is inclusive and fair.* *Also, using the ASCA model as a guide, counselors will take a close look at scheduling and the way students are selecting academies to ensure that student placement is equitable.* *Partnerships that we will nurture include working with the Division of Equity and Poverty at JCPS to find additional resources and speakers, like Robert Jackson.*	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?	1. *Our biggest challenge will be 1 is open to learning and trying n initiative. Therefore, we need to discipline in a proactive and de* *Also, we hope to have some pa include resources on our week* *We are continuing to work with* 2. a	3. Anticipation of potential challenges is not sufficiently developed. 4. Anticipation of potential threats is somewhat developed, but needs more depth. 5. Potential threats have been thoroughly considered, and discussion of how these will be ddressed 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.	*The budget is reflective of our needs as a school. The budget allows for professional development, guest speakers, and additional support. This money has mainly come from the SIG grant, or by reallocating monies we currently have in the general budget or by selling back a teacher.*	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	*We will know the plan is fully implemented when:* 1. *Each teacher has developed their own*

	your school will run differently than it currently does, after this plan has been put into motion.	*classroom philosophy that supports ALL students in the class and focuses on restoration and proactive practices.* 2. *Suspensions and referrals numbers decrease over a consistent period of time and remain lower than the previous year. Our goal is to reduce suspensions by half.* 3. *Teachers and students reflect positively on the experience of working and learning at Doss high as reflected in the CSS and our own survey data.*
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	*Indicators that the plan is not working will include high levels of referrals and increased suspensions. We will use comparative data on a weekly/monthly basis to check this and make appropriate reductions. Other indicators may include negative feedback from teachers during PLC time. PLC data will be analyzed on a weekly basis by the Goal Clarity Coach to ensure culturally responsive practices are in place. The academy principals, principal and instructional team can then work together to implement changes through embedded pd as needed.*