

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Eastern High School
Principal:	Lana Kaelin

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 address the college readiness gap that exists between students who fall into the achievement gap and their White counterparts. This gap includes the differences in ACT scores and enrollment in college preparatory courses.	<ol style="list-style-type: none"> 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.	<p>ACT scores from 2016 show an average composite score of 18 for Black/African American students and 22.3 for White students. ACT scores from 2017 show an average composite score of 18.6 for Black/African American students and 22.5 for White students.</p> <p>Advanced program students include 55% of the White student population and 23% of Other student population.</p>	<ol style="list-style-type: none"> 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 will increase enrollment of students who fall into the achievement gap in advance classes and improve the ACT scores for students who fall into the achievement gap.	<ol style="list-style-type: none"> 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?	<p>Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities</p> <p>Consider and discuss how you can use the REAP to reflect.</p>	Historically, students who fall into the achievement gap have been underrepresented in advance program, gifted and talented, or advanced placement. This underrepresentation results in students who fall into the achievement gap who may not be exploring or realizing their full academic potential and are not receiving the benefit of the programs. Further, even when courses are open enrollment, students who fall into the achievement gap may not choose to enroll based on the lack of diversity within those classrooms. students who fall into the achievement gap who do enroll may not receive the full benefits of the learning experience if they do not feel they can	<ol style="list-style-type: none"> 1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities. 2. Response indicates some reflection of root causes.

		be full contributors to the course, because of that lack 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.	Best practices include the AVID program. It includes enrolling underrepresented students in an elective geared toward teaching them how to learn collaboratively, employ the use of research based study strategies, and practice the skills necessary for success in higher level courses and college. Studies have shown that collaborative work with peers help students who fall into the achievement gap access higher level curriculum. Open enrollment (sit ins) for higher level courses expands choices for students who fall into the achievement gap to reach academic goals.	<ol style="list-style-type: none"> 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.	<p>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 you chose this best practice over others you outline above.</p> <p>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 <u>data and clear metrics for accountability</u> and include <u>inclusive input</u> from families, teachers, etc.</p>	<p>We will utilize the AVID program. AVID is specifically geared towards underrepresented students and focuses not only on helping them increase their academic prowess, but also provides support for setting and realizing goals for college. We will enroll students in the AVID elective, train teachers, and continue to expand the program schoolwide. Students will use writing, inquiry, collaboration, organization, and reading strategies within the AVID framework. Students will participate in tutoring sessions employing collaborative learning skills. Students will choose and succeed in higher level courses. Students will increase performance on ACT. We chose AVID because it has a demonstrated history of success and provides support for the school as we implement with our students.</p>	<ol style="list-style-type: none"> 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.	We will track progress by AVID elective course enrollment numbers, AVID student enrollment in higher level courses in subsequent years, AVID student MAP scores and ACT scores.	<ol style="list-style-type: none"> 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.?	We will track enrollments yearly. We will track MAP scores and growth during the MAP testing cycles (3). We will track ACT scores yearly.	<ol style="list-style-type: none"> 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 AVID site team will be responsible for fully implementing the plan for 9 th and 10 th grade. The AP and GCC for AVID will track and report data.	<ol style="list-style-type: none"> 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	The JCPS DEP has supported the plan through a Section 7	<ol style="list-style-type: none"> 1. Stakeholder engagement is minimal or otherwise

	<p>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.</p>	<p>grant. AVID organization provides support with resources, training, and implementation partners. The parents of the AVID students are engaged through meetings and parent materials. Senior students are engaged as tutors for the program. The parent connection needs to be strengthened.</p>	<p>unacceptable, or demonstrates minimal reflection on who will need to be engaged.</p> <ol style="list-style-type: none"> 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	<p>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?</p> <p>What PD offerings will you need to ensure success?</p>	<p>Possible hurdles include growing the program, having enough tutors, and maintaining fidelity not only in the elective but in the content classrooms. Our site team will have to continue to work closely with our AVID partners to keep this work going and to eventually consider ourselves a schoolwide provider. We will need to continue to participate in the annual pd for the program.</p>	<ol style="list-style-type: none"> 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	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>Currently, we are supported through Section 7 and our PD budget. With the absence of PD money for 18-19, we will have to apply for the DEP grant. We will also look at instructional supply funds to</p>	<ol style="list-style-type: none"> 1. Budget is insufficient to meet demands of strategy. 2. Budget modification is acceptable but needs some improvements. 3. Budget modification provides

		determine how we might reappropriate a portion of those funds to AVID.	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 the plan is fully implemented when we have AVID schoolwide, freshmen entering the elective and seniors accepted to college. Two differences will be that more underrepresented students will find a collaborative learning cohort that will support them through their four years, and classrooms will all implement AVID strategies to increase student engagement and learning.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Decreased enrollment in the elective, stagnant enrollment in higher level courses for underrepresented students, lack of AVID student growth as evidenced by MAP scores, inconsistent use of AVID in the classrooms.