TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Iroquois High School
Principal:	Clay Holbrook

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?	**Reduce overall Student Suspensions** especially student of color, while increasing a sense of belonging to the school. **Sense of Belonging**--61% believe they belong in the school **Overall make-up of school** % Black % White % Hispanic % Other % ESL 55% 22% 13% 10% 36% **Develop Student Support Teams to meet student's needs**	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.

2017-18

Suspension Incidents from Reportable Referrals	African American	White	Other
Total Number of Students	682	261	288
Students w/ 0 suspensions	92 - 13%	20 - 8%	23 - 8%
Students w/ 1-4 suspensions	218 - 32%	85 - 33%	49 - 17%
Students w/ 5-9 suspensions	19 - 3%	12 - 5%	1 - *
Student w/ 10+ suspensions	2 - *	0	0

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.	**We believe that by implementing school wide training on culturally responsive pedagogy through becoming a Trauma Informed School, we will reduce repeat behavior incidence, improve belonging and thus lower suspensions.** **We believe the development of Support Teams will help to meet student's needs based on in-school removal (ISAP) and wrap-around services.** Envision Equity School Data Card; DMC - Behavior / Attendance Analysis Report; CSS; Fundamental 5 Walkthrough Data; Student Support Teams Data	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 reduce the overall rate of suspensions while addressing the following: ● Issues related to racial inequities in discipline ● Increase sense of belonging for all students specifically students of color ● Build staff capacity related to cultural awareness, personal reflection, and implicit bias through Trauma Informed School ● Improve performance and raise achievement for ALL students ● Narrow the gap between the highest and lowest performing students ● Eliminate the racial predictability and disproportionality of which students are in the highest and lowest achieving groups.	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	Reflect on historical occurrences in your school, department,	● Teacher turnover plays a huge part in the disparities. Students do not get equitable access to the viable curriculum due to having a long-term	1. Response shows minimal reflection of occurrences

practices or procedures have caused or perpetuated the disparities or inequities you are addressing?	district, or community that have improved or worsened inequities Consider and discuss how you can use the REAP to reflect.	substitute or alternative certification teacher ● Teacher awareness and lack of culturally proficient teaching practices ● Lack of a faculty and staff who best represents our school's student population ● Societal norms ● Hidden practices	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.	**School Engagement:** According to the CSS 58% of students enjoy going to school. Administration and Instructional Leadership Team will intentionally focus on providing a viable and equitable access to the curriculum for all students that engages them. ● Explore specific and intentional professional development / training for all staff provided by DEP ● Ongoing data review ● Student inclusion / conversation through Principal Advisory Board (PAB) ● We will utilize professional articles addressing alternatives to suspension and Restorative Practices in the weekly Internal Communication to staff ● Have certified Restorative Practice teacher (Mr. Ashby) ● Use PBIS and Restorative Practice Teams effectively ● We are also revising our dress code that allows students more choice in the attire. ● Support Team (ISAP) Content Teachers are using their duty period to work with students in ISAP so the students will have continuous access to curriculum. ● Student Support Teams for wrap-around services for our students	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.	**First step:** Creation of the Racial Equity Team (target date: August 2018). **Second Step:** Establishing SBDM policy to support accountability for the team, and clearly explain to staff the purpose of the team for our school. (target date: October 2018) **Third Step:** Implementation of Racial Equity Team, drafting of Racial Equity Plan, and monitoring team's results and reporting procedures. (Aug-Sept 2018) **Fourth Step**: Create and implement Student Support Team with ISAP and Wrap-around services **Overall** By the end of the year, at least 70% of our staff will have received at least three hours of PD in culturally responsive teaching and/or Trauma Informed, which they will share with the rest of the faculty. In faculty, department, and PLC meetings, we will endorse peer learning so that those teachers who received formal PD will train the rest	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 .

		of our staff in culturally responsive and inclusive pedagogical strategies that are proven to improve behavior and engagement. Our hope is that we will improve our relationship with students and build trust. This will also encourage engagement among our students. We hope to see fewer repeat behavior referrals as we give students a space to discuss behavior referrals and involve them in repairing harm. Ultimately, we will see fewer behavior referrals, stronger curricula and pedagogical practices, and thus fewer suspensions. There are a few things that could have impacted our rates of suspension. We could have simply stopped suspending students and instead send them to detention or given them another consequence. We could also work to expand Restorative Practices to reduce suspensions. We believe that expanding culturally responsive teaching in the first year will set the stage for expanding Restorative Practices in future years, along with the Behavior Support Team providing instruction in ISAP, will further improve our suspension data.	
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	**Reporting:** The Racial Equity Team will report to SBDM in October, December, February, and May of each year.	1. It is unclear how data will track progress. 2. Data identified to track

	progress.	They will utilize data from the DMC, administrative team, PBIS team, Support Teams, and survey data as needed. We will use the annual Comprehensive School Survey (as reported on the Equity Scorecard) to see if students report feeling more sense of belonging at school. This survey is only administered once per year so we will also use behavior referrals to track our progress. We will use the ISAP Support Team Data to track students being supported while being removed from class. We anticipate that as our teachers become more invested in culturally responsive teaching, we will see an increase in students reporting a high sense of belonging, and we will eventually see a reduction in behavior referrals and thus suspensions.	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.?	Racial Equity team will meet monthly as a team. Findings and pertinent information will be shared with the school administrative team and ILT as deemed necessary by the Racial Equity team. **Reporting**: The Racial Equity Team will formally report to SBDM in Sept, December,	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

		February, and May of each year. The format of this reporting will be determined by the Racial Equity Team in concert with SBDM. We will review ISAP and suspension data weekly during Admin meetings every Monday. CSS data will be reported one time, when results are released in the spring. We will review the data weekly during our administration meetings and report it on the Quarterly Report.	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?	**Create Racial Equity Team**-- Members: Jeannie Let-- AP & Matt Kingsley--AP--Team Lead Clay Hollister-Resource Teacher,Erin Bierry-teacher, Kim Courtne-Teacher, Donte Ellison-Teacher, Aletha Fields-teacher, Terry Pulce-FRYSC, Heather Garrett-Teacher, Shahira Faith-ESL Teacher, Scott Ricke-Teacher, Abigail Riley-Teacher, Aneesah Numan-ESL Teacher, Demetrius Forney-Resource Teacher, Afi Tagnedji -Student This committee will meet monthly, and report quarterly to SBDM- Oct, Dec, Feb, and May. Mr. Holbrook will draft SBDM policy to make this a permanent standing committee that reports to SBDM. This is slated to be completed by October 2018. The purpose of this team is to: •Monitor current professional	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.

		development regarding equity. •Review current discipline data regarding equity: by race, sex, students with disabilities, and students who first/native language is other than English, specifically looking for gaps. •Review equitable access to curriculum for all students •Utilize the REAP •Draft and monitor the equity plan, and report progress to both SBDM and admin team Our school counselor and our assistant principal will be the lead staff for implementing our school plan. They will choose the teachers who will receive PD, and they will track behavior referrals in Infinite Campus. They will also facilitate PLCs that focus on culturally responsive teaching (which will be led by teachers). First level of responsibility: Racial Equity Team. Second level of responsibility: Administrative team. Third level of responsibility: Principal Each level will cross-check and insure accountability from each other. Reporting:	

		•The Racial Equity Team will report formally to SBDM in October, December, February, and May of each year. •2 members of the Racial Equity team are on the administrative team and it is a standing agenda item (weekly) for the school administrative team to discuss progress. School administrative team commits to maintaining this as a standing agenda item for the school year. We will ask for reports from the Racial Equity Team, as well as track the very same data the racial equity team tracks. In addition school administrative team will frequently discuss disparities in suspension data, and will request the Racial Equity team to run any major decision made for the school through the R.E.A.P. •Principal will monitor the Racial Equity Team, conduct admin team monitoring, and report progress to Asst. Superintendent as requested.	
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 conducted home visits over the summer with our highest suspended students from last year and some incoming freshmen. We will continue to meet with some of our students that have been suspended repeatedly. We will ask for their sentiments and understanding of the school rules, practices, and adult behaviors. We will work with	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

			Diversity, Equity, and Poverty to design a professional development yearlong plan that focuses on (adult) practices that improve sense of belonging.	thoughtfully considered for future engagement.
			It will be imperative that we work with our students to rebuild the trust and confidence in our school that has been diminished over the past few years. We will also work with JCPS central office to determine appropriate PDs. Further, we will work with DEP to explore community programs or JCPS offerings that can improve our success.	3. All stakeholders have been included, and relationship building has been sufficiently considered.
			The Racial Equity Team will include 1 student and we are trying to recruit parents. This committee reports to SBDM which contains 2 parents.	
			We have a partnership with Louisville Rotary Club that conducts mentoring sessions for students. The LRC will continue to mentor and nurture our students. The LRC also sponsors the LR Promise Scholarship to our graduating seniors that meet the criteria.	
			We will continue to work with Tommi Baker and PAL Coalition that provides support and training to our students and parents.	
			We will continue to work with our Black Males with the 100 Males initiative with community members	

		mentoring (breakfast and cookout)	
		We will continue working with our Girls Choice Group with field trips and guest speakers series	
		As a Racial Equity Team, we will brainstorm more opportunities for stakeholder engagement and relationship building.	
		We will continue to work with district specialist Lemesha Marks and Jennifer Driscol to become a Trauma Informed School	
		Black Student Union (BSU) Ms. Miles	
		Culturally Responsive Training through DEP office	
		District Book Study Black Male'd	
		Continue to work with Mr. Chris Woods from the DEP office, the Coordinator of Minority Enterprise.	
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?	We anticipate the biggest challenge will be inexperience from teachers because we have a staff who is largely comprised of teachers with fewer than 5 years of experience. They are still learning how to adapt to a classroom, and we are concerned they will feel overwhelmed with additional demands. However, we also believe this presents the opportunity to establish a school	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

		culture that embraces diversity, while our teachers are still early in their careers. We are finalizing our 18-19 Professional Development Plan will call for the following: 1.Trauma Informed Training staff during the 18-19 school year. This will be facilitated by Dr. Jennifer Driscolll. 2. Implicit Bias training for all staff. (JCPS DEP)	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.	Budget may need to be modified for training and professional development. SBDM is willing to commit funding to equity work as they agree this is a priority item for our campus. Understanding that our total budget will not change, we will reallocate monies that were used for an ISAP teacher and an ECE Resource teacher to support our students. We will use our At-risk funds to support our students especially students of color.	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. | When our plan is running successfully, we envision staff meetings where our faculty are engaged in discussion of what some of our teachers have recently learned at PDs. Our PLCs will always be through the lens of culturally competent teaching. We will see changes in student attitudes toward teachers that mirror the improvement in attitude of faculty toward students. We anticipate some growing pains and discomfort, but we also believe that indicates a successful implementation. Our teachers will feel empowered in their teaching because they are reaching more students.

The following is the success criteria:

1. Our survey data will increase in sense of belonging for All students, and specifically targeting Black Female, White female, and Hispanic male students.
2. We will see a reduction in suspensions on campus. We will commit to similar response in consequences for students.
3. We will commit to providing a viable, equitable curriculum that is a more culturally responsive curriculum.
4. We will commit to continuing making our school more supportive of diversity, including but not limited to more visual representations of multicultural icons, and continued focus on multiculturalism and social justice. |
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| 14. Adjustment | What are indicators that your plan is not working and needs adjustment? | Indicators will be reviewed on a regular basis as the team continues to meet to discuss data, plan development, and implementation.

If we (i.e., faculty) are feeling overly burdened, we will need to revisit our plan. If we find behavior referrals increasing or unchanged, we will need to revisit our plan. |