TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Jefferson County High School
Principal:	Artie Dietz

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?	The racial disparity that will be intentionally addressed at JCHS this year is the disparity between the percentage of White students who meet the ACT College Readiness Benchmark in Reading and the percentage of students of color who met the ACT College Readiness Benchmark in Reading	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.	Data use to demonstrate this inequity includes scores from the TABE, which every student takes before entering our program and the State ACT given to all juniors in March, 2018. According to TABE data, when students enroll in our program there is very little difference in reading scores between White students (10.0) and students of color (9.4). However, the ACT scores from March of 2018 show that 32% of White students meet the ACT College Readiness Benchmark in Reading, while 8% of the students of color meet the ACT College Readiness Benchmark.	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 outcome we hope to impact is increased literacy for students of color, as demonstrated by the ACT and by course completions, graduations, and transition readiness.	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.	1. Students often come to us as a last resort. Many of them have experienced very little academic success and therefore, do not have high expectations for themselves. Many of them have dropped out and are returning to school after being out for several years. Due to this, most of our students want to earn their credits and graduate. They do not understand or buy in to the importance of state testing. This causes many of them to not show up for the state ACT testing.	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

		2. Many of our students face family/work/personal obstacles to academic success. We have counselors that work hard to address these issues, but we do not have a FRYSC. 3. Our staff has not been as representative of the school's student population as we would like for it to be. 4. In order to get into our program, students must score at least a 6.0 on the TABE reading test. In the past, we have not a targeted approach to providing literacy interventions to those whose reading skills are toward the lower end. 5. Our English courses have traditionally focused on classical literature, which might not be of high interest to many of our students.	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.	1. Use texts that develop cultural identity and encourage social emotional growth. 2. Provide early reading interventions 3. Encourage students to read for the sake of reading. 4. Provide support for students who face family/work/personal obstacles through the use of a FRYSC 5. Provide choices of literature so that students can choose literature of a high interest level. 6. Professional Development in areas of cultural competency, ACES, Implicit Bias 7. Strive for a faculty and staff who best represent the school's student population.	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.	Our plan involves addressing literacy directly by looking at our curriculum and instruction. It also addresses literacy indirectly by looking at factors that might impact culture and climate. Curriculum/Instruction: 1. Offer Menaissance through AMPED to our students at LMYDC. This will allow students an engaging opportunity to use reading skills in a real world environment. As students see reading in a more positive light, they will be more interested in improving their literacy skills. 2. Provide reading diagnostics and interventions to all students. By diagnosing specific	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 .

		reading skill deficits, we can target interventions to each individual student, which will lead to increased ACT reading scores. 3. Review all english courses and include more reading choices that would be of a high interest level to students of color. Students will then get more practice reading, which will improve reading skills and lead to higher ACT scores. 4. Develop elective courses that would be of a high interest level to students of color. These include: Civil Rights, Voices in Literature, Voices in the Arts, African-American Studies. These courses will be literacy-focused, which will engage students in reading. The more that students read, the	

		better their literacy skills will become. Therefore, ACT scores will increase. 5. Provide open labs and tutoring for all students. Students can get extra, individualized instruction when needed. The focus on literacy skills during tutoring will raise ACT scores. 6. Include more ACT-like items in all courses in order to give students more practice at the skills connected to ACT Standards. Culture and Climate: 1. Look into the possibility of hiring a FRYSC. If we had a FRYSC who could help students access needed community resources, they will have the ability to more effectively focus on academics, which will	

		improve ACT scores.	
		2. Strive for a staff who best represent our school's student population. This will allow more students to connect and form positive relationships with caring adults. Research shows that positive relationships with a caring adult improve academic achievement across the board.	
		3. Encourage transition readiness through college/career fairs, field trips, FAFSA workshops. As students become aware of more opportunities in higher education, they will see the need for higher ACT scores.	
		4. Provide PD in Implicit Bias, and ACES so that our staff can better understand, connect with, and provide	

		effective instruction to our students.	
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. Reading diagnostic and growth scores. 2. Attendance at open labs and tutoring 3. Faculty and staff who best represent our school's population. 4. Attendance rosters for Implicit Bias and ACES PD sessions. 5. ACT Reading Scores 6. Course completions 7. MAP 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 will be collected every 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?	Artie Dietz, Principal- overall plan Lisa Puccetti, Assistant Principal- data tracking, Culture and Climate, course development Susan Kennedy, Goal Clarity Coach-MAP testing, transition plan tracking, open labs and tutoring Erin Woodham, BAC-ACT	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.	Stakeholders involved in supporting this plan include teachers, instructor III's, counselors, APs, Principal, Goal Clarity Coach, and students. Partnerships that will be nurtured include LMYDC, Menaissance, Spava, California Community Center, JCPS Student Relations, and KHEAA.	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?	Possible hurdles and conflicts: ACT bias-real or imagined can be used as an excuse. Students do not see the value of testing, which skews data. Students face extreme life circumstances which interfere with attendance and therefore with academic success. Teachers need training to better understand how to support students. Students need literacy interventions. PD offerings in literacy intervention, curriculum	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.

		resources, ACES, and Implicit Bias should help to ensure success	
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	Plan can be fully implemented without any effect to the budget.	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.	Students will be engaged in courses because the work challenges and interests them. Teachers will build positive relationships with all students and will know how to support students who are facing difficult circumstances. Students will set academic goals and will conference with teachers/leaders on success of meeting the goals. Students will know how to access additional instruction/intervention when they are struggling. Students will be self-advocates for their education. There will be a focus on transition after graduation. As all of these changes occur, ACT Reading scores for all students, and especially for students of color, will increase.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	MAP scores, poor attendance at open labs/tutoring, low course completions, little or no improvement in ACT Reading scores

		for students of color.

JCHS October Action Steps and Data	October 3, 2018