TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Seneca High School
Principal:	Kimberly Morales

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?	There are gaps between white and black student groups not only in **achievement**, **college readiness**, and **suspensions**, but also in student perception data regarding "**belonging**" as measured by the JCPS 2017-2018 Student Comprehensive School Survey. **Question: "I feel that I belong in my school."** *Percent Agree/Strongly Agree* *74.10% White* *61.70% Black* Seneca's Mission is centered on the success of ALL scholars. If students do not feel that school is a place where they belong, academic and non-cognitive indicators are more likely to be negative (decreased engagement, low achievement, increased disciplinary incidents, etc.). Additionally, Seneca's Vision includes becoming an exemplary model not only for academic success but for being a "positive, caring community." We have worked to increase a sense of belonging through our Academies of Louisville implementation - teams of adults around students, sharing interdisciplinary ideas, and providing ongoing supports; therefore, we have the structure we need to implement a plan for improvement.	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.	The 2017-2018 Student Comprehensive School Survey includes: **Question: "I feel that I belong in my school."** **Percent Agree/Strongly Agree** **74.10% White** **61.70% Black** There is a 12.4% difference between white and black student groups in relation to their sense of belonging. Additionally, proficiency gaps, disproportionality of suspension events, and most significantly, poor attendance reflects a disconnect between school and many students of color. Our committee believes that by being intentional in creating more opportunities for meaningful connections to our school, scholars are more likely to attend school, increase their academic performance, and enjoy school more.	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	As scholars' sense of belonging increases, so should engagement, and, eventually, achievement in college readiness. Additionally, disciplinary incidents should decrease when scholars feel that they are accepted and cared for as a member of a community. This approach will involve all stakeholders and is easily connected to the ongoing culture and climate work at our school; it is also aligned with Seneca's vision statement.	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.

	in G&T programming among Black students		
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.	Our minority scholars often: - experience lack of access to certain sports, clubs, field trips - experience less engaging learning opportunities - are not living in the school community - face transportation barriers - receive exclusionary discipline practices - demonstrate a lack of trust in authority figures These observed occurrences likely contribute to decreased engagement in school. Effective immediately, our teams (Leadership, SBDM, AP Team, Counselor Team, REP Committee, etc.) will discuss policies and procedures through the lens of the REAP. We will use data to identify potential areas of concern and then collaboratively apply the protocol.	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.	Knight MS recently tweeted about implementing practices designed to increase students' sense of belonging. We have scheduled a conversation with their behavior coach. Mindfulness practices used at Fairdale HS could decrease exclusionary disciplinary practices. We are planning a site visit. The DEP Team has been and will be invited to assist and critique strategy development, as well as to support with research.	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.	To begin, we will apply a three-pronged approach to building a more inclusive culture. ● **Staff**: Review of Curriculum and Extracurricular Opportunities (bias, inclusion, and representation of subgroups) ● **Students**: Increased student voice through panels, surveys, and focus groups. ● **Parents**: Identify ways that parents would find meaningful, inclusive interactions with school staff	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.	● JCPS CSS Data ● JCPS Equity Scorecard ● School based surveys and interviews ● Academic achievement measures (by subgroup) ● Attendance data (by subgroup)	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.

		● Discipline data (by subgroup)	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	● Monthly reports to leadership team, staff, scholars, and families	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?	● 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.	Office of DEP team - P.D. Academy of Louisville partners - opportunities for scholars PTSA - parent outreach support Instructional specialists - curriculum	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

		review and supplements	future engagement.
		Athletic Director - extracurricular opportunities/supports	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?	Time and energy to sustain focus in meaningful ways alongside other plans, other teams, and increasing demands PD Need: How to conduct meaningful reviews of curriculum and extracurricular opportunities for scholars	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	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	Based on outcomes of reviews, scholar input, and parent input, more specific strategies will be developed. We may need to purchase more inclusive curriculum/classroom resources, signage, and materials. We may also need to allocate or find funds to conduct home/community visits with our staff (buses, meals).	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 would see more diversity in classroom materials, posters, guest speakers, and curriculum choices. We would see more minority scholars engaged in extracurriculars. We would see more school pride. We would see greater minority representation in audiences at activities such as plays, concerts, and sporting events.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	No change in data; no visible artifacts; business as usual.