

## **TEMPLATE AND RUBRIC**

### ***Racial Equity Improvement Plan Development Tool***

School:	Southern High School
Principal:	Tyler Shearon

<b>PRE-REFLECTION</b>																					
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?	9th grade MAP scores from the Spring of 2018 reveal an academic gap between student groups who fall into the achievement gap and White students for mean RIT scores in math and reading.	<ol style="list-style-type: none"> <li>1. Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</li> <li>2. Identified issue is somewhat relevant to school</li> <li>3. Identifies meaningful inequity that is very relevant to school.</li> </ol>																		
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.	Fall 2018 MAP mean RIT scores are as follows:: Student groups who fall into the achievement gap: Math: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Students of color</td> <td style="width: 30%;"></td> <td style="width: 30%;">White students:</td> </tr> <tr> <td>52%</td> <td style="text-align: center;">Low</td> <td>31.6%</td> </tr> <tr> <td>25%</td> <td style="text-align: center;">LoAvg</td> <td>25.8%</td> </tr> <tr> <td>12.5%</td> <td style="text-align: center;">Avg</td> <td>23.1%</td> </tr> <tr> <td>6.7%</td> <td style="text-align: center;">HiAvg</td> <td>10.8%</td> </tr> <tr> <td>3.1%</td> <td style="text-align: center;">High</td> <td>8.5%</td> </tr> </table>	Students of color		White students:	52%	Low	31.6%	25%	LoAvg	25.8%	12.5%	Avg	23.1%	6.7%	HiAvg	10.8%	3.1%	High	8.5%	<ol style="list-style-type: none"> <li>1. Insufficient data to define inequity.</li> <li>2. Need more or more reliable or valid data to define inequity.</li> <li>3. Data clearly</li> </ol>
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		<p>Reading:</p> <table border="0"> <tr> <td>Students of color</td> <td></td> <td>White students</td> </tr> <tr> <td>36.1%</td> <td>Low</td> <td>22.9%</td> </tr> <tr> <td>27.3%</td> <td>LowAvg</td> <td>22.7%</td> </tr> <tr> <td>18.2%</td> <td>Avg</td> <td>21.1%</td> </tr> <tr> <td>12.1%</td> <td>HighAvg</td> <td>21.4%</td> </tr> <tr> <td>6.1%</td> <td>High</td> <td>11.7%</td> </tr> </table>	Students of color		White students	36.1%	Low	22.9%	27.3%	LowAvg	22.7%	18.2%	Avg	21.1%	12.1%	HighAvg	21.4%	6.1%	High	11.7%	highlight inequity that will be addressed through strategy.
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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	Long term outcome is to improve MAP scores for African American students in Reading and Math. Therefore closing the achievement gap.	<ol style="list-style-type: none"> <li>1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</li> <li>2. Long-term outcome is acceptable, feasible, and relevant to school.</li> <li>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.</li> </ol>																		
4. What historical or current practices or procedures	Reflect on historical occurrences in your school, department, district, or community that have improved or	The achievement gap is a national epidemic that has been acknowledged in many scholarly articles. Southern High School has not been immune to this academic gap. This gap has been perpetuated at the high school level through many practices. i.e. Low expectations for student achievement; Lack of rigor in the curriculum; Tracking groups of students into a less demanding curriculum; change in racial demographics of students. Ultimately the	<ol style="list-style-type: none"> <li>1. Response shows minimal reflection of occurrences that may have</li> </ol>																		

<p>have caused or perpetuated the disparities or inequities you are addressing?</p>	<p>worsened inequities</p> <p>Consider and discuss how you can use the REAP to reflect.</p>	<p>acknowledgment of this gap is the first step in lessening (closing) it.</p> <p>A key part of the REP at Southern High School is knowing our students' MAP data, acknowledging it, and working to diminish said gap. Through this plan we take the first steps at intimately knowing our data instead of relying on the status quo. We will work to target students sooner through intentional interventions and develop a process for making sure students know their own MAP data.</p>	<p>contributed to observed racial inequities.</p> <ol style="list-style-type: none"> <li>2. Response indicates some reflection of root causes.</li> <li>3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</li> </ol>
<p>5. What are best practices to address your identified inequity?</p>	<p>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.</p>	<ol style="list-style-type: none"> <li>1- Architecture of Accomplished Teaching from NBTPS</li> <li>2- Bruce, A., Getch, Y., &amp; Ziomek-Daigle, J. (2009). Closing the gap: A group counseling approach to improve test performance of African-American students. Professional School Counseling.</li> <li>3- Fisher, D., Frey, N., &amp; Lapp, D. (2011). Focusing on the participation and engagement gap: A case study on closing the achievement gap. Journal of Education for Students Placed at Risk.</li> <li>4- <a href="#">Study Island Marzano research</a></li> <li>5- Grade-banding</li> <li>6- Intervention/Enrichment period</li> <li>7- (Kennelly &amp; Monrad, 2007) and (Thurlow, Sinclair &amp; Johnson, 2002) Student Mentors</li> </ol>	<ol style="list-style-type: none"> <li>1. Response demonstrates little research into best practices.</li> <li>2. Some evidence that research conducted, but more needed.</li> <li>3. Response suggests careful consideration of best practices and reflective insight into practices.</li> </ol>

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>	<ol style="list-style-type: none"> <li>1) School will develop a MAP conference protocol that involves goal setting for each student.</li> <li>2) Starting in 2018-2019 an intervention course for students projected as borderline benchmark on the ACT has been started. For Fall/Winter test scores students will be identified based on MAP test scores falling in the RIT range of 210-225. There will be a mixture of races with majority being students of color. These students will be scheduled into intervention courses.</li> <li>3) School will incentivise MAP growth for students.</li> <li>4) During SAT schedule former successful students from similar backgrounds will come and speak to targeted Student groups who fall into the achievement gap. This will increase student motivation to perform better academically and increase confidence as students of color.</li> <li>5) Southern hired an Instructional Coach for the 18-19 school year. Through her and NBPTS we will create schoolwide PD's that focus on increasing the academic expectations and rigor in the classroom.</li> </ol>	<ol style="list-style-type: none"> <li>1. Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</li> <li>2. Plan addresses inequity identified above, but needs more development.</li> <li>3. Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</li> </ol>

		<p>6) School counselors will pair with successful student groups who fall into the achievement gap and develop groups for group counseling. These students will be chosen based on gap MAP testing. This will improve the academic culture for the student groups who fall into the achievement gap and increase accountability.</p> <p>7) By utilizing the Architecture of Accomplished Teaching cycle as indicated by the National Board Standards the following steps will be taken.</p> <p>1-Using MAP assessment data, intervention teachers will zone in on specific standards that are identified gaps.</p> <p>2- During content PLC meetings intervention teachers will develop a common lesson/assessment around a prioritized standard.</p> <p>3- Intervention teachers will review data from the lesson/assessment and plan an in-class intervention strategy.</p> <p>4-Intervention teachers will utilize Study Island to target skill development for skill remediation and advancement.</p> <p>We will not be implementing #5 and #6 listed above because historically those strategies have not shown academic growth among gap students at Southern High School.</p>	
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.	<p>MAP is given 3 times per year for periodical analysis of data for all students.</p> <p>Additionally, the intervention courses are tracking student progress on Study Island as connected to MAP/ACT standards.</p>	<ol style="list-style-type: none"> <li>1. It is unclear how data will track progress.</li> <li>2. Data identified to track progress are not most appropriate. A better data</li> </ol>

		Ideally, students from these interventions will show statistically significant growth over students who are not in these courses.	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.?	Reports will be around the administration of MAP testing (3 times a year).	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?	Southern High School has had a PBIS/Culture team for a long time. This group is working on their next steps since overall expectations and systems have been established. This team has expressed interest in this plan and will monitor implementation moving forward.	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.	Currently, the FRYSC is transitioning to a new role. This leaves an admitted void in school level support and connections with some stakeholder groups. Moving forward the plan is to incorporate the new FRYSC coordinator into this team. This will provide an avenue to incorporate parents and students into the feedback loop.	1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged. 2. Some stakeholders have

		The team will also incorporate MTSS support (academic) into this team.	<p>been engaged or have been thoughtfully considered for future engagement.</p> <ol style="list-style-type: none"> <li>All stakeholders have been included, and relationship building has been sufficiently considered.</li> </ol>
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>Logistically, delivering MAP so far has been challenging. Additionally, taking instructional time is always a sensitive issue with teachers. The school can use advisory time to conduct MAP conferences as a way to mitigate this resistance. PD on MAP will be provided and/or encouraged to the teachers to build familiarity.</p>	<ol style="list-style-type: none"> <li>Anticipation of potential challenges is not sufficiently developed.</li> <li>Anticipation of potential threats is somewhat developed, but needs more depth.</li> <li>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</li> </ol>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>A lot of the summer novice reduction grant is currently directed at this work. In addition, we have allocated teacher class time through the intervention periods toward this effort. If time is \$, the master schedule changes this year allocate nearly 2 whole teachers class load to this initiative.</p> <p>This expenditure came at the expense of other less focused electives and created larger class sizes in core content classes.</p>	<ol style="list-style-type: none"> <li>Budget is insufficient to meet demands of strategy.</li> <li>Budget modification is acceptable but needs some improvements.</li> <li>Budget modification provides sufficient resources to implement strategy.</li> </ol>

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.	<ol style="list-style-type: none"> <li>1) Conferences on MAP data will be occurring</li> <li>2) Interventions will be an embedded part of the schools master schedule</li> <li>3) Intervention plans will be implemented consistently and with fidelity.</li> </ol>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If students' MAP growth does not increase, then the plan is not working. If intervention students' MAP scores do not increase more than the control (students not in intervention) then the plan should be revised.