TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Valley High School
Principal:	Jeffrey Gossett (Interim)

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 be addressing racial disparities in student sense of belonging and educator efficacy (including culturally-responsive pedagogy) We feel that both of these items will directly impact suspension rates and behavior referrals of African American students, which are known to have racial disparities in the data from 2017-18.	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.	Comprehensive School Survey (CSS) data shows a 15.8% decrease in agreement that "school is fun and challenging" (Question B2) by African-American students from 2017 to 2018. The survey also shows a decrease in agreement on Question B5 "I belong in my school" and Question B6 "I am part of my school community," with only 64.3% and 66.5% of African-American students agreeing, respectively. Only 66.3% of African-American students agreed that Valley provides "a caring and supportive environment for students"(Question B10), which is an 8.8% decrease from the previous year. Behavior data shows that 64.8% of all discipline referrals in the	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

		2017-18 school year were for African-American students. Staffing data shows that in the 2017-18 school year, 36.9% of the student population were students of color, versus 3.9% of the certified teaching staff (2 teachers).	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 number of suspensions and discipline referrals for African-American students, increase the number of African American students who graduate College or Career Ready, and increase African American students' sense of belonging at Valley. The long term goal is to keep African American students in class and actively engaged in the instruction necessary for achievement in their chosen Academy Pathway. Students who feel they belong to the school community have a more vested interest in succeeding in their classes; and teachers who are able to make connections with students and who can de-escalate behavior in a culturally sensitive manner will help reduce the number of students sent out of the classroom, which would cause those students to feel disenfranchised and fall farther behind in their classes.	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.	Students who were sent to ISAP or suspended as a behavior incident were losing instructional time, causing them to fall further behind. Consequences were found to be inconsistent among Assistant Principals and Behavior Coaches. Staffing shows that historically there has been a low percentage/number of African American teachers/staff. African American students found it difficult to connect with, build relationships with and/or trust their white teachers.	1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities. 2. Response indicates some reflection of root causes.

		The school has been cognizant of this disparity when hiring new teachers and staff, and is actively working to secure a faculty and staff who best represent the school's student population. Students do not live in the same neighborhood as their school, so they do not inherently feel that they are a part of the school community.	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.	● Mentorship ● Guest speakers that give students the opportunity to "see the possibilities" ● Increased parent involvement ● Young Alumni visits	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.	Students who are assigned ISAP will be able to access assignments and instructional documents through Google Classroom, will be able to work on Achieve 3000 to improve literacy skills. This will help alleviate lost instructional time when given ISAP as a behavior consequence. We will conduct a professional development with faculty and staff to address best practice and culturally competent pedagogy to help staff members be aware of their own cultural bias, in the hopes that they will use this information to de-escalate behavior problems and make stronger connections with students. We will add additional mentoring and leadership groups for African American students (100 Black Men, WOW, BBBS, etc). These school sponsored groups will provide opportunities for students to develop a sense of belonging	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 .

		at the school.	
		The majority of students on our sports teams are African American. We will hold all student athletes to a high standard throughout the year, not just during the sport season in an effort to build their sense of belonging to a team and therefore the school.	
		We will increase opportunities for students to visit college campuses, academy business/partnerships, and cultural experiences. This will give students the opportunity to see success in action.	
		Encourage staff to participate in JCTA Diversity Training when offered, attend the DEP speaker series (Girls of Color), and/or get trained in such programs to teach the staff in-house. Again, this will give our predominantly White staff the tools and understanding needed to make connections with our African American students.	
		The whole staff will be trained by DEP RT on the Cultural Continuum, at a date TBD (45	

		minutes).	
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 ISAP data, suspension data, data on student involvement in extracurricular activities, teacher book study and/or PD participation, data from in-house student/staff/parent survey, CCR data, ACT data, and Map/RIT data.	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 tracking and analysis will occur quarterly. Trends and results will be shared with staff.	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 Valley Racial Equity Committee will be responsible for ensuring the plan is implemented. Members include: ● ~~Mr. Stephenson (Principal)~~ ● Mr. Gossett (Interim Prin) ● Mr. Towns (AP) ● Mrs. Currin (AP)	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.

		- Mr. Clemens (Couns) - Ms. Luckett (Couns) - Mrs. Bolton (Couns) - Mr. Smith (Home School Coor) - Mr. Sanders (ISAP) - Ms. Gray (Teacher) - Ms. Concepcion (Teacher) - Mr. Baldon (Teacher) ~~Mrs. Clark (Teacher)~~ X. Johnson (student) J. Coleman (student) Mr. Gossett will be responsible for reporting data to superintendent	
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.	Mr. Smith will contact parent volunteers. Mr. Clemens will look for possible guest speakers DEP Resource Teacher will provide additional district level supports as requested	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	Data Collection and staff buy-in	1. Anticipation of potential

	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?	are the largest hurdles anticipated, as well as possible push back from students. We would like PD for staff on implicit bias, cultural sensitivity, and de-escalation strategies.	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.	No budgetary needs are anticipated at this time. We are applying for District Mini PD Grants to bring in speakers. If a budget/additional funding was offered by the district, we would like to use that to hire additional support personnel, such as behavior coaches.	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 will implement continuous progress monitoring of this plan. When fully and successfully implemented, the school will look like: increased engagement, decreased number of African American students suspended and in ISAP, increase in academic performance, and CCR/ACT/RIT scores, "Teachers and students on the same page." Increase on positive response on surveys (CSS, TELL, and in-house), increase in teachers building positive relationships, increased graduation rate and college acceptance/scholarships.

14. Adjustment	What are indicators that your plan is not working and needs adjustment?	*(to be completed at end of each quarter)*

Running Committee Meeting Notes linked here