TEMPLATE AND RUBRIC
Racial Equity Improvement Plan Development Tool

School:	Western High School
Principal:	Michael Newman
Demographics	Total Students - 690 Students (70.4% Black, 23.6% White, 6% Other), 21% ECE

ACTION PLAN: Please see our WHS eSYS. This document is a comprehensive collection of all Action Plans at WHS. The Equity Plan Tab is Labeled in ORANGE (Please note...We are in the process of updating all tabs)

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 inequities that we would like to focus on are: 1. Transition Readiness (College & Career Readiness) Obtainment for students in the achievement gap 2. School Culture and Climate (Caring Environment & Sense of Belonging) While two years ago, Western's College Readiness for Black students from low-income households was above the district average, this was due to intensive intervention utilizing the COMPASS and KYOTE. However, with new changes in the state accountability for College & Career Readiness, we will need to rethink the manner of intervention for the ACT, which is historically a racially equitable assessment. As such, we will also utilize career readiness as a mechanism to improve transition readiness for our	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.

		Black students.	
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 data that demonstrate these inequities are: ● School Report Card ● Equity Scorecard ● Comprehensive School Survey The identified data is described below are clear in the aforementioned sets; hence, we attribute some/many of the challenges listed in Section 1 to be caused by curricula, pedagogical, and school culture neglect.. ● Our Career Readiness is 2.5% Black students & 11.1% White ● Our College Readiness rate is 3.8% Black & 11.1% White ● Our CSS showed that our students fell below the district averages for all areas of School Culture and Climate. Specifically, our Black students (66.7%) did not feel they were in a caring environment compared to our White students (73.4%) ● Our teaching staff does not reflect our student population: Only 12.1% of our staff (4 adults) are representative of the diversity represented by 70.4% of our student body (543 students).	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	1. We would like to see an equal percentage of Black and White students achieve career readiness (including College Readiness). Our goal this year is 25% Career Ready (This is significantly higher than 3.1% from 2017-2018) & Our goal this year is 35% College Ready (This is significantly higher	1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified. 2. Long-term outcome is acceptable, feasible, and

	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	than 8% from 2017-2018) 2. We would like to grow our CCR results for Black students in both Sense of belonging and Caring environment to 75% for the 2018-2019 school year.	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. Western has solely focused on College Readiness over the past 10 years. While our students of color outperformed our White students, this will change as a result of only using ACT as the primary means of College Readiness measurement. This year, we will work to improve College Readiness efforts for students in the achievement gap. This needs to be done due to the historical practice of having a lack of cultural competency when designing instruction geared to improve college readiness. Additionally, we believe that Career Readiness is a viable means of a successful transition for our students in the achievement gap which we have not utilized. With our implementation of the Academies of louisville, we have a plan to increase our rates utilizing five specific pathways. 2. Additionally, we believe that the CSS results are in part due to the large proportion of discipline we see at Western. Many teachers are not culturally competent in understanding our	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.

		students backgrounds and the trauma our students have. Though, we have begun our work with PBIS, these efforts have not been enough. By training our staff on implicit bias as well as focusing on High Yield instructional practices, we can create a more engaged student population. Additionally, we will utilize the Academy of Louisville model to help create student belonging by having students create success in industry certification pathways.	
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. Implicit Bias Training 2. MAP Assessment & Tiered Instructional Intervention (MTSS) 3. Student Specific ACT Intervention 4. Trauma Informed Care Instruction (Completed in late Spring 2018) 5. Academy of Louisville Model (Including our attempt to become NACA certification. 6. PBIS (Warrior Foundations) Implementation - Training staff on Tiered behavior response 7. Commitment to full adherence of JCPS Code of Conduct consequence structure 8. Implementation of a Student Support PLC focusing on individual child needs and connection with available resources for student success.	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 the root causes of the inequities. Be sure to explain 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.	*See Action Plan*	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.	Transition Readiness Plan (College & Career Readiness) CSS Results for Caring Environment and Sense of Belonging	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.?	Quarterly - See action plans for updates	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?	See Action Plan for persons responsible	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.	Our Admin Team, including Assistant Principals, Counselors, and Resource Teachers provided initial input. Additionally, The Initial thoughts were shared with the SBDM & PTSA for feedback. Finally, the initial action plans were shared with faculty (both at large and the CTE department specifically) for additional feedback. Updates and Feedback will be shared	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

		with the JCPS Central Office, PTSA, the Alumni Association, and our SBDM	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?	Western has developed a strategic approach using a multi faceted system to ensure all efforts for this and others plans are successful. We initially anticipate pushback from teachers when we request them to attend PD and change their practice. We believe that some staff feel as if they are already culturally competent. They may be more resistant. We also feel that our time frame to complete the initial plan is very stringent. We must ensure that the drivers of the plan meet regularly and hold themselves accountable to completing the action steps.	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.	At this point, we believe our budget is sufficient to meet allow these efforts. We will utilize Title I monies, SIG Grant Monies, and School	1. Budget is insufficient to meet demands of strategy. 2. Budget modification is acceptable but needs some improvements.

		based funds to implement current activities.	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.	For CCR: We will know we have reached our goals when we see our students in the achievement gap meeting College Readiness Benchmarks and achieve Industry Certifications in the AOL pathway they belong to. Additionally, we will see success when we have more students in the achievement gap starting to co-op with our AOL Industry partners. For Culture and Climate: We will know we have reached our goals when students in the achievement gap are able to articulate the AOL pathway they are in and share experiences that they value and contribute to preparing them for a successful transition to post high school.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	No movement of our students in the achievement gap obtaining CCR Status, our students in the achievement gap don't identify with a particular academy, and we do not see an increase in students co-oping with our community partners.