

TEMPLATE AND RUBRIC

Racial Equity Improvement Plan Development Tool

School:	Louisville Male
Principal:	Jim Jury

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 plan to focus on two areas. We want our students of color to be more represented in Advanced Placement courses, consequently offering them more rigorous and challenging opportunities. We also have found that there is a racial disparity between students of color and others in regard to suspensions, as students of color are over represented.	<ol style="list-style-type: none"> 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.	<p>The demographic breakdown for our school is that 43% of our student body is comprised of students of color.</p> <p>Enrollment in AP courses reveals that there are 1257 students (duplicated) taking AP courses. There are 441 students of color, or 35%, taking the most rigorous courses. (22% African American) This represents a disparity between our overall enrollment percentages and the numbers of non-white students enrolled in advanced placement course.</p>	<ol style="list-style-type: none"> 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.

		<p>The discipline/suspension data reveal we had 57 students suspended during second semester 2017-2018. Of that 57, 30 of them were students of color, representing 53% of the number of suspensions, or a 10% difference.</p>	
<p>3. What is the long-term outcome you hope to impact?</p>	<p>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</p>	<p>For equity in enrollment in our upper-level, most challenging courses, the long-term outcome goal is to have the numbers of non-white students taking these courses representative of the overall percentages in the student body. We not only want more students of color taking these courses, but also we want their pass rates to NOT show a disparity. For instance, if the overall pass rate for white students is 50% (3 and above) students of color should have a similar pass rate.</p> <p>For discipline, the long-term outcome is not only a desire to reduce suspensions overall, but as students are suspended for issues that fall within district guidelines, the ratio between white students and students of color is representative of the overall student population demographic. Further, we want to offer, through professional development, strategies that provide positive interactions between students and teachers and to work to explore ways to provide positive alternatives to suspensions. As we have discontinued ISAP, we will monitor any obstacles that may prevent students of color from attending Saturday school, like transportation, and offer it to them.</p>	<ol style="list-style-type: none"> 1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i> 2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i> 3. <i>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.</i>
<p>4. What historical or current practices or procedures have caused or perpetuated the disparities or</p>	<p>Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities</p>	<p>The reliance on CogAt standardized scores to partially determine if a student should be in certain high-rigor courses is historical, as is reliance on teacher recommendation and a certain grade point average. These may contribute to racial disparities in advance placement-type courses. Using REAP to examine numbers in AP</p>	<ol style="list-style-type: none"> 1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i> 2. <i>Response indicates some reflection of root causes.</i>

<p>inequities you are addressing?</p>	<p>Consider and discuss how you can use the REAP to reflect.</p>	<p>courses is an indication that there are inequities using these as prerequisites.</p> <p>Historically, there has not been an analysis of teacher/student interactions and how they have contributed to suspensions. For instance, students fighting each other, drugs/alcohol, etc. are suspendable. When students are suspended for events like, “failure to respond” those types of suspensions should be examined and professional growth regarding positive interactions and de-escalation strategies be incorporated.</p>	<p>3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></p>
<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>	<p>For enrollment in advanced placement courses, a best practice is to educate families and students of the benefits of taking more challenging courses - especially if there is a desire to go to college. We plan to reach out to parents and students through after school meetings,pull-out sessions and one-on-one meetings to help educate on the benefits of taking more challenging courses, as well as challenge our teachers to identify students of color in regular courses who may be capable of taking AP. Identification of students is key. As an indicator, we have found that there are over 100 students not interested in joining NHS, and we don't know why. Finding out attitudes about programs like advanced placement and national honor society may translate to something we can use to help educate students and families.</p> <p>For discipline and suspension, providing learning opportunities for staff on de-escalation strategies, and positive interventions along with implementing engaging opportunities through PBL will be explored. Further, a re-emphasis on peer mediation will be helpful.</p>	<p>1. <i>Response demonstrates little research into best practices.</i></p> <p>2. <i>Some evidence that research conducted, but more needed.</i></p> <p>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></p>

PLAN IMPLEMENTATION							
Topic	Directions	Notes	Score (circle score)				
		<p>The discipline aspect of the plan will begin with monitoring the numbers and types of suspensions. If the data shows there are suspensions resulting in teacher/student interactions, consideration will be given to provide learning opportunities focusing on management and strategies for staff members, both collectively and individually.</p> <p>As we move through the year, students will be identified by teachers and counselors. Meetings will be scheduled with parents, and the topic will be shared and discussed with the entire faculty. The plan will be evaluated by examining the data as noted, not only weekly, but also at the end of grading periods. It will be shared and discussed in SBDM, and posted on the school website.</p>	<ol style="list-style-type: none"> 1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i> 2. <i>Plan addresses inequity identified above, but needs more development.</i> 3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities.</i> 				
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		<p>Increasing minority representation in AP courses:</p> <p><u>October</u> Survey minority students that dropped AP classes this year-- What are the road blocks to AP from a student perspective? Finances, time management, extracurricular commitments??</p> <p><u>November</u> Identification by teachers in 9th and 10th grade</p> <p><u>January</u> Intentional small group discussions prior to scheduling process Talks from upperclassmen minority students in AP</p> <p><u>February</u> Day or evening session with minority families to discuss benefits of AP classes Invite college admissions rep to speak on AP and the transcript Phone calls to parents from teachers and school counselor</p>	
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7. Data tracking	<p>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>	<p>For discipline, we will track data weekly, with a close examination of suspensions and types of suspension. That may be on the dashboard, but if not, the information will be gathered through IC.</p> <p>We will keep records of meetings held, families spoken with, and obviously numbers enrolled and requests for enrollment in advanced placement classes, in the spring. Once the testing window starts we will monitor pass rates as reported from the college board.</p>	<ol style="list-style-type: none"> 1. <i>It is unclear how data will track progress.</i> 2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i> 3. <i>Progress will be reliably and validly measured with identified data.</i>
8. Timeline	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>We will track discipline data weekly, and will track progress on AP enrollment and interest at the end of each grading period, with the strongest emphasis on monitoring and evaluating in February and</p>	<ol style="list-style-type: none"> 1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i> 2. <i>Timeline is somewhat appropriate.</i> 3. <i>Timeline is sufficient to meet stated goals while also being ambitious so</i>

		March, as students sign up for courses.	<i>that there is a sense of urgency to make progress on strategy.</i>
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 principal is primarily responsible for tracking and reporting to the assistant superintendent with support from the assistant principals for suspension data and discipline, and the counselors for the plan to make the high rigor/AP courses more desirable to students of color. Further, teachers will play a vital role in identifying and encouraging students to enroll in advanced placement courses.	<ol style="list-style-type: none"> 1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i> 2. <i>Responsible party is somewhat acceptable.</i> 3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i>
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.	The instructional leadership team developed the plan, and it will be shared with the full faculty, district administration, and sbdm. An abridged version will be posted on the school website.	<ol style="list-style-type: none"> 1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> 2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i> 3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i>
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	The biggest hurdle will be changing the way both of the issues are thought about	<ol style="list-style-type: none"> 1. <i>Anticipation of potential challenges is not sufficiently developed.</i>

	<p>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>because of past practice and beliefs. For instance, doing away with the prerequisites for enrollment to AP courses is changing something that has been common practice for years. And - reaching out to identified groups of students and families is something new, and MAY be met with some resistance.</p> <p>Regarding discipline, a changing from a punitive mindset to a teaching mindset will be the challenge. Most change, regardless of scope, is generally met with some resistance. If the change touches on a belief system, regardless of data supporting not only the need for change, but also the benefits, it will still be a challenge to implement fully.</p>	<ol style="list-style-type: none"> 2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i> 3. <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>Potentially, there may be a need to allocate some funds for meetings with students and parents, but that can be</p>	<ol style="list-style-type: none"> 1. <i>Budget is insufficient to meet demands of strategy.</i> 2. <i>Budget modification is acceptable but needs some improvements.</i>

		absorbed through the general budget.	3. <i>Budget modification provides sufficient resources to implement strategy.</i>
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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 know it is fully implemented when it becomes part of the culture; when the ratios in advanced placement/high rigor courses represent the same numbers as the student body, in general. We will know the plan is fully implemented when the suspension data is reflective of the student body, as a whole. And, we will know it's fully implemented when we are able to build on it and examine other areas like ACT testing, and college readiness in order to address any inequities found.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	If nothing changes, according to the data, the plan isn't working.