

CARRITHERS MIDDLE SCHOOL
Racial Equity Improvement Plan Development Tool

School:	Carrithers Middle School
Principal:	M. Denise Franklin-Williams

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?	Sense of Belonging - After analyzing our CSS data, we discovered that our students of color, especially our Black female students have expressed concern and feel very little sense of belonging at our school. With regard to sense of belonging, the CSS statement reads, "I feel like I am a part of my school community." Sixty-eight percent (68.97%) of Black females indicated that they agree with that statement as compared to 73.91% of White females.	<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.

<p>2. How do you know this? What data demonstrate inequity?</p>	<p>What data demonstrate this inequity? Use CSS, Data Books, KDE, or another reliable and valid source.</p>	<p>Analysis of our 2017-2018 Comprehensive School Survey data showed that of all students surveyed, Black females felt the least sense of belonging at our school.</p> <p>Sense of Belonging - BF 68.97% and HM 66.67%</p> <p>Student Voice - 54.11% of all students agreed that they get opportunities to decide how assignments are done in class.</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>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>Our long-term outcome is for each and every student to feel safe, confident, and like they belong to our school family. Building strong, positive relationships and increasing student voice through our Cobra Ambassador student council program is a way to address this inequity.</p>	<ol style="list-style-type: none"> 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.
<p>4. What historical or current practices or procedures</p>	<p>Reflect on historical occurrences in your school, department, district, or community that have improved or</p>	<p>Overall lack of effective relationship building has caused the inequality around sense of belonging. Refocusing on the vision and mission of our school and focusing on the achievement, success, and growth of each and every student</p>	<ol style="list-style-type: none"> 1. Response shows minimal reflection of occurrences that may have contributed

<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>by intentional instructional practices is the key. As we meet the adult needs in our building, we must be mindful to meet the needs of our students by analyzing and modifying our practices. Sometimes we are set in our ways; sometimes we resist change; sometimes we have a fixed mindset. "We've always done it this way." With additional training, we will use the REAP periodically to make student-centered decisions.</p>	<p>to observed racial inequities.</p> <ol style="list-style-type: none"> 2. Response indicates some reflection of root causes. 3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.
<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>Exposing each and every student to Tier 1 instruction and grade level content</p> <p>Having high standards for students to master specific standards (essential and important)</p> <p>Differentiation and knowing our students</p> <p>Our daily advisory (BRAVE) focuses on building relationships between teachers and students and students and students. During BRAVE, topics and discussions will focus on the backpack of success skills (BOSS), bullying, and other relevant topics.</p> <p>With the help of the DEP, our team will develop topics/lessons with cultural proficiency emphasis. As these topics and activities are developed, they will be shared during BRAVE.</p> <p>RTI also addresses cultural proficiency and equity because it provides students with small group and one-on-one instruction time, ensuring that each student masters essential standards.</p> <p>Regular/weekly PLCs address four PLC guiding questions, analyzing student data, planning next steps</p> <p>Cobra ambassadors will provide student voice and student choice, thus increasing student sense of belonging.</p> <p>The Backpack of Success Skills (BOSS) will directly affect each and every student and increase student sense of belonging and student voice by allowing</p>	<ol style="list-style-type: none"> 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.

		<p>the student to decide what quality product to put in their backpack.</p> <p>Each student will have the opportunity to show what they know and have learned in a variety of ways.</p> <p>Teachers conferencing with students, student-led conferences, 6th and 7th graders presenting and putting backpack worthy artifacts in their backpacks, 8th grade students preparing for their defense in the spring; taking pride in their work.</p>	
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PLAN IMPLEMENTATION

Topic	Directions	Notes	Score (circle score)
<p>6. Describe your plan.</p>	<p>Describe the plan you intend to implement that addresses the challenges you reflect on above. Explain how your plan addresses root- causes of 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>	<ul style="list-style-type: none"> ● BRAVE (advisory)- increases student sense of belonging by building relationships between teachers and students and student to student, allowing students the opportunity to discuss relevant topics. This is a daily practice for twenty minutes a day. ● PD (Trauma Informed Care, Social Emotional Learning, Cultural Awareness & Proficiency, Speaker Series) will be provided throughout the school year to educate stakeholders and shift mindset; discussed during ILT, PLC, and faculty meetings ● Tier 1 instruction will provide multiple learning opportunities. Goal is to increase cultural proficiency by providing our students with relevant and meaningful content and instruction. ● Racial Equity Team will analyze lesson plans and conduct learning walks to monitor Culturally Responsive Teaching (CRT). 	<ol style="list-style-type: none"> 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 .
<p>7. Data tracking</p>	<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</p>	<p>CFA and daily participation data will be tracked and analyzed in the weekly, facilitated PLCs. MAP data will be analyzed to name and claim students and determine RTI groupings. The Quality Work Protocol will be implemented</p>	<ol style="list-style-type: none"> 1. It is unclear how data will track progress. 2. Data identified to track progress are not most

	source to track your progress.	throughout the school year. Possibly, Survey Monkey will be administered to assess student sense of belonging and student voice.	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 will be tracked monthly. Data will be tracked after every CFA, and MAP session (Reading and Math). Cobra Ambassador qualitative data will be analyzed as well, to make sure that student voice is considered when making school decisions. This data will be collected and analyzed to ensure that all students are experiencing Tier 1 grade level instruction. Data will be tracked throughout the school year by the administration and the GCC.	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?	Since our goal is for our CSS data to show an increase in percentage of students' sense of belonging, members of our administration (GCC, APs, and Principal) will be primarily responsible for tracking and reporting data.	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.	This plan (draft) will be presented to the SBDM and ILT committees. SBDM and ILT members will be integral in reviewing and revising our plan. Plan must include feedback from all teachers and staff in order for it to become part of our culture. We have an Americorps	1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.

		<p>volunteer as part of our staff, who works with our students who have chronic absenteeism. She also has revived our step team and provides support in the form of student-centered groups and a culminating cotillion for our 8th grade girls. We have partnered with J-town police and have a retired police officer as our SRO. He builds relationships with our stakeholders, tutors our students as needed, and provides translation for our Spanish-speaking parents. Fern Creek Highview Ministries and Fern Creek Christian Church are two of our sponsors who donate water for outside events and holiday giving to our families. Fern Creek High School and Jeffersontown High School partners with us by coming to our school and presenting high school information and opportunities to our 8th graders. The department of Social Emotional Learning (SEL) continues to provide us with support since last year by providing us with professional development and visiting our teachers and students to ensure student achievement. On 9/27, two SBDM members attended the racial equity PD sponsored by DEP.</p>	<ol style="list-style-type: none"> 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.
<p>11. Challenges</p>	<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</p>	<p>There may be push-back or discomfort from stakeholders. We will need PD regarding cultural proficiency and to explain the “why” and importance of this work. Our school team plans to attend the 10/8 Equity Institute. Our plan draft will be reviewed and discussed with SBDM, ILT, and faculty. The racial equity</p>	<ol style="list-style-type: none"> 1. Anticipation of potential challenges is not sufficiently developed. 2. Anticipation of potential threats is somewhat developed, but needs more depth.

	<p>stakeholders..how will you engage your supporters moving forward?</p> <p>What PD offerings will you need to ensure success?</p>	<p>policy was introduced to faculty on August 13 and the first draft was introduced to the faculty on September 11.</p>	<p>3. Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</p>
12. Budget	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>To ensure our students have access to technology, we plan to increase our Chromebook inventory by purchasing 2 sets plus charging carts per semester. This is an important part of our plan to support our students' backpack, Study Island, and google classroom needs. Students who may struggle with lack of technology and internet at home won't have to worry about completing assignments. increased technology helps level the playing field for all students. We may also participate in a cultural proficiency book study. PD offered by district has no cost.</p>	<ol style="list-style-type: none"> 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	<p>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.</p>	<p>Evidence uploaded to student backpacks; increase in student voice through BRAVE and Cobra Ambassadors and decrease suspensions and referrals. Students experiencing increased success in all areas.</p>
14. Adjustment	<p>What are indicators that your plan is not working and needs adjustment?</p>	<p>Students not uploading backpack worthy artifacts; MAP and CFA data for students of color not moving towards proficiency; percentage of P/D not increasing.</p>