

Conway Middle School

Racial Equity Improvement Plan

School:	Conway Middle School
Principal:	Greg Fehr

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?	<p>At Conway, Black female students have reported feeling less cared for and less supported than any other subgroup. This particular measure is indicative of a larger problem that impacts, achievement, behavior and attendance. This is something that we would like to address formally to ensure that we can achieve better outcomes with this particular group. We do not accept the current results as what we want to see.</p> <p>Black students represent 31.3% of the overall student population. However, according to the behavior data during the 2017-2018, Black students accounted for 61.4% of the overall behavioral referrals of all students. While Black males represent the most behavioral referrals at 33.6% percent, the disproportionality between Black and White girls is alarming. More specifically, Black girls represent 27.8% of the overall behavioral referrals compared to 8.7% of White girls. The disproportionality of these numbers indicate an area of concern that we will specifically target this year.</p>	<ol style="list-style-type: none"> 1. <i>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</i> 2. <i>Identified issue is somewhat relevant to school</i> 3. <i>Identifies meaningful inequity that is very relevant to school.</i>
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>Comprehensive School Survey</p> <p>Based on the CSS, less than 58% of Black female students report that they feel their teachers really care about them. Less than 61% of Black female students feel that Conway provides a caring and supportive environment for students.</p> <p>As stated above, Black students represent 31.3% of the overall student population. However, according to the behavior data during the 2017-2018, Black students accounted for 61.4% of the overall behavioral referrals of all students. While Black males represent the most behavioral referrals at 33.6% percent, the disproportionality between Black and White girls is alarming. More specifically, Black girls represent 27.8% of the overall behavioral referrals compared to 8.7% of White girls. The disproportionality of these numbers indicate an area of concern that we will specifically target this year.</p>	<ol style="list-style-type: none"> 1. <i>Insufficient data to define inequity.</i> 2. <i>Need more or more reliable or valid data to define inequity.</i> 3. <i>Data clearly highlight inequity that will be addressed through strategy.</i>
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	<p>At Conway, we want to intentionally address and increase a sense of belonging and perceived levels of support among all students of color, specifically targeting our Black girls. Ultimately, this intentional focus will have a long-term impact on the overall increase of academic achievement as measured by MAP and KPREP data for all students of color. Third, we hope to increase student engagement, high expectations, and rigor during instructional time. Fourth, we hope to provide instructional staff with resources and professional development to respond to the unique ways our Black students are affected by school structures. Fifth, we hope to increase a sense of identity and belonging for our growing Hispanic/Latinx population.</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>

	<p>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>We know we can serve this population better. If students feel cared for and supported, improved outcomes will be realized for many measures. We would expect to see better results in academic measures, attendance, and behavior. Long term outcomes would include increased KPREP and MAP scores, increased attendance figures and decreased suspensions for this subgroup.</p>	<p>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>
<p>4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you are addressing?</p>	<p>Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities</p> <p>Consider and discuss how you can use the REAP to reflect.</p>	<p>Historically, post Brown v. Board of Education, educational reform has made changes to close the disproportionality gap among students of color and other ethnicities. However, most of the changes were mostly policies and procedures dealing with equitable funding schools for students of color as well as low socio-economic communities in which they lived. Historically, Conway serves students who do not live in close proximity to the school. These students are predominantly Black. Not being in close proximity to Conway, results in long bus rides for our African American students. These students are the first to arrive at Conway and the last to leave. They have to load buses early in the morning while getting home late. This is a concern that affects attendance, parental support, and physical well-being (e.g. being tired) for our Black students.</p> <p>As it pertains to our current practices and procedures, there are several causes that are linked to the disparities and/or inequities at Conway. One cause would be the lack of staff not being aware of their own biases, prejudices, and values that shape perceptions of students of color. In a school context, we hope to specifically change implicit biases through the way staff makes decisions about how they discipline Black students, especially our Black girls for relatively minor incidents. At Conway, Black girls are more likely to be scrutinized and held accountable for gender normative behavior. A second cause is the lack of culturally competent instruction that allows every student to express and relate to what they are learning. A third cause is the staff knowledge about effect(s) of trauma in their student's childhood. A fourth cause is the staff's knowledge about the connection between social/emotional health and behaviors.</p>	<p>1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></p> <p>2. <i>Response indicates some reflection of root causes.</i></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</p>	<p>School-wide systems that focus on:</p> <ol style="list-style-type: none"> 1. Cultural awareness and sensitivity 2. Culturally relevant/responsive teaching practices 3. Implicit bias training 4. Trauma informed teaching practices 5. Brain based teaching practices 6. Restorative Practices <p>Rationale:</p>	<p>7. <i>Response demonstrates little research into best practices.</i></p> <p>8. <i>Some evidence that research conducted, but more needed.</i></p> <p>9. <i>Response suggests</i></p>

	<p>practices from Department of Education, JCPS Code of Conduct, or other sources to address the inequity you identified.</p>	<p>According to the National Center for Culturally Responsive Educational Systems (Richards, Brown, & Forde, 2006), culturally responsive pedagogy is where “effective teaching and learning occur in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.”</p> <p>According to the <i>Student Support and Behavior Intervention Handbook</i> a trauma-sensitive school “has a shared understanding among all staff members that trauma can affect learning, behavior, and relationships and that a holistic approach to helping students feel safe physically, socially, emotionally, and academically will enhance academic competence, self-regulation, and physical and emotional well-being.” (13)</p>	<p><i>careful consideration of best practices and reflective insight into practices.</i></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 the 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>	<p>Plan includes:</p> <ul style="list-style-type: none"> • Hiring staff that reflects Conway's demographics • Staff will attend District provided training on culturally responsive practices, implicit bias, restorative practices, and trauma-informed care • Develop a culturally responsive walk through tool that provides data on teachers' learning environments • Use advisory to build relationships and create a sense of belonging for all students, especially our African American students • Through consistent walkthroughs and feedback there will be an intentional focus and expectation on improved instructional practices that include student centered classrooms where high expectations are communicated both visually and auditorily. • Provide opportunities for Black girls to have more voice and provide more leadership opportunities in the classroom • Advisory lessons will be focused on relationship building and community that will nurture students' social, emotional, and academic being. Staff will be encouraged to create an advisory environment as a safe place to develop identity and sense of belonging, create opportunities to increase student voice • Provide opportunities for all students, especially students of Color to 	<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>

		<p>develop leadership skills and have a voice within the school.</p> <p>Identify opportunities for students to participate in academic enrichment courses and experiences, especially where diversity is lacking, to improve student's ability to be college and career ready.</p> <p>Seeking to get Girls on the Rise</p> <p>Book Study</p> <ul style="list-style-type: none"> • Collaborate with YSC to develop programs to provide opportunities for students of Color that will nurture their academic, social, and emotional needs. • Work with the DEP resource teacher for PD opportunities and resources • The REP committee will be in charge to track and monitor progress 	
<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 source to track your progress.</p>	<p>Sources of Data Tracking:</p> <ul style="list-style-type: none"> • Comprehensive School Survey- to track the sense of belonging and supportive care of our African American Girls during the 2018-2019 school year • DMC-to track weekly and monthly behavior data specifically looking discipline disproportionality • MAP- closely analyzing data during PLC to provide intervention and enrichment lessons • KPREP- to give a baseline of where students are academically • Attendance-tracked daily 	<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>

		<p>through the attendance committee and utilize the HERO program to encourage attendance and being on time as well as to recognize trends of absences</p> <ul style="list-style-type: none"> • PLC minutes- PLC form has an added culturally responsive component to ensure consistency across the building. Also to recognize areas of growth, to provide feedback for teachers for effective classroom instruction that is culturally responsive to the students at Conway • Walkthrough Data- to provide feedback for teachers for effective classroom instruction that is culturally responsive to the students at Conway • School-wide behavior plan data- to ensure school wide systems and procedures are being consistent across the school building. The use of responder cards to provide accurate data on race, gender, and students with disabilities. 	
<p>8. Timeline</p>	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>Weekly- End of week report tracks suspension data and removal data. Walk-thru and PLC data capture efforts to increase and enhance culturally responsive teaching.</p> <p>Weekly at team meetings behavior data is reviewed and analyzed to make decisions to schedule staffing or parent meetings. Decisions are made to determine needs whether it is mental health concerns, special education related, or specialized behavior plan.</p> <p>We are targeting October 8th for Racial Equity professional development.</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 that there is a sense of urgency to make progress on strategy.</i>
<p>9. Responsible individuals or group.</p>	<p>Who will be primarily responsible to ensure plan is implemented fully and with fidelity? Who will be primarily responsible for</p>	<p>Principal- responsible Racial Equity Committee- Accountable</p>	<ol style="list-style-type: none"> 1. <i>No responsible individual or group identified, or</i>

	tracking and reporting data to assistant superintendent?		<p><i>identified party is inappropriate or unreliable.</i></p> <ol style="list-style-type: none"> <i>Responsible party is somewhat acceptable.</i> <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.	Student focus groups will be created to gain increased understanding and to help drive our improvement practices.	<ol style="list-style-type: none"> <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i> <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i> <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i>
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>Training time- We will work with the Equity Resource Teacher to provide PD specific to the needs at Conway.</p> <p>Parent access- Consistent communication through parent portal, hiring of a home school coordinator, establishment of an effective PTA, and provide opportunities for parents to be involved in academic and social settings.</p> <p>Defensive attitudes- To create a climate in which racial equity is talked about during PLC's and faculty meetings. All decision making will be looked at through a cultural lens.</p> <p>We will collaborate with our MTSS resource teacher in providing quality, practical, and relevant PD for our staff to ensure success.</p>	<ol style="list-style-type: none"> <i>Anticipation of potential challenges is not sufficiently developed.</i> <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i> <i>Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i>
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	PD budget support Mini-grant	<ol style="list-style-type: none"> <i>Budget is insufficient to meet demands of strategy.</i>

			<p>2. <i>Budget modification is acceptable but needs some improvements.</i></p> <p>3. <i>Budget modification provides sufficient resources to implement strategy.</i></p>
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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.	Staff buy-in based on committee involvement. Weekly reports assessing progress and identifying training priorities. Relevant, honest and open conversations occurring regularly rather than sporadically. Improved interactions between staff and all students. Improved overall school climate.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Weekly reports will guide our practice. If we aren't getting the results, adjustments will be needed.