Jefferson County Traditional Middle School
Racial Equity Improvement Plan Development Tool

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?	JCTMS will be addressing student sense of belonging and teacher implicit bias. Analyzing our CCS data we found that our Black students had the lowest sense of belonging.	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.	CSS 2016-17 data detailed racial disparities in the sense of belonging construct amongst certain populations of our students. Our Equity Score Card identified the following areas of concern: _Caring Environment_ - Lowest percentage for this section: White paid - "My school provides a caring and support environment." Black male and Other male lowest - "I feel my teachers really care about me." Black male and Other male lowest (73%, 62%, respectively) _Sense of Belonging_ - Lowest percentage for this section: Black paid; Highest overall percentage: White F/R (9% difference) - " I feel like I am a part of my school community." White male, Hispanic	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.

		male lowest _Overall Satisfaction_ - Black students had the lowest percentage in overall satisfaction, but it was higher than the district's lowest rating in overall Climate and Culture data. - White female and Black male had the lowest percentages in overall satisfaction.	
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	• Increase our students' sense of belonging to the school community • To lessen teacher implicit biases by providing teachers strategies to recognize their implicit biases	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.	Historically, there is a traditional mindset of adults which includes the belief that low achieving students do not belong in this school. Additionally, students who are not on grade level are met with lower expectations. Although this has decreased over the years with new staff and new systems these beliefs/practices have impacted the culture of our school community.	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.
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.	We will utilize research-based best practices for student success in teaching and learning such as: culturally responsive teaching, identification of implicit biases, and instructional strategies, etc. Faculty members will receive professional development with an emphasis on research-based instructional strategies and pedagogy drawn from critical theory.	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.	A committee will be formed to conduct culture learning walks in the building. A learning walk instrument and rubric will be developed to monitor the culture of the building. These tools will be developed by the committee in partnership with our Racial Equity consultant. Staff will participate in monthly PD in which they will work through critical theory and pedagogy readings and conversations. Teachers will then have the opportunity to apply the critical theories to recognize their implicit biases. Staff will complete culture surveys approximately three times in addition to the CSS to monitor the culture of the building. We will also include three opportunities during the school year to conduct climate surveys for our students. We will select questions from the CSS that are tied to the school belonging construct. We will utilize these data points to monitor student perceptions of school belonging. As we implement celebratory activities for academic and behavior success we will have the opportunity to monitor student 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 .
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.	● CSS survey ● student culture survey ● learning walk 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.?	Committee will meet monthly to analyze learning walks and survey data. This will allow the committee to plan professional development opportunities for staff members that ensures that their needs are met.	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 administrative team and racial equity committee will be responsible. Our MTSS Racial Equity Resource Teacher will be our consultant throughout the process. The consultant and GCC will be available to the staff to assist them through the process of improving the culture and working on recognizing and reflecting on their implicit biases.	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 stakeholders are all staff members, SBDM members, and PTSA board members. This will be discussed with the PTSA board in September then every other month.	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 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?	The mindset of the teachers regarding the traditional program and implicit biases. The goal of the PD's will be to assist the teachers in the realization of their own biases.		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.	We will apply for the mini grant to offer additional PD to staff that is focused on implicit biases and culturally relevant teaching.	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 know that the plan is fully implemented through the completion and submission of the mini grant application, conducting student climate surveys, development of a PD plan for the school that is centered around culturally relevant teaching and implicit biases. I believe that the school will be different because teachers will become aware of their biases which will lead to a shift from passive awareness to recognizing and taking action against inequities within the building.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Indicators that the plan is not working would be that the student perception data is not improving, PD strategies are not being observed in the classroom, and teachers remain passive regarding the inequities in the building. We will analyze the data of our Black students to monitor their perception data. We will create a focus group of Black male and female students to have conversations regarding student belonging.