***Johnson Traditional Middle School***
***Racial Equity Improvement Plan Development Tool***

| PRE-REFLECTION | | | |
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| 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 will be addressing teacher efficacy and teacher expectations through implementation of culturally competent lesson planning and review of data from CSS, KPREP, and MAP to determine needs of students and next steps. | 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. | The data from the culture and climate audit indicates a need to improve outcomes for students of color.

Johnson Traditional Middle School's CSS data indicates a disparity among our students and our peer and mirror schools (Barrett and JCTMS). On the CSS when asked about feeling satisfied with their school 44% of African American females (AAF) agreed and 64% of African American males (AAM) agreed. When asked if they felt their teachers cared about them, 57% of AAF agreed, 58% of AAM agreed. When asked if they felt like part of the school, 70% of AAF agreed, and 71% of AAM agreed. All scores were lower than JCTMS.

On the 16-17 KPREP, there was 13% gap between AA students and their white counterparts scoring proficient/distinguished on the reading section.

The 2017-2018 KPREP data showed a clear achievement gap | 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. |

| | | between our White and African American populations. In math, 39.3% of our African American students were proficient/distinguished. Comparatively, 56.8% of our White population was proficient and distinguished in math. Our reading scores show a similar gap: 45% of African American students were proficient and distinguished; while 69.7% of White students scored similarly.<br><br>Since the gap is persistent across both contents, it is vital to build teacher efficacy so that all teachers can work collectively to close this gap. | |
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| 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 | We want to increase the KPREP scores in reading and reduce the 13% gap between AA and White students by 5%. We also want to be the leading traditional middle school when it comes to performance, teacher efficacy, and culturally responsive teaching. | 1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified.<br>2. Long-term outcome is acceptable, feasible, and relevant to school.<br>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<br><br>Consider and discuss how you can use the REAP to | Johnson Traditional Middle School is a 'good' school. The longstanding history of the school and the community at large look to Johnson to be a beacon of high standards and readiness. To that aim, the performance of the teachers has always been something that is considered to be exceptional. However, practices | 1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.<br>2. Response indicates some reflection of root |

| | reflect. | need to be reevaluated, and the way in which we teach students must be recalibrated.<br><br>We will run all of our teacher practices through the Racial Equity Analysis Protocol (REAP), particularly the practices that involve curriculum, classroom rules, and culture/climate. Further, we will measure sense belonging, by having a pre and post interview (Oct, Dec, Feb) created by the equity team with a random sample of students of color. The pre and posttest will consist of culture and climate questions, teacher perception, student needs, and future outlook (how they see themselves in the future). Since the Comprehensive School Survey (CSS) is only administered once a year, we need other data points to evaluate and respond based on the results. | causes.<br>3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities. |
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| 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. | Research is clear. Best practices for reaching and teaching students of color center around:<br>● Relevant curriculum<br>● High expectations<br>● Equitable access and resources<br>● A faculty and staff who represent the school's student population<br>● Student voice<br><br>JTMS will be a school that focuses on the aforementioned by having feedback circles and walkthroughs that look specifically for innovative teaching, student engagement, and backpack worthy assignments. | 1. Response demonstrates little research into best practices.<br>2. Some evidence that research conducted, but more needed.<br>3. Response suggests careful consideration of best practices and reflective insight into practices. |

| PLAN IMPLEMENTATION | | | |
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| Topic | Directions | Notes | Score (circle score) |
| 6. Describe your plan. | Describe the plan you intend to | Department chairs will first meet with the principal and be expected to | 1. Plan is poorly developed, does |

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| | 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.<br><br>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. | answer the following questions. How can we better reach our students of color, particularly our African American students?<br><br>● What practices in your department's classrooms need to be adjusted or ended?<br>● What training do you think you and your team need in order to make sure JTMS becomes the highest performing traditional middle school in Jefferson County Public Schools?<br><br>The answers will be calibrated and shared with the administrative team. In conjunction to the questioning, the principal, the department chairs, and all 1st-3rd year teachers will attend the Equity Institutes and speaker series facilitated by Diversity, Equity, and Poverty. This will be done to create a mentorship between the new and seasoned teachers and create a cohort of consistency that will be charged to lead PDs in the school building.<br><br>Success will be determined by the increase of culturally competent pedagogy in walkthroughs and an increase on AA MAP scores in reading. Survey data will show positive results for students of color by an increase in the percentage of students who respond positively about curricular choices and modes of instruction. Teachers will be exposed to culturally competent teaching strategies and will be more likely to implement the strategies in the classroom to meet the needs of their students. | not adequately address inequities described in Reflection (above), or does not show potential to address inequities.<br>1. Plan addresses inequity identified above, but needs more development.<br>1. 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 | MAP and KPREP data will be used to monitor student success in literacy.<br><br>We will also create a cache of new and creative culturally responsive resources for our students. This cache of resources will serve as a | 1. It is unclear how data will track progress.<br>2. Data identified to track progress are not most appropriate. A better data |

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| | data, KDE data, or another reliable and valid data source to track your progress. | qualitative and quantitative in that the administrative team will be able to survey the students about the curriculum and view the curriculum to make sure it is created, delivered, and relevant. | source is available.<br>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.? | MAP data will be analyzed by a team of experienced and new teachers 3 times a year. The team will meet for a whole day to disaggregate and discuss the MAP data. In this meeting, the same team will report to the principal and the Middle School Superintendent regarding the status of improvement. The ILT will discuss disparities in academic data and strategies to improve monthly. The overall goal is to monitor data and provide PD on culturally competent instruction to improve teachers' abilities to reach all students and increase AA students' scores on assessments. | 1. Timeline is unacceptable (unattainable or not aggressive enough).<br>2. Timeline is somewhat appropriate.<br>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? | Our assistant principal, department leaders, and GCC will be responsible for the fidelity of this work by bringing monthly data to meetings.<br><br>Assistant Principals: Walkthrough data<br><br>Department Chairs: CFA data, mastery of standards by teacher<br><br>GCC: MAP data<br><br>All data will be broken down by race and gender. | 1. No responsible individual or group identified, or identified party is inappropriate or unreliable.<br>2. Responsible party is somewhat acceptable.<br>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 the partnerships or relationships you will need to be nurtured or developed to | JTMS will work closely with the Culturally Responsive Teaching (CRT) resource teacher assigned to our school. The resource teacher will assist in creating a conducive climate that sets high expectations. JTMS will also partner with Diversity, Equity, and Poverty department to receive monthly training on the cultural proficiency book that the department is using and will be giving to principals. | 1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.<br>2. Some stakeholders have been |

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| | ensure success with your plan? Explain. | | engaged or have been thoughtfully considered for future engagement.<br>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?<br><br>What PD offerings will you need to ensure success? | This work requires a change in how we teach. This change will and must come with clear expectations from leadership and be monitored.<br><br>We are limited in funds. However, mini-grant opportunities will allay some of the budget constraints.<br><br>If Section 7 funds are allocated to JTMS, we will use that, as well. | 1. Anticipation of potential challenges is not sufficiently developed.<br>2. Anticipation of potential threats is somewhat developed, but needs more depth.<br>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. | Our budget will need to be modified so that the aforementioned teachers can work together and assist in engaging our students of color.<br><br>We will need to pay for substitutes on the days that they are collaborating.<br><br>PD topics:<br><br>• Culturally responsive pedagogy<br>• Strategies that increase engagement for students of color<br>• How to build relationships with students of diverse | 1. Budget is insufficient to meet demands of strategy.<br>2. Budget modification is acceptable but needs some improvements.<br>3. Budget modification provides sufficient resources to implement strategy. |

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| POST REFLECTION | Directions | Notes |
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| 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 our plan is fully implemented when we see the following:<br>● Increase in performance in core areas for AA students<br>● MAP scores increase for AA students.<br>● We have a cache of new and innovative ways to teach students of color.<br>● The Backpack of Success Skills has authentic student work that exemplifies student interest. |
| 14. Adjustment | What are indicators that your plan is not working and needs adjustment? | Decrease or maintain performance indicators<br>MAP scores decrease<br>No new lessons or innovative ways of teaching have been used (void of deeper learning)<br>Empty or shallow Backpack of Success Skills artifacts |