Kammerer 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?	We will be addressing the disproportionality in suspensions of Black students and other racial groups. Our previous trend data shows there has been a consistent disparity between Black students and other racial groups.	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.	Based on Kammerer Middle School's Envision Equity Data card the percentage of suspensions through May 24, 2017 showed the following data: **Free and Reduced Lunch** Black 40.1 White 7.8 Hispanic 16.0 Other 24.1 ECE 37.5 **Paid Lunch** Black 15.6 White 3.5 Hispanic 0.0 Other 4.8 ECE 17.9 In addition to this data we examined end of the year data from the Data Management, Planning and Program Evaluation Department which indicated suspension incidents from reportable referrals. <table><tr><td></td><td>AA</td><td>White</td><td>Other</td></tr><tr><td>Students w/ 0 suspensions</td><td>32</td><td>29</td><td>12</td></tr><tr><td>Students w/ 1-4 suspensions</td><td>169</td><td>46</td><td>15</td></tr><tr><td>Students w/ 5-9 suspensions</td><td>22</td><td>0</td><td>0</td></tr><tr><td>Students w/ 10+ suspensions</td><td>6</td><td>1</td><td>2</td></tr></table>	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.

		A positive piece of data from the CSS Emotional Learning Data demonstrates under a caring environment 64.86% of Black males agree with the statement, "I feel my teachers really care about me," and 71.90% of Black males agree with the statement, "I feel that my school provides a caring and supportive environment for students."	
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	By increasing student engagement and decreasing overall suspensions of our Black students, KPREP scores will increase in content assessed areas. The long-term outcome will be an increase in collective teacher efficacy. Based on years 1 and 2 of Kammerer Middle School's Equity Responsive Climate Research Study, teacher data around instructional capacity shows a middle range average on Collective Teacher Efficacy, indicating this is an area of needed improvement. Collective teacher efficacy refers to the shared perception among school faculty that their colleagues have the competence, motivation, and confidence to positively influence student learning. Teachers were asked to respond to questions using a six-point Likert-type scale ranging from 1 (Strongly disagree) to 6 (Strongly agree). Higher scores indicate the belief that the collective faculty has a stronger impact on learning in comparison to social factors.	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.	**Things that may have perpetuated the disparities:** Our TAB and TIP procedures have not been consistent in the past. We have been vague and allowed individual grade level teams to TIP Off Team at their own discretion. This was addressed and now only grade level assistant principals can TIP Off Team. We have also experienced a change in assistant principals and are realigning the work. **Inequalities we are addressing:** Teacher demographics and student demographics are not congruent but are better than in the past. Staff are now more reflective of the students we serve. Content Departments: Cultural unbiased texts and intentional lesson planning to represent diversity in our novel selections have improved equitable access for student choice. Our related arts department offers year-round band, chorus and orchestra for any student but is not representative of our total population. However, art, music, PE, and computer are representative of our total population and strengthens our efforts to improve diversity.	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.

		School: The tracking system of MAP scores and student placement based on those scores has an impact on inequities as far as total make up of student/class diversity.	
		Overcrowded bus stops/neighborhood "carry over of issues" into school has a direct impact on discipline data.	
		Students have been identified and participate in Men of Quality/Alpha Phi group which has improved equity to cultural awareness and opportunities for field trips.	
		Developing, reviewing, and revising individual student planning tools (behavior support plans, behavior functions, and providing mental health referrals have improved equitable access for all students.)	
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.	• Implementation of school wide systems with fidelity • Modeling appropriate behavioral expectations and utilizing our school wide R.E.A.C.H (PBIS) system. Respecting Excellence through Achievement, Compassion, and Honor. • Utilizing our Kammerer Middle School Student Action Plan - Level 1, Level 2, and Level 3 infractions • Teaching the Student Support and Behavior Intervention Handbook through progressive discipline to teachers and students • Providing teachers proactive classroom supports to prevent problems • Teaching replacement behaviors in the event of student misbehavior • Teacher to student positive relationship building - CARE Circles ('creating a caring environment through care circles) that design social and emotional skills instruction groups (conflict management, anger-management, aggression-replacement, organizational skills) • Implementing Culturally Relevant Teaching strategies to have a focus on cultural-based instruction, culturally congruent interaction, instructional scaffolding, cooperative learning, students cultural styles and strengths, legitimization of students' real life experiences, student histories and worlds connected to subject matter, opportunities for pro-social interaction and movement, and the use of building equity in your teaching practice	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.	*Kammerer REP Plan* Click hyperlink above to view school plan.	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.	• Weekly Suspension Data pulled from the DMC • CSS Data • Suspension Data • TAB IN and TAB OUT est. consistency with data tracking	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.?	We will report out weekly during our A-Team meetings to look for trends, common areas, and which time of day issues may be more prevalent. .	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?	Principal David Armour Assistant Principal Bowman and Culture Climate Committee will also assist with monitoring plan with fidelity.	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.	Site Based Decision Making Council, School Faculty and Administration, JCPS DEP, Alpha Male Mentoring Group, Culture Climate RTs for Central Office, and our YSC coordinator and resources, MTSS RTs Ronzell Smith and Todd Stanis	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?	• Ensuring all staff, especially Administration (APs) are consistent with implementation of plan with fidelity. • Newly hired teaching staff implementing the plan and utilizing available resources • "Old School" staff set in their ways of doing things • Pushing instructional staff out of their comfort zone to address all student needs, not just certain groups of students PD sessions will be facilitated by DEP RT once walkthroughs are conducted will help guide our focus for PD topics. We want to start with "What is Culturally Responsive Teaching."	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.	Monies are set aside to implement any part of the plan; PD can take place embedded and or after school and provided by DEP RT.	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.	CSS results will improve, and weekly data will show a decrease in the number of suspensions for identified groups. Students will be engaged in meaningful classroom activities that require collaboration and understanding of another's culture and values. Dialogue between staff and students is encouraging and affirming. Student attendance will improve. There will be an increase in opportunities for conflict resolution/peer mediation, and an increase in students/parents taking advantage of social service agencies offered through our FRC
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Getting the same results as last year, increase in suspensions, attendance issues, increase in SRT calls for level one infractions, ensuring all teaching staff are aware of plan and implementing with fidelity