

## ***Knight Middle School Racial Equity Improvement Plan***

School:	Knight Middle School
Principal:	Cathy Gibbs

<b>PRE-REFLECTION</b>			
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?	The racial disparity that will be intentionally addressed this year is the disproportionality of behavior resolutions between students of color and white students. Our data suggests that outcomes for our white students are not as severe as they are for our students of color. The data that supports this conclusion is enumerated in question 2.	<ol style="list-style-type: none"> <li>1. <i>Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</i></li> <li>2. <i>Identified issue is somewhat relevant to school</i></li> <li>3. <i>Identifies meaningful inequity that is very relevant to school.</i></li> </ol>
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>For 17-18 KMS enrollment:            54% white            46% students of color            Data source: JCPS Data Books</p> <p>2017-18 Suspension data:            29.9% white students            70.1% students of color.            Data source: JCPS DMC            Student positive response to "I am satisfied with my school."</p>	<ol style="list-style-type: none"> <li>1. <i>Insufficient data to define inequity.</i></li> <li>2. <i>Need more or more reliable or valid data to define inequity.</i></li> <li>3. <i>Data clearly highlight inequity that will be addressed through strategy.</i></li> </ol>

		<p>2.64 white students  2.46 students of color  Data Source: 2017-18 CSS Question 14 (CSS is based on 4 pt. scale)</p> <p>Time spent in ISAP as a resolution to a behavior incident:  37% of total student hours in ISAP were white students  63% of total student hours in ISAP were students of color</p>	
<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&amp;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&amp;T programming among Black students</p>	<p>Create a sense of belonging and well-being for students so that they feel valued and welcomed in our school. We want to LIVE our Core Belief that we meet students where they are on their journey. This means that our students feel respected and valued culturally. If we are successful in creating an environment where all students feel valued, and belong just as who they are, we believe that we will see greater satisfaction with the school on the CSS, and that behavior incidents that result in ISAP and/or suspension will be reduced.</p>	<ol style="list-style-type: none"> <li>1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i></li> <li>2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i></li> <li>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></li> </ol>
<p>4. What historical or current practices or</p>	<p>Reflect on historical occurrences in your school, department, district, or community</p>	<p>Demographic Trends at KMS from 2000 to present:</p>	<ol style="list-style-type: none"> <li>1. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial</i></li> </ol>

<p>procedures have caused or perpetuated the disparities or inequities you are addressing?</p>	<p>that have improved or worsened inequities</p> <p>Consider and discuss how you can use the REAP to reflect.</p>	<table border="1" data-bbox="604 207 1528 808"> <thead> <tr> <th></th> <th>White</th> <th>Black</th> <th>Latinx</th> <th>2 or More Races</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>73.3%</td> <td>26.7%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2005</td> <td>73.9%</td> <td>26.1%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td>60.5%</td> <td>30.1%</td> <td></td> <td></td> <td>9.4%</td> </tr> <tr> <td>2014-15</td> <td>60.8%</td> <td>25.4%</td> <td>10.4%</td> <td></td> <td>3.4%</td> </tr> <tr> <td>2015-16</td> <td>58.1%</td> <td>25.2%</td> <td>10.7%</td> <td></td> <td>6%</td> </tr> <tr> <td>2016-17</td> <td>57%</td> <td>25%</td> <td>12%</td> <td></td> <td>5%</td> </tr> <tr> <td>2017-18</td> <td>54%</td> <td>27%</td> <td>15%</td> <td></td> <td>5%</td> </tr> <tr> <td>2018-19</td> <td>47.7%</td> <td>29.7%</td> <td>16.6%</td> <td>4%</td> <td>4%</td> </tr> </tbody> </table> <p data-bbox="604 847 1150 961">           Students on F/R lunch in 2000: 56.8%            Students on F/R lunch in 2018-19: 87%            Data source: JCPS Research Department         </p> <p data-bbox="604 1003 1514 1149">           The demography of KMS has changed dramatically over the last 18 years, and indeed continues to change at a rapid pace. We believe that our own training has not kept pace with the demographic changes KMS has seen.         </p> <p data-bbox="604 1198 1409 1383">           Our behavior resolution data can be explained by staff lack of:           <ul style="list-style-type: none"> <li>● Cultural awareness of staff and students</li> <li>● Culturally relevant/responsive teaching practices</li> <li>● Understanding of our own bias and how that shapes perceptions</li> </ul> </p>		White	Black	Latinx	2 or More Races	Other	2000	73.3%	26.7%				2005	73.9%	26.1%				2010	60.5%	30.1%			9.4%	2014-15	60.8%	25.4%	10.4%		3.4%	2015-16	58.1%	25.2%	10.7%		6%	2016-17	57%	25%	12%		5%	2017-18	54%	27%	15%		5%	2018-19	47.7%	29.7%	16.6%	4%	4%	<p data-bbox="1654 214 1745 240"><i>inequities.</i></p> <ol style="list-style-type: none"> <li data-bbox="1612 250 1965 321">2. <i>Response indicates some reflection of root causes.</i></li> <li data-bbox="1612 331 1965 477">3. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></li> </ol>
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		<ul style="list-style-type: none"> <li>● Knowledge about effect(s) of trauma in childhood</li> <li>● Knowledge about the connection between social/emotional health and behavior</li> </ul>	
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.	<p>School-wide systems that focus on:</p> <ul style="list-style-type: none"> <li>● Cultural awareness and sensitivity</li> <li>● Culturally relevant/responsive teaching practices</li> <li>● Implicit bias training</li> <li>● Trauma informed teaching practices</li> <li>● Brain based teaching practices</li> <li>● Restorative Practices</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Response demonstrates little research into best practices.</i></li> <li>2. <i>Some evidence that research conducted, but more needed.</i></li> <li>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></li> </ol>

PLAN IMPLEMENTATION			
Topic	Directions	Notes	Score (circle score)
6. Describe your plan.	<p>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 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>	<a href="#">Racial Equity Plan</a>	<ol style="list-style-type: none"> <li>1. Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</li> <li>2. Plan addresses inequity identified above, but needs more development.</li> <li>3. Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .</li> </ol>
7. Data tracking	<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>ISAP data Suspension data CSS data Google surveys using the CSS questions given every 9 weeks to keep a current pulse on our progress. JCPS approved.</p>	<ol style="list-style-type: none"> <li>1. It is unclear how data will track progress.</li> <li>2. Data identified to track progress are not most appropriate. A better data source is available.</li> <li>3. Progress will be reliably and validly measured with identified data.</li> </ol>
8. Timeline	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>We will report out ISAP and Suspension data weekly at our Core Team Meeting.</p>	<ol style="list-style-type: none"> <li>1. Timeline is unacceptable (unattainable or not aggressive enough).</li> <li>2. Timeline is somewhat appropriate.</li> <li>3. Timeline is sufficient to meet stated goals while also being ambitious so that there is a sense of urgency to</li> </ol>

			<i>make progress on strategy.</i>
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?	<p>Cathy Gibbs and Principal are responsible.</p> <p>ISAP and suspension data will be shared weekly at core team meetings for analysis</p> <p>Admin will share at team meetings so that teams can not only be aware, but also make plans to support students.</p>	<ol style="list-style-type: none"> <li>1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i></li> <li>2. <i>Responsible party is somewhat acceptable.</i></li> <li>3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i></li> </ol>
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.	<p>SBDM, staff, JCPS DEP, advisory groups (At KMS, we have a Student Ambassador Group as well as beginning with the 2nd six weeks, we will have a Student Voice Team...both of these groups will be providing real time feedback to our plan.)</p>	<ol style="list-style-type: none"> <li>1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></li> <li>2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i></li> <li>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></li> </ol>
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?	<p>Maintain the intensity, fidelity, and focus the entire school year. We've made the focus of our school "Sense of Belonging for Every Student" and we support this by</p>	<ol style="list-style-type: none"> <li>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></li> <li>2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i></li> <li>3. <i>Potential threats have been</i></li> </ol>

	<p>What PD offerings will you need to ensure success?</p>	<p>providing data to our stakeholders on how we are doing on our journey at every faculty meeting (attendance data, behavior data).  PD:</p> <ul style="list-style-type: none"> <li>● District training on Strategies for Engaging Black Boys</li> <li>● DEP support.</li> <li>● Trauma informed EPD bi-weekly</li> <li>● Gold Days topics will be in support of our racial equity plan</li> <li>● We have set aside one faculty meeting a month to address our Racial Equity Plan.</li> <li>● We have set aside two ePD's a month to learn about trauma informed teaching.</li> </ul>	<p><i>thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</i></p>
<p>12. Budget</p>	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<ul style="list-style-type: none"> <li>● Applying for a racial equity mini-grant</li> <li>● If we do not get the racial equity grant, then we intend on using money from our general fund.</li> <li>● We applied and were</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Budget is insufficient to meet demands of strategy.</i></li> <li>2. <i>Budget modification is acceptable but needs some improvements.</i></li> <li>3. <i>Budget modification provides sufficient resources to implement strategy.</i></li> </ol>

		<p>accepted by Dr. Marks to become a Trauma Informed School. We begin this training the morning of October 8 (Gold Day). <u>Given racial/ethnic and socioeconomic disparities in the experience of trauma and chronic stress, use of a trauma-informed care approach may reduce disparities in the emotional and health outcomes of these students, which may then positively impact students' academic and behavioral functioning...As advocates for social justice, schools are charged with the task of providing appropriate supports to meet the needs of all students; providing trauma-informed care may be a necessary part of meeting the needs of many students from racial/ethnic minority and low</u></p>	
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		<p><b><u>socioeconomic backgrounds.</u></b>  <b>(Trauma-Informed Care in Schools: A Social Justice Imperative</b>  <i>Volume 44 Issue 2 by Tamique J. Ridgard, Seth D. Laracy, George J. DuPaul, Edward S. Shapiro &amp; Thomas J. Power)</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.	<ul style="list-style-type: none"> <li>● All students in classroom, engaged in learning</li> <li>● Staff and students smiling and happy</li> <li>● Building is energized with vibrant student work</li> <li>● Parents pleased with school</li> <li>● Digital Backpack being filled with authentic work from student's perspectives</li> <li>● Language between and among students and staff is supportive, empathetic, and devoid of negativity</li> <li>● Behavior incidents reduced</li> <li>● Open dialogue around culture and race</li> <li>● Increased attendance</li> <li>● Healthy conflict resolution - Restorative Circles</li> <li>● Use of affective statements</li> </ul>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	<ul style="list-style-type: none"> <li>● Increase in behavior incidents</li> <li>● Students wanting out of class</li> <li>● Wanting students removed from class</li> <li>● Finger pointing and making excuses</li> <li>● Negativity</li> <li>● High absenteeism</li> </ul>

		<ul style="list-style-type: none"><li>• Us vs. them mentality</li></ul>
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