

Racial Equity Improvement Plan Development Tool

School:	Noe Middle School
Principal:	Jennifer Cave

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?	<ul style="list-style-type: none"> ● Lower racial disproportionality of suspension data (African Americans make up 87% of our 10+ day suspensions) ● Create a sense of belonging and build staff/students of color relationship 	<ol style="list-style-type: none"> 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.	<p>Suspension data from the Office of Student Relations for the 2017-2018 school year indicates that 87% of our 10+ day suspensions were African American students.</p> <p>Our Envision Equity Data Card (7/25/2018) indicated that students across racial and economic groups had an <i>Overall Satisfaction</i> higher than the district average, but our Black students did not exceed the district average in their sense of belonging. They matched the district average (<i>Noe MS 76.5 /District 76.5</i>). We want to increase the percentage to be above the district average.</p>	<ol style="list-style-type: none"> 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.

<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&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>	<ul style="list-style-type: none"> ● Increase in-class time for all students while lowering the racial disproportionality of suspensions. ● Build stronger staff/student relationships for students of color to promote higher academic success. 	<ol style="list-style-type: none"> 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.
<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>At Noe Middle School, we want to better meet the ever-changing needs of our students and inform procedures to provide our students with a safe environment. More and more of our students are experiencing signs of depression and anxiety; we want to provide appropriate interventions to help students feel safe physically, socially, emotionally, and academically.</p> <p>Unequal discipline may fuel the disproportionality that has affected students of color. Teachers need to know about their implicit biases, so those biases can be successfully addressed.</p> <p>Magnet students in our building face the additional consequence of being exited from our school for misbehavior, poor grades, and/or poor attendance.</p>	<ol style="list-style-type: none"> 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.

<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 practices from Department of Education, JCPS Code of Conduct, or other sources to address the inequity you identified.</p>	<p>Staff will work our DEP Resource Teacher on Culturally Responsive Pedagogy to increase our Cultural Proficiency. Topics will include understanding implicit biases and creating a culturally relevant classroom culture to develop a sense of belonging and strengthen the relationships between staff and students of color.</p> <p>We will also implement the best practices noted in the article, “5 Action Steps For Reducing Suspensions and Creating Safer Schools” by Rick Phillips and William Grace Frost. These practices include the following:</p> <ul style="list-style-type: none"> ● Build and strengthen relationships ● Implement restorative justice practices ● Empower your students ● Review and improve your school policies (with REAP) ● Social norms change <p>Restorative practices will include the use of peer mediation and mindfulness.</p>	<ol style="list-style-type: none"> 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.
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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 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>Build and strengthen relationships The Noe Middle School staff will receive Professional Development from the DEP Resource teacher on Culturally Responsive Pedagogy to increase our cultural proficiency. Topics will cover implicit biases and creating a culturally relevant classroom culture to develop a sense of belonging and strengthen the relationships between staff and students of color through affirmative statements and encouragement training. Training on Culturally Responsive Pedagogy (CRT) will increase engagement within the classroom. Staff completed a self-reflection aligned to cultural proficiency indicators in preparation for completing their Professional Growth Plans. Additionally, we are working with Dr. Mark's and her team to improve our understanding of Trauma Informed Care to better meet the needs of our students.</p> <p>Mindfulness training will be available to classes and individuals students, as needed. Students and teachers will learn strategies for managing negative thoughts and emotions to stay focused in the classroom.</p> <p>Empower Your Students Students will receive training on the Student Support and Behavior Intervention Handbook, school-wide rules, and team incentive plans.</p> <p>Twice a week, we have HOMEroom scheduled for our school-wide community building and service learning</p>	<ol style="list-style-type: none"> 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 .

		<p>projects. We have planned a school-wide read with supporting lessons. Our 6th graders will be reading <i>Discovering Wes Moore</i> and our 7th /8th grades will be reading <i>All American Boys</i>.</p> <p>Student voice surveys will be administered at mid-year and at the end of the year around School Climate and Culture.</p> <p>Review and improve your school policies (with REAP)/Social norms change We will work with MTSS Academic support staff to improve student feedback to their teachers through Toolkit #2. This learning process will provide insight on gaps for the purpose of adjusting instruction using a variety of opportunities to respond.</p> <p>The administration will monitor the implementation of the strategies learned in the PD session through learning walks and other observations. We will analyze data regularly throughout the year and revise our plan as needed. Administration will calibrate and train around best practices to reduce suspensions and improve relationships. We will attend monthly behavior trainings provided by MTSS - Behavior and reflect on how their tips can be best used in our school.</p> <p>Suspension data will be tracked across the school year, disaggregated by race, and reviewed weekly by the leadership team. Data will be shared with teams. Administration will discuss next steps and supports for improvement with teams and individual teachers.</p> <p>Implement restorative justice practices/Empower Your Students We will train students on how to appropriately manage</p>	
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		peer conflict and explore alternatives to fighting (highest suspendable offense). Peer leaders will be trained to mediate student conflict.	
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.	School-based referral data will be used to track our progress of lowering racial disproportionality of suspension data. We will review behavior and attendance data weekly from the DMC and identify students who need additional support.	<ol style="list-style-type: none"> 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.?	<p>Suspension data will be tracked across the school year and reviewed weekly by the leadership team. Data will be shared with teams. Administration will discuss next steps and supports for improvement with the team.</p> <p>Student voice surveys will be conducted at mid-year and at the end of the year around School Climate and Culture.</p>	<ol style="list-style-type: none"> 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 Leadership Team and the Climate and Culture Committee will monitor the overall progress of this plan. They will also review the data and oversee the implementation of the best practices.	<ol style="list-style-type: none"> 1. No responsible individual or group identified, or identified party is inappropriate or unreliable. 2. Responsible party is somewhat acceptable.

			<ol style="list-style-type: none"> 3. Responsible party will reliably enforce timeline and ensure progress is made.
10. Stakeholder engagement and relationship building	<p>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>	<p>Our plan was developed in collaboration with the Noe Middle School staff. Our DEP Resource Teacher and her colleagues have provided us with support in developing our plan. Our SDDM council and students will be essential collaborating members in the success of our plan.</p>	<ol style="list-style-type: none"> 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	<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>District support will be needed to provide appropriate strategies for the intense student misbehaviors that are beyond the services that we can provide at the school-level.</p> <p>We may need assistance when developing our survey tool to make sure that it assesses sense of belonging.</p> <p>PD on implicit biases and creating a culturally relevant classroom will be needed to ensure success.</p> <p>PD on alternatives to suspension and restorative practice are being sought.</p>	<ol style="list-style-type: none"> 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.	<p>We are utilizing the mindfulness expertise of a staff member that is currently filling our ISAP position until she retires in October. She is meeting with teams and teachers to teach them strategies for success. She is also meeting with individual students who are referred to her by staff for more intense training. After she retires, we will need to assess our funding and determine if we can continue to provide similar services.</p> <p>Funding will be needed for continuing professional development and student resources.</p>	<ol style="list-style-type: none"> 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.
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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.	The positive culture and higher academic success within our school community will be evident in the stronger staff/student relationships for all groups and a reduction in the racial disproportionality of suspensions.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	The Administration will monitor the implementation of the strategies from PD sessions through learning walks and other observations. We will analyze data regularly throughout the year and revise our plan as needed. A continued rate of racial disproportionality or an increase in suspensions would indicate that our plan needs to be adjusted.