

Ramsey Middle School Racial Equity Plan

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?	The primary goal of our equity plan is to address the sense of belonging of our African American students. Our committee feels that the negative response to sense of belonging on the most recent Comprehensive School Survey is closely related to disparities in academic achievement and discipline data. Our data indicates that African American students are more likely to fail classes and grade levels, to receive referrals, and to be suspended. We will address these issues to decrease this likelihood and to increase the sense of belonging for our African American students.	<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>According to our discipline data last school year, students who identified as African American males composed 50.1 percent of our referrals. Students who identified as African American females composed 34.1 percent of our referrals. These numbers when compared to the rest of the demographic makeup at our school are disproportionate. For comparison, White females received 3.7 percent of our referrals and White males received 15.3 percent despite being a larger percentage of the overall population.</p> <p>Our most recent Comprehensive School Survey (19-20) shows that African Americans who are on free and reduced lunch as a group are the least satisfied students in our school. In particular, the data shows that 71.9% of African females indicated they feel a sense of belonging at Ramsey, which has increased 7.1% from the 2017-2018 school year. The Comprehensive School Survey data also shows that 78% of our African American students felt a sense of belonging at Ramsey, with a whole school average of 77.1. This is a 10.1% increase. Though we have seen an increase in our numbers on the CSS we want to continue closing the gap between our white and African American students by addressing the sense of belonging of our African American students while decreasing their behavior infractions and consequences compared to their white counterparts.</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>	<p>We want to increase the overall sense of belonging and positive perceptions of the African American students in our school while also decreasing the number of suspensions and improving academic achievement for this group as a whole.</p>	<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>Prior to the 2018-2019 school year, Ramsey did not have a comprehensive plan to address issues like implicit bias, culturally responsive teaching, or a method to provide students with a consistent voice. This has resulted in a struggle for our school to ensure that students from diverse backgrounds feel a sense of belonging. Consequently, this has manifested itself in issues with both our academic achievement and suspension rates. One of the realities that we face as a school is that the composition of our staff does not represent the composition of our students. The lack of diversity on our staff is reflective of a broader concern on the district, state, and national level. Since the 2017-2018 hiring year, we have hired over thirteen non-white staff members to establish a more diverse faculty. We have also centered our interview questions on the three pillars (Instruction, Climate & Culture, and Equity) to make sure we are hiring teachers that believe in culturally responsive teaching. Another significant historical issue is the distance that many of the students in our resides areas live from the school. Challenges with transportation have often limited our parents' ability to be actively involved for students from West Louisville and Hikes Point. The REAP document has provided our committee with a framework to analyze our past and current practices, to plan for new initiatives, and to discuss the desired and potential outcomes of our Racial Equity Plan. Based upon this analysis, we have determined that Ramsey must utilize a systematic approach to ensure that teachers are using affirmative language and culturally responsive teaching and learning strategies to increase the sense of belonging of our African American students. It has also shown that we must continue to find ways to overcome obstacles such as distance to embrace and support all of our families.</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>We have implemented school wide and district wide professional development (PD) on implicit bias, cultural humility, and culturally responsive teaching and learning, which ties into the idea of acknowledging students and their cultural heritage as well as accommodating diverse learning styles. The Ramsey faculty attended the district's Equity Institute during our 2/14/19 Gold Day. We have had professional guest speakers including Robert Jackson present to our staff on racial equity. The staff has been offered links, schedules, and information about DEP trainings offered through the district through our weekly update emails and during ILT, Equity Committee, Academy, and Faculty meetings. All school-wide Gold Days, embedded PDs, weekly update emails, and faculty meetings are centered on our three pillars including instruction, climate and culture, and equity.</p> <p>We have also implemented professional development provided by school-based personnel on inclusive classrooms and culturally responsive teaching. One specific Gold Day breakout session focused on using affirmative statements. These affirmative statements will show students that teachers at Ramsey have high expectations for all students and will provide positive feedback.</p> <p>We have established a Student Voice Committee to provide a voice for students of all backgrounds at Ramsey. This committee mirrors efforts of other communities to provide a voice for students from diverse backgrounds in the direction of school initiatives similar to Equity Committees. The Student Voice Committee meets on a monthly basis.</p> <p>We conduct learning walks that specifically look for culturally responsive teaching in the classroom and share this data with staff. The Leadership Team conducts monthly learning walks with fidelity. Through our learning walks we have seen classroom philosophies posted and observed components of teachers' classroom philosophies in practice in most classrooms. The Leadership Team conducts monthly coaching sessions in which administrators and teachers discuss and reflect on the importance of implementing a classroom philosophy and cultural humility in the classroom. Our coaching session form includes a section for teachers to reflect on cultural humility with questions such as: How is culturally humble teaching reflected in your classroom philosophy and in what ways does your classroom philosophy support cultural humility and your willingness to learn? Teachers are also asked to reflect on their cultural humility every week in the principal's weekly emails. The principal includes specific questions in the weekly email regarding cultural humility in their classrooms to help them reflect. The use of these strategies make it clear to all students that our staff has high expectations for everyone. Our data collection and honest conversations about the data demonstrates to the faculty and community as a whole that this is a priority and is integral to Ramsey's success moving forward.</p> <p>Another practice we have implemented school wide is the recognition of cultural observances, celebrations, and designated months of non-dominant groups, e.g. Hispanic History Month, African American History Month, Women's History Month. These are highlighted throughout the school through posters, school announcements, social media, Ramcast, and lessons. The recognition of cultural observance and celebrations is communicated to teachers with training opportunities to teachers through the weekly update emails. Weekly emails from the principal focus on our three pillars: instruction, climate & culture, and equity. All emails focus on helping teachers improve their classroom practices through culturally responsive teaching and learning.</p> <p>Our DEP Resource Teacher has trained our certified and classified staff including our cafeteria and custodial staff and our bus drivers on cultural humility and relationship building.</p> <p>Through the leadership of the racial equity committee and the support of the DEP department, our goal is to move the staff forward and increase the sense of belonging for all of our students, especially our African American students. This will be evidenced through a decrease in both in and out of school suspensions and an increase in student engagement and achievement.</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)pr
<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>	<ul style="list-style-type: none"> • Professional development is provided to all staff on Gold Days through both school-based staff and speakers (as we are able) will also provide support for culturally responsive teaching, affirmative statements, and building relationships. In addition to Gold Days, the committee members present at faculty meetings throughout the year to ensure that all staff are exposed to the ideas of culturally responsive teaching, affirmative statements, and building relationships. • All faculty meetings are aligned with the three pillars of instruction, climate and culture, and equity. Our faculty meetings include presentations, readings, activities and reflections focused on improving classroom practices centered on culturally responsive teaching and learning. • Teachers created classroom philosophies that encourage them to rethink the experience of being a student in their class. The philosophies focus on inclusion and expectations, as opposed to rules and consequences. Teachers are asked to reflect and revise their classroom philosophies throughout the school year. • All students will also be given “peace signs” that allow to identify the two adults they most relate to in the building. These will be shared with all teachers so they know who may be able to help them when they struggle. • Based on the presentations from the professional development, teachers ensure that all students are held to the same standards regardless of background by communicating high expectations for all students. Teachers implement strategies to ensure that learning is done within the cultural context by choosing materials, lessons, and strategies that use cooperative learning for new materials, provide various options for assignment completion, and by assigning projects that allow students to use concepts and ideas from the content to address issues in their own communities. Progress monitoring for this will take place through examination of PLC minutes which will include an emphasis on culturally responsive teaching and through our walk throughs. The walk-through instrument has been modified to include space for affirmative statements and culturally responsive teaching. During PLCs, teachers learned about and implemented the conditions for culturally responsive teaching Based on Wlodkowski, R. J., and M. B. Ginsberg. (1995). <i>Diversity and Motivation: Culturally</i> 	<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 .

Responsive Teaching. San Francisco: Jossey-Bass. The entire Ramsey faculty also participated in the book study on *Becoming the Educators Need* by Robert Jackson.

Motivational Speaker, Robert Jackson presented on cultural humility and implicit bias during one of our Gold Day sessions. This was funded through an equity grant we received.

- We have implemented Mindful Mondays in every homeroom class. Mindful Mondays is a way to quickly check-in with students and give them time to reflect. Weekends can be tough for our kids, so it's crucial that we give them the chance to re-set through reflections, discussions, and support. The goal is to increase students' sense of belonging through Mindful Mondays.
- Ramsey's Equity Committee uses the REAP protocol to make sure all student policies and initiatives are equitable for all students.

We utilized resources from Tyrone C. Howard's *Black Male(d)*, *Becoming the Educators they Need* by Robert Jackson, and *Empower* by John Spencer, which were read as a leadership team and discussed in faculty meetings, PDs and PLCs. Most recently, the leadership team and Equity committee read *So You Want to Talk About Race* by Oluo.

To provide students with an active voice, a Student Voice Committee was created with representation from all of the different demographic groups and cultures in our school to meet with the principal, an AP, and a counselor on a monthly basis to address student concerns and to understand student experiences in the classrooms. This is a source of information to understand what motivators would be successful to engage students. Students are chosen through an application process including teacher and administrator recommendation in addition to student self-nomination. The racial equity committee reviews the list for final selections. These students are asked to present to the faculty on the progress that they feel we have made as a school.

To further increase the students' sense of belonging, we have provided access to activities and groups such as Men of Quality, Girls on the Rise, MLKU and additional groups specifically for our GAP students. Ramsey offers various groups, programs, and extracurricular activities. Many groups are geared towards African American and Latinx students. We have an activity bus for students participating in afterschool sports or extracurricular activities.

		<p>Throughout the school year we celebrate diversity through the use of culturally appropriate teaching materials and discussion of various cultures in our classrooms. We also feature important events, holidays, and traditions in those cultures through displays in our school, daily announcements, Ramcast, posters, social media and during a family with Girls on the Rise and additional family nights.</p>	
<p>7. Data tracking</p>	<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>We will use the Comprehensive School Survey to see if students have a greater sense of belonging at our school. Because the Comprehensive School Survey is given only once a year, to provide consistent feedback we will use a google based survey to determine what progress we have made on Sense Belonging with all groups. The survey will be developed with the assistance of the DEP resource teacher and will be similar to the Comprehensive School Survey. As the students' sense of belonging at the school grows, relationships will also form on a deeper level. These relationships with teachers and administrators will allow students to have greater ties to the school and provide students with an adult whom they trust. A greater sense of belonging will also give students the feeling that they are heard and this will keep misunderstandings from becoming behavioral incidents. Developing relationships and a feeling of an internal locus of control will reduce suspensions.</p> <p>We have incorporated monthly checks for culturally responsive teaching, and relationship building into our learning walks and coaching sessions. This data is reviewed with teachers during our monthly coaching sessions.</p> <p>We utilize behavior data including the suspension rate and referral rates to determine if our steps have been impactful in addressing the disparity in behavioral incidents among African Americans. In addition to the data mentioned above, we also use the equity scorecard and IC behavior reports to evaluate the impact of our plan. All of this data is shared with the faculty and other stakeholders throughout the school year during PDs, faculty meetings, PLC vital signs, and weekly emails.</p> <p>The Leadership Team has conducted several vital signs with multiple PLCs. The PLC vital signs check-ins include discussions about cultural humility. PLCs have to defend their disaggregated data and discuss the disparity between their African American and White students. The data came from our KPREP scores, MAP scores, CFAs, and failure rates. The data is disaggregated by race/ethnicity, Free and Reduced Lunch status, ECE, and ELL. PLCs have to present</p>	<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.

		<p>culturally responsive teaching and learning strategies and solutions to close this gap.</p> <p>MTSS: The Multi-tiered System of Supports is a comprehensive systematic framework of evidence based, school/district wide practices to support academic and behavioral needs. Data-based monitoring for instructional decision-making empowers each student to master high standards. By considering the components of other multi-tiered systems we are able to avoid the challenges that are inherent in the Response to Intervention Framework. The goal of MTSS is to ensure students have multiple opportunities for progress in order to move toward mastery of standards. At Ramsey, the purpose of our MTSS handbook is to educate all stakeholders on Ramsey's use of the Multi-Tiered Systems of Support. This initiative was adopted to ensure that all students can be successful. Our school aligns all of our policies and initiatives on the JCPS Six Essential Systems and the Three Pillars of Instruction, Climate and Culture, and Equity. Each system is based on our three core values: equity, opportunity, and collaboration. Through equity, all of our students receive an education that is focused on their individual needs. Each student will have the opportunity to be taught by effective teachers who use student empowerment through Design Thinking. All students will learn through our Explore Pathway courses that align with the Academies of Louisville.</p> <p>Our Student Support Team meets to discuss student successes, student needs, and wrap around services primarily for Tier 2 and Tier 3 students. We have created a new system to track tier 2 and tier 3 behavior interventions for students. The APs have created One Pagers for all students classified Tier 2 and tier 3. During our bi-weekly discussions, the Student Support Team reviews disaggregated behavior data. Our Student Support Team consists of our School Community Liaison, FRYSC Mental Health Counselor, Behavior Interventionist, ECE Resource Teacher, and the administration. The student support team has created a link for staff to have easy access to their services. Staff can use the link if they need to refer a student.</p> <p>We use retention rates, MAP and KPREP data to determine if the steps outlined above had a positive impact on academic achievement.</p>	
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<p>8. Timeline</p>	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>We will report suspension and referral rates at the end of each six weeks to the administrative team. We will also report failures at the end of each six weeks to the administrative team, PBIS team and teacher teams. CSS data will be discussed as a leadership team in May to begin making preparations to share with the faculty at the summer retreat. We will also use a google based survey to find out how we have progressed on Sense of Belonging with all students at the end of the third and fifth six weeks. This data will be used to determine the necessary modifications to the plan as well as next steps for the upcoming school year. This survey will be used to determine what initiatives we need to modify or implement during the school year. For instance, if we see that students do not feel like they have someone at the school who they can talk to we will create student forums for students in addition to our student voice council. If another area arises as an issue, we will take appropriate steps to address the situation.</p> <p>The Leadership Team has conducted several vital signs with multiple PLCs. The PLC vital signs check-ins include discussions about cultural humility. PLCs have to defend their disaggregated data and discuss the disparity between their African American and White students. The data came from our KPREP scores, MAP scores, CFAs, and failure rates. The data is disaggregated by race/ethnicity, Free and Reduced Lunch status, ECE, and ELL. PLCs have to present culturally responsive teaching and learning strategies and solutions to close this gap.</p> <p>Our Student Support Team met to discuss student successes, student needs, and wrap around services primarily for Tier 2 and Tier 3 students. We have created a new system to track tier 2 and tier 3 behavior interventions for students. The APs have created One Pagers for all students classified Tier 2 and tier 3. During our bi-weekly discussions, the Student Support Team reviews disaggregated behavior data. Our Student Support Team consists of our School Community Liaison, Mental Health Counselor, Behavior Interventionist, ECE Resource Teacher, and administration. The student support team has created a link for staff to have easy access to their services. Staff can use the link if they need to refer a student.</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.
<p>9. Responsible individuals or group.</p>	<p>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>	<p>The principal will chair. An identified AP and counselor co-chair the Equity Committee. The committee for Racial Equity consists of various staff members including our FRYSC, ECE Implementation coach and teachers. This committee is responsible for designing PD, lesson planning strategies, and sense of belonging awareness for staff. The</p>	<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.

		<p>Equity Committee REAPs all of our school policies to make sure our practices our equitable for all students. This equity team is also in charge of the Student Voice Committee. The goal of the committee is to ensure that the PD and lesson planning that is done at Ramsey focuses on maintaining high expectations for all students and learning in the cultural context. The leadership team is responsible for reporting the data that is shared by the committee. Ms. Haumont, ESL teacher, is responsible for creating displays and providing announcements to increase the awareness of our students of other cultural activities, observation, and holidays.</p> <p>Every week the Leadership Team reflects on the disaggregated behavior data and how teachers are incorporating aspects of our equity plan into classroom lessons and practices through our weekly data report and narrative.</p>	<p>3. Responsible party will reliably enforce timeline and ensure progress is made.</p>
<p>10. Stakeholder engagement and relationship building</p>	<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>We have hired a Student/Community Liaison as well as a FRYSC. It will be the goal of these to involve and develop community ties and relationships with the school, and to increase the overall sense of belonging among our students by providing for their physical, social, and emotional needs in and outside of school. The principal and leadership team will also actively promote the school and work with our neighboring schools to create a positive atmosphere and one conducive for learning for ALL. The PTSA and PBIS Team is also working with the principal to increase student belonging through student recognitions and celebrations. We have also started a Men of Quality and Ladies of Leadership that provides a platform for our students of color to excel. We have multiple different girl and boy groups led by our School Community Liaison. Our boy and girl groups with Mr. Rattler meet regularly and include students from all grade levels. Mr. Rattler has brought in guest speakers and influential community members to talk to our students. Members of our Student Support Team have conducted multiple home visits to better support our students. We would also like to start inviting teachers on these home visits.</p> <p>We have hosted Parent Teacher Conference Day at Ramsey Middle School and our satellite location at the California Community Center in order to provide a closer location for some of our families. We called home to invite parents/guardians living in the downtown and west end area to invite them to our satellite location. We have provided breakfast and raffle prizes to increase parent/guardian participation.</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>-We are concerned about consistent and thorough buy-in from the staff. This will be addressed through weekly learning walks and consistent coaching sessions. Teachers have expected to created a classroom philosophy that is inclusive and addresses their own bias. Teachers will revise their classroom philosophy throughout the year based on reflection and student needs.</p> <p>-As a school, we make sure cultural observances and celebrations are featured in authentic and meaningful ways. We intend to go beyond features on the morning announcements. We build collaborative lesson plans and produce work in classes that can be displayed through the school. We provide an area in the school to be maintained by the ESL teachers that presents information on various cultures and religions. These are also featured through our Ramcast and Social Media sites.</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	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>The CSIP is aligned with the 3-pillars and therefore the budget is aligned appropriately. This has improved the inequities. Our budget also allows Ramsey to staff a Dean of Students, Mental Health Counselor, ECE specialist, School Community Liaison and FRYSC to better serve our students as a Student Support Team.</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.

POST REFLECTION	Directions	Notes
13. Full implementation	<p>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.</p>	<ul style="list-style-type: none"> • Learning Walk and Coaching Session data will indicate that culturally responsive strategies are being used. • Discourse (affirmative language) between teachers and students will be more positive. • Students will be more affirmed in their cultural identities through their participation in multicultural events around the school and adjustments by teachers in the classroom. This affirmation will also show in their participation in the student voice committee, the CSS, and by greater success in school academically. • Students will have more positive interactions with adults. • Student engagement will improve if they feel like they belong which will be measured by survey and overall culture and climate assessments. • Faculty satisfaction will improve because we will have reduced patterns of escalation. • PLC reflections are completed with fidelity and include strategies for culturally responsive teaching and learning. • Teacher surveys and reflections.

14. Adjustment	What are indicators that your plan is not working and needs adjustment?	As we analyze and share data throughout the school year, if we do not see a decrease in the referral, suspension, and retention data, we will modify the plan.
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