

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 51.1 percent of our referrals. Students who identified as African American females composed 21.3 percent of our referrals. These numbers when compared to the rest of the demographic makeup at our school are disproportionate in the extreme. For comparison White females received 4.9 percent of our referrals and White males received 13.4 percent despite being a larger percentage of the overall population.</p> <p>For the 2017-2018 school year 22 of 37 students or 60 percent who were required to attend summer school identified as African American. Ramsey also struggles with the literacy rate of our African American students. The current average for the district is 25.3 for African Americans who are on free and reduced lunch and Ramsey's rate is 19.8.</p> <p>Our most recent Comprehensive School Survey 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 African American females do not feel as though they are part of the community and that they do not like the other students at Ramsey. The Comprehensive School Survey data shows that only 68.6 percent of our African American students felt a sense of belonging at Ramsey.</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>In the past, Ramsey has not had 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 has been an issue since Ramsey opened and is reflective of a broader concern on the district, state, and national level. 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 strategies to increase the sense of belonging of our African American students.</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 will implement professional development (PD) to be provided by JCPS DEP on implicit bias and culturally responsive teaching which ties into the idea of acknowledging students and their cultural heritage as well as accommodating diverse learning styles.</p> <p>We will also implement professional development provided by school-based personnel on affirmative statements, culturally responsive teaching, and developing relationships with students. This PD will be more interactive and reflect real school day situations. These affirmative statements will show students that teachers at Ramsey have high expectations for all students and will provide positive feedback.</p> <p>We will also create a Student Dialogue/Voice Committee to provide a voice for students of all backgrounds at Ramsey. This committee will mirror efforts of other communities to provide a voice for students from diverse backgrounds in the direction of school initiatives similar to Equity Committees.</p> <p>We will implement a way to celebrate different cultures at Ramsey in a consistent and authentic way. One way is organizing a Cultural Fair to celebrate the various cultures represented at Ramsey. The Cultural Fair will give our families from diverse backgrounds a greater sense of belonging and inclusion to see the school culture reflecting their own.</p> <p>We will conduct walkthroughs that specifically look for culturally responsive teaching and affirmative statements in the classroom and share this data with staff. The use of these strategies will make it clear to all students that our staff has high expectations for everyone. Our data collection and honest conversations about the data will demonstrate 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 that will begin 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 will be highlighted throughout the school as well as on the school-wide announcements.</p> <p>Through the leadership of the racial equity committee and the support of the DEP department, the 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)

<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 will be provided to all staff on Gold Days by JCPS DEP on culturally responsive teaching, as well as implicit bias. On Gold Days, school-based staff will also provide support for culturally responsive teaching, affirmative statements, and building relationships. In addition to Gold Days, the committee members will 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. Based on the presentations from the professional development, teachers will ensure that all students are held to the same standards regardless of background by communicating high expectations for all students. Teachers will also 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 will be modified to include space for affirmative statements and culturally responsive teaching. During PLCs, teachers will learn about and implement the 7 principles for building a learning community (1997, Shade, Kelly and Oberg). The principles are: <ul style="list-style-type: none"> • students are affirmed in their cultural connections, • teachers are personally inviting, • learning environments are physically and culturally inviting, • students are reinforced for academic development, • instructional changes are made to accommodate differences in learners, • classroom is managed with firm, consistent, loving control, • interactions stress collectivity as well as individuality. <p>We will also use resources from Gary Howard to train staff on challenging assumptions of rightness, challenging luxury of ignorance, and challenging legacy of privilege. Excerpts from his book <i>White Teachers, Multicultural Schools</i> will also be discussed during embedded PD/PLC time.</p> <p>To provide students with an active voice, a Student Dialogue Committee will be 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 biweekly to address student</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 .
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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, JCPD 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 will incorporate checks for affirmative statements, culturally responsive teaching, and relationship building into our walkthroughs. This data will be reviewed with faculty at the monthly faculty meeting.</p> <p>We will use suspension rate and referral rates to determine if our steps have been impactful in addressing the disparity in behavioral incidents among African American. In addition to the data mentioned above, we will also use the equity scorecard and DMC dashboard to evaluate the impact of our plan. All of this data will be shared with the faculty and other stakeholders prior to the start of next school year.</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.

		We will use summer school, retention rates, and KPREP data to determine if the steps outlined above had a positive impact on academic achievement.	
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	We will report suspension and referral rates at the end of each six weeks to the administrative team and the faculty. We will also report failures at the end of each six weeks to the administrative team, PBIS team and faculty. CSS data will be discussed at the May faculty meeting and at a parent night in May when the results are shared in the spring to allow for feedback and input from stakeholders. 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.	<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?	Ms. Lanier, assistant principal, will chair. Mr. Neel, seventh grade counselor, will co-chair. The committee for Racial Equity will also consist of seven teachers. This committee will be responsible for designing PD, lesson planning strategies, and sense of belonging awareness for staff. The goal of the committee will be 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 principal will be responsible for reporting the data that is shared by the committee. Ms. Haumont, ESL teacher, will be responsible for creating displays and providing announcements to increase the awareness of our students of other cultural activities, observation, and holidays.	<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. 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.	We are in the process of hiring a Student/Community Liaison as well as applying for a FRYSC. It will be the goal of these to involve and develop community ties and relationships with the school. In the meantime, we have reached and secured partnerships with small organizations like Lessons in Lady and Calvary Courage.	<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 teacher buy in (or attendance) at the PD about implicit bias. We will address by providing real scenarios (both school based and society based) that demonstrate implicit bias. We will also use resources from the internet, like the doll test and others, to demonstrate and reveal implicit bias. Data will be shared consistently throughout the year to show there are issues with student achievement and behavior data that are symptomatic of implicit bias</p> <p>-We are concerned that when cultural observances and celebrations are featured that we will observe them in authentic and meaningful ways. We intend to go beyond features on the morning announcements. We will build collaborative lesson plans and produce work in classes that can be displayed through the school. We will provide an area in the school to be maintained by the ESL teacher that presents information on various cultures and religions in addition to our Multicultural fair night.</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 budget will change minimally. We will allocate PD funds to help facilitate the opportunities for professional development for teachers. With the anticipated FRYSC, this office will directly budget a "Sense of Belonging" initiative.</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"> • Walk through 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 dialogue committee, the sense of belonging survey, and by greater success in school academically. • Students will have more positive interactions with adults. • Diverse students will be more represented in extra-curricular activities. • Student engagement will improve if they feel like they belong which will be measured by greater participation in clubs, activities, sports, and community events. • Faculty satisfaction will improve because we will have reduced patterns of escalation.
14. Adjustment	<p>What are indicators that your plan is not working and needs adjustment?</p>	<p>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.</p>

