

Thomas Jefferson Middle School

Racial Equity Improvement Plan

Topic	NOTES
1. What is the racial inequity you are going to address with your Racial Equity Improvement Strategy?	<p>We will address educator efficacy (culturally responsive; ability to build positive relationships with students) by including culturally responsive pedagogy, decreasing exclusionary practices, and increasing student engagement. 67% of our teachers have one year or less of teaching experience. We believe addressing teacher efficacy will have the most impact in addressing racial inequities within our school.</p>
2. How do you know this? What data demonstrate inequity?	<p>According to the Data Management Center, our discipline data for 2017-2018 shows that 70% of students assigned to ISAP were Black; 19% of students assigned to ISAP were White. 66% of our school's suspensions were of Black students; 24% of our school's suspensions were White students.</p> <p>Infinite Campus data tells us that for the 2017-2018 school year, 490 suspensions were from 246 students, resulting in a total of 1,566 suspension days. This is a 19% decrease from the 2016-2017 school year.</p> <p>We believe that by focusing on relationship-building strategies and implementing school-wide training on culturally-responsive pedagogy and student engagement, we will decrease exclusionary practices and reduce disparities between Black and White students in ISAP and suspensions.</p>
3. What is the long-term outcome you hope to impact?	<p>We want to reduce exclusionary practices (ISAP and suspensions), while simultaneously increasing educatory efficacy and student engagement.</p> <p>We also want to reduce disparity in ISAP/suspension rates between Black and White students. Currently, our Racial Equity Plan primarily addresses behavioral issues to reduce achievement gaps and increase academic success among all populations.</p>
4. What historical or current practices or procedures have caused or perpetuated the disparities or	<p>Over the past two years, TJ has experienced an influx of new teachers due to increased enrollment, teacher relocations, and teacher promotions. During the 17-18 school year, we hired 30 new teachers; and during the 18-19 school year, 14 new teachers to TJMS were hired, with an additional 2 vacancies. As a result, 67% of our teaching staff have one year or less of teaching experience</p>

<p>inequities you are addressing?</p>	<p>Our ESL, ECE, and Magnet student numbers continue to increase (53% of 6th grade have special populations- ECE, ESL, AP, Magnet)</p> <p>Historically, TJ students enter with MAP scores amongst the lowest in achievement in JCPS. TJ students come in on MAP scores second to the lowest in achievement in the District for 6th grade.</p>
<p>5. What are best practices to address your identified inequity?</p>	<p>TJ's identified inequity is the disparity between the number of Black students assigned ISAP and suspensions as compared to White students. To address this inequity, teachers will be trained in culturally responsive strategies and implicit bias.</p> <p>In addition, grade-level assistant principals will use the Racial Equity Analysis Protocol (REAP) in matters of discipline that may lead to exclusionary practices or suspensions. Suspension protocols will be modified to include a repair component upon students' return from suspension. Also, members of the Racial Equity Committee will lead teams, committees, departments, or other groups they are part of through the Racial Analysis Protocol for all policies, practices, or procedures. The principal will use the Racial Equity Analysis Protocol for SBDM policies and budget, as well.</p> <p>Additionally, based on Edward Brown's article entitled, "Laying the Foundation For Success and Equity: Reflection From An African American Deeper Learning Graduate," we believe the Backpack Skills initiative will give students the opportunity to take responsibility for their own learning through publicly defending their backpacks.</p>
<p>6. Describe your plan</p>	<p>By the end of the year, 100% of our staff will have received at least six hours of PD in culturally responsive teaching. In faculty meetings, we will endorse peer learning so that those teachers who received formal PD (i.e. Racial Equity committee members) will train the rest of our staff. Our entire teaching staff will attend the Racial Equity Institute on November 5, 2018.</p> <p>In addition, the DEP resource teacher and Racial Equity Chair have conducted learning walks with the focus on Culturally Responsive Practices (CRP) and will continue to collaborate with this practice. The goal is to conduct learning walks with a CRP focus at least once a grading period with feedback provided specifically to teachers once a formal walkthrough instrument is adopted by the DEP office. Additionally, for our new teachers, the information from the learning walks will be shared with the TJ 101 resource teacher in order for new teachers to learn more specifics around the CRP look-fors are and ways to accomplish this, utilizing strategies presented in TJ 101, our school based new teacher mentorship program. The Racial Equity Committee will also review and analyze the learning walk data once it is formulated by the DEP RT and present this to teams, who will work collaboratively with one another, along with the Racial Equity Committee and the DEP RT to incorporate more CRP strategies and skills.</p>

	<p>Our Behavior Team, that includes student support resource teachers at every grade level, will work with district level MTSS resource teachers to periodically review discipline data, analyze trends, and adjust our PBIS implementation plan. Additionally, the district level MTSS resource teachers will meet with our SBDM, Safety/PBIS Committee that meet monthly to analyze practices, provide feedback, and adjust as needed.</p> <p>Our Racial Equity Committee will engage in a book study using <u>For White Folks Who Teach in the Hood...and the Rest of Y'all Too</u>, which focuses on urban education and reality pedagogy. Our Racial Equity Committee members will then present strategies in PD sessions with our entire staff.</p> <p>In addition, we plan to apply for the Racial Equity Mini-Grant and/or Racial Equity Collaboration Grant to receive training for our entire staff on culturally-responsive learning environments.</p>
7. Data tracking	<p>We will use behavior data (ISAP and Suspensions) to analyze and respond to the data. Relationship Learning Walks, an in-house walkthrough instrument developed in collaboration with administration, KDE partners, and teachers aligned to the Danielson Framework, which also reflects the TJ vision, will be the instrument used to measure effective relationships, positive interactions, and inclusiveness of the classroom community. Baseline data will be collected during the first six weeks of school. With effective relationships being defined as having 80% effective rating on the instrument. Resource teachers will provide support as needed with Racial Equity committee members serving as models for peer observations as appropriate.</p> <p>In-house Student Voice Surveys will be used to track our progress towards increasing teacher efficacy and student engagement, student ownership, and students' perspective on inclusiveness and positive community. Again, 80% response rate will be used as the effective measurement.</p>
8. Timeline	<ul style="list-style-type: none"> -Principal selected chairperson for the Racial Equity Committee -Principal spoke individually with each member intentionally selected for the Racial Equity Committee in an effort for the racial makeup of the committee to be comprised of a makeup as similar as possible to that of our student population. Additionally, the book orders were placed for the committee. -Racial Equity Committee had initial meeting on 8/8/18 and to date has had a total of four meetings. Our DEP resource teacher met with our committee on 8/13/18 and provided us with feedback on our Racial Equity Plan following the meeting as well as via Google. -A draft of the plan was submitted to SBDM for review and feedback at the August meeting. -The Racial Equity Plan was completed after our meeting on 8/27/18 and will be submitted by August 31, 2018. -Our Racial Equity Committee received the book at the 8/31/18 meeting for the book study and chapters were assigned by the chair to be read prior to the next meeting scheduled for 9/10/18. -Our entire teaching staff will receive our first two-hour training from our DEP resource teacher on Gold Day.

	<p>-We will submit our Racial Equity mini grant application prior to the deadline by September 15, 2018.</p> <p>September Racial Equity Committee meetings: 9/10/19 & 9/24/19</p> <p>September DEP RT engaging in walkthroughs to get baseline data and inform PD: 9/19.</p> <p>October Racial Equity Committee meetings: 10/1/19 & 10/22/19</p> <p>October 8- PD DAY- Racial Equity Committee members will lead a PD over the TJ's Racial Equity Plan and culturally responsive practices</p> <p>November 5- PD DAY- All TJ teaching staff will attend the Equity Institute</p> <p>November – ongoing- Racial Equity Committee engaging in REAP with their teams, departments, committees.</p> <p>November- Ongoing- Principal and SBDM will engage in REAP with council on policies, processes, and budget.</p> <p>November Racial Equity Committee meetings: 11/19/19</p> <p>December Racial Equity Committee meeting: 12/10/19</p> <p>Racial Equity PD will be conducted based on DEP RT schedule.</p> <p>January Racial Equity Committee meetings: 1/7/19 & 1/28/19</p> <p>February Racial Equity Committee meetings: 2/11/19 & 2/25/19</p> <p>March Racial Equity Committee meetings: 3/11/19 & 3/25/19</p> <p>April Racial Equity Committee meetings: 4/8/19 & 4/22/19</p> <p>May Racial Equity Committee meeting: 5/6/19</p>
<p>9. Responsible individuals or group</p>	<p>Our Instructional Leadership Team, including the principal and Racial Equity Chair, will review the ISAP and Suspension Data each week. An analysis on trends is reviewed monthly with the PBIS/Safety Committee. The Racial Equity Chairperson will report ISAP and suspension data and teacher's relationship learning walk data at the end of every grading period to the Racial Equity Committee to reflect on and make adjustments to the plan as needed. The Racial Equity Committee members will serve as models for peer observations as appropriate, based on walkthrough data.</p>
<p>10. Stakeholder engagement and relationship building</p>	<p>Our Racial Equity Committee includes a representative from every department, grade level, and team, including SBDM. Intentionality in selecting group members was intended to ensure the Racial Equity Analysis Protocol is used when reviewing, creating, or implementing school policies and procedures. There are 13 members that include a Latinx staff member, 6 Black staff members, and 1 LGBT. The Community Engagement Committee will seek parents and community members to engage in the work as well. SBDM Parents will be keep updated through minutes and policy updates. KDE partners are also kept informed as well as ILT.</p>
<p>11. Challenges</p>	<p>We anticipate the biggest challenge will be inexperience from teachers because 67% of TJMS teachers have one year or less of teaching experience. They are still learning how to build positive relationships with students and utilize effective classroom management strategies consistently. TJ 101 is designed to try to ensure our new/inexperienced teachers are</p>

	<p>not overwhelmed with priorities. We believe our Racial Equity plan will present the opportunity to establish a school culture that embraces diversity, while our teachers are still early in their careers.</p> <p>Our plan also aligns to our PBIS implementation plan, MTSS supports, and Learning Walks schedule.</p>
12. Budget	<p>We plan to apply for the Racial Equity Mini-Grant to receive training for our entire staff on culturally-responsive learning environments from one of the national consultants. The school's general fund will support additional needs as appropriate, to include PD resources such as the books for the book study. If we are not approved for the Racial Equity mini grant, then we will seek PD funding through General fund as part of the school's and SBDM's financial support of the district's 3 Pillars on a modified scale.</p>
13. Full implementation	<p>When our plan has been implemented successfully, we envision faculty meetings where our staff are engaged in discussion highlighting what teachers have learned at PDs. Our PLCs will be through the lens of culturally competent teaching. In addition, we will see changes in student attitudes towards teachers as a result of improvements in the attitude of faculty towards students.</p>
14. Adjustment	<p>If referrals resulting in exclusionary practices continue at the same rate or do not decrease, then we will need to revisit our plan.</p>