

## Western Middle School for the Arts 2018-2019 Racial Equity Improvement 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?	We will be addressing racial disparities in student suspensions. The 2017-18 school data shows that the WMSFA student body was comprised of 61.1% Black students and 25.4% White students. As Black students account for over half of the population, it is important to address these disparities in suspensions to ensure that students are receiving the necessary instructional time in class that will ensure their academic success.	<ol style="list-style-type: none"> <li>1. Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</li> <li>2. Identified issue is somewhat relevant to school</li> <li>3. Identifies meaningful inequity that is very relevant to school.</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.	Our Infinite Campus data tell us that during the 2017-2108 school year, Black students accounted for 78.8% of all suspensions. White students accounted for 7.7% of all suspensions. In addition to this rate of disproportionality, nearly half of the Black students who have received a suspension have been suspended multiple times. This is a trend that has increased since the 2015 school year. We believe that by including lessons of cultural competency for students and teachers in our school-wide advisory program (M&Ms), we will reduce the number of Black students suspended.	<ol style="list-style-type: none"> <li>1. Insufficient data to define inequity.</li> <li>2. Need more or more reliable or valid data to define inequity.</li> <li>3. Data clearly highlight inequity that will be addressed through strategy.</li> </ol>

<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>It is our hope to reduce the number of Black student suspensions in our school, as well as decrease the behavioral disproportionality gap. It is our belief that this will, in turn, improve academic achievement, as the students will spend more time in class.</p>	<ol style="list-style-type: none"> <li>1. Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</li> <li>2. Long-term outcome is acceptable, feasible, and relevant to school.</li> <li>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.</li> </ol>
<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>Historically, Black students demonstrate a strong sense of belonging at WMSFA. Much of this is due to our intentionality about building authentic relationships and truly knowing our students, as demonstrated in our M&amp;Ms advisory program. We have been recognized for our implementation of PBIS with fidelity, and we have begun whole-staff restorative practices training. Students have opportunities to engage in support groups such as Just Between Teens and Building Solid Stones.</p> <p>Even with the positive work we have committed to, the school has recently experienced a higher than average turnover rate with our staff, and our new staff do not know the communities from which our students come. Additionally, the school art production selections do not typically reflect the school's student population.</p> <p>We believe that by building acceptance in students and staff through cultural competency lessons during M&amp;Ms, we can positively impact the Black students who have been suspended.</p>	<ol style="list-style-type: none"> <li>1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</li> <li>2. Response indicates some reflection of root causes.</li> <li>3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</li> </ol>

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.	We have engaged our staff in Restorative Practices with IIRP. It is our belief that by not having this in place, our discipline data mirrored that which is seen in the “school to prison pipeline” statistics experienced across our country. In looking at our school suspension data, we see that rather than being provided additional educational services our Black students have been pushed out, pushing them further behind their White peers academically. We have identified student-centered best practices and resources like Teaching Tolerance from the Southern Poverty Law Center for sample lessons that can be used during our monthly cultural competence lessons.	<ol style="list-style-type: none"> <li>1. Response demonstrates little research into best practices.</li> <li>2. Some evidence that research conducted, but more needed.</li> <li>3. Response suggests careful consideration of best practices and reflective insight into practices.</li> </ol>
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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 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>Once monthly during our regularly scheduled M &amp; Ms advisory period, we will conduct cultural proficiency lessons. The Culture and Climate Committee will provide teachers with embedded professional development opportunities, outlining how the lessons should be implemented with students. Through this work, it is our hope that cultural proficiency and restorative practices circles will become regularly used, not only in advisory, but also in core academic and arts classes.</p> <p>Additionally, the M&amp;Ms mentors will be notified of any of their mentees who may be suspended, so they can act as advocates on behalf of the students. Concerns will be addressed with the suspending</p>	<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>	

		<p>administrator, submitter of the referral, student, and M &amp; M mentors in a restorative circle, in hopes to reduce the number of suspensions, while still repairing harm. Through the use of advocacy in its truest form, the hope is that we can change the mindset of teachers who have traditionally wanted to see the students removed from class, rather than make attempts to identify root causes of behavior and work to create success plans for the students.</p> <p>We have also purchased <i>For White Folks Who Teach in the Hood...And the Rest of Y'all Too</i> and <i>Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success</i> for culturally relevant ePD book studies to more intentionally address student groups who fall into the achievement gap.</p>	
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>We will utilize suspension data (number of suspensions, students with suspensions, and disproportionality) to evaluate the effectiveness of our plan.</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	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	Data will be tracked monthly by both the PBIS team and the Culture & Climate committee via the JCPS DMC.	<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 make progress on strategy.</li> </ol>
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?	Our principal and assistant principals are the primary parties responsible for the plan (reporting data and holding staff accountable). However, the entire Culture & Climate Committee will assist with disseminating information (data, PD opportunities) to their peers and encouraging staff through this work.	<ol style="list-style-type: none"> <li>1. No responsible individual or group identified, or identified party is inappropriate or unreliable.</li> <li>2. Responsible party is somewhat acceptable.</li> <li>3. Responsible party will reliably enforce timeline and ensure progress is made.</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.	Beginning of year town halls were held with all students to outline the expected behaviors of students. The administrators have met with students who were exited, but granted appeals to return, to hear from them about their understanding of school expectations and their goals for the year. Each of these students have been provided an adult who will act as their advocate and liaison from school to home should they begin to veer from the expectations.	<ol style="list-style-type: none"> <li>1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</li> <li>2. Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</li> <li>3. All stakeholders have been included, and relationship building has been sufficiently considered.</li> </ol>

		<p>We would like to roll out our equity plan to parent stakeholders during our annual Academic Update night, at which time we release our test scores. This will allot us time to share how our plan to address suspensions will positively impact our 18-19 test scores.</p>	
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>There may be resistance from teachers and/or parents who want to see students removed from the classroom, rather than a plan in place to support all students.</p> <p>The idea of a magnet program itself, and the desire by some to become a magnet school, is also a hurdle, as it can be seen as a means to segregate some students, rather than achieve equity. Our current model provides more balance and models for at-risk students.</p>	<ol style="list-style-type: none"> <li>1. Anticipation of potential challenges is not sufficiently developed.</li> <li>2. Anticipation of potential threats is somewhat developed, but needs more depth.</li> <li>3. Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.</li> </ol>
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 may need to be modified to include money for resources, including JCPS approved consultants.</p>	<ol style="list-style-type: none"> <li>1. Budget is insufficient to meet demands of strategy.</li> <li>2. Budget modification is acceptable but needs some improvements.</li> <li>3. Budget modification provides sufficient resources to implement strategy.</li> </ol>

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.	Every teacher will use restorative practices with fidelity and make better attempts to de-escalate situations, rather than remove students from class. There will be an overall sense of restoration rather than punishment.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Increase of suspensions or disproportionality or the same data as the previous year