

Fleming County Schools

Equity Action Plan

2019-2020



The vision of Fleming County Schools is to become a district of distinction.

Introduction:

In the spring of 2018, Fleming County Schools set out on a journey to create a district climate where all students are valued and all voices are welcome. With a vision to become a District of Distinction, a focus on the success of each student is paramount. The equity action plan contains goals, strategies, and measurable outcomes designed to promote an inclusive school district - where all students have a sense of belonging, and more opportunities are available for all stakeholders in the district.

This plan presents a framework for implementing strategies to address equity throughout the district. As part of the district's focus on student success, Fleming County Schools continues to transform into a district where all students succeed through a variety of learning experiences, opportunities and programs. Through a commitment to being the best school district for students, we welcome and embrace continuous improvement in all facets of our organization.

The district's equity action plan is directly linked to the district's Strategic Framework and the development of the plan involved voices from all stakeholder groups. The equity action plan will guide the work of the district and will be evaluated annually by a diverse team of stakeholders with the purpose of ensuring its success and impact on student achievement in Fleming County Schools. By focusing on equity, and doing so with a clear plan, the district can succeed in our goal to become the best district for students.

By focusing on the success of each individual student, we have the ability to be better at what we do and to demonstrate an unyielding commitment to the success of all students. By 1) creating a welcoming school environments, 2) valuing diversity, 3) creating equitable access; 4) building partnerships, 5) creating multiple pathways to success; 6) conducting an equity analysis; 7) engaging in professional learning; and 8) ensuring workforce equity, we can better serve each student and our community.

Creating an equitable learning environment and becoming a District of Distinction, does not just happen and it cannot be achieved by the work of one individual, but a team. The district transforms when stakeholders recognize that the success of each student is our primary focus. This plan provides vision and direction and sets out the district's priorities for equity while aligning to the Strategic Framework. Working together, we can help every student succeed.

Our Journey Continues...



Safe and Supportive Environment

► Welcoming School Environment

The district shall ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the School District's student population, their families, and communities.

Objective 1	Action Needed	Priority	Timeline	Responsibility	Measurable Outcome
Establish and communicate a clear focus on bullying prevention	1. Anti-bullying training with a focus on micro-aggression	Year 1	June 2020	District Administration	85% or higher positive rating on annual stakeholder surveys - pertaining to bullying, bullying prevention, and related discipline policies.
	2. Establish a program for culturally sensitive education and a system for monitoring implementation.	Year 2	June 2021	District Administration School Administration District Climate and Culture Team	
Objective 2	Action Needed	Priority	Timeline	Responsibility	Measurable Outcome
Provide opportunities for ALL students to be a part of the school community and culture in a positive way.	1. Develop a culture and climate committee at each school to ensure opportunity and access for all students.	Year 1	October 2019	School Administration	A Culture and Climate Committee will be established in each school - comprised of students, teachers, parents, and guardians.
	2. Develop an intentional tracking system to monitor non-academic student engagement	Year 2	October 2020	School Administration School Culture and Climate Team	FCS Leadership will have an evidence-based tracking system that provides non-academic student engagement on all students.

Academic Success

►Professional Learning

The district shall provide professional development to strengthen ALL employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.

Objective 1	Action Needed	Priority	Timeline	Responsibility	Measurable Outcome
Provide on-going professional learning opportunities for faculty/staff focused on personalized learning and high yield instructional practices that promote cultural competence and educational equity.	1. District provided monthly professional learning sessions	Year 1	June 2020	District Administration	All faculty will have opportunities to be trained in high-yield instructional practices that promote cultural competence and education equity.

►Multiple Pathways to Success

The district shall provide multiple pathways to success in order to meet the needs of the diverse student body, and shall actively encourage, support and expect high academic achievement for all students.

Objective 1	Action Needed	Priority	Timeline	Responsibility	Measurable Outcome
Provide ALL students with access to rigorous and relevant learning opportunities.	1. Partner with Next Generation Learning to conduct a Rigor Audit	Year 1	December 2019	District Administration Next Gen Staff	The district will conduct a "Rigor Audit" at the secondary level by partnering with an organization.

►Equitable Access

The district shall provide every student with equitable access to a high quality curriculum, accelerated learning opportunities at all grades, real-world experiences, support, facilities and other educational resources, even when this means differentiating resource allocation.

Objective 1	Action Needed	Priority	Timeline	Responsibility	Measurable Outcome
Establish a focus on growth for ALL students	1. Establish growth goals for ALL students in ALL classrooms	Year 2	October 2020	School Level Faculty/Staff School Administration	The district will decrease the achievement gap between diverse and general populations.

Culturally Responsive Teaching

►Professional Learning

The district shall provide professional development to strengthen ALL employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.

Objective 1	Action Needed	Priority	Timeline	Responsibility	Measurable Outcome
Provide professional learning for teachers on culturally responsive teaching and learning.	1. Provide orientation session in school-wide PLC focused on defining culturally responsive teaching and strategies for the classroom	Year 1	June 2020	District Administration	All certified staff will be trained on culturally responsive teaching and learning. The district will increase the average rating for "Equitable Learning Environment" domain using the eleot tool.
	2. Incorporate culturally based practices in developing lessons	Year 2	June 2021	School Level Faculty/Staff School Administration	

District Equity Accountability

►Equity Analysis

The district shall annually review existing policies, programs, professional development and procedures to ensure the promotion of equity, and all applicable new policies, programs and procedures will be developed using an equity analysis tool.

Objective 1	Action Needed	Priority	Timeline	Responsibility	Measurable Outcome
Establish a monitoring system for equity initiatives including bullying infractions.	1. Develop and implement Equity Action Plan	Year 1	August 2019	District Administration	The district will use a 30-60-90 plan to ensure the Action Plan is developed, implemented, evaluated, and shared regularly.
	2. Identify measures and monitor through quarterly reports	Year 2	August 2020	District Administration	

Recommended to Board of Education for Approval: July 16, 2019

►Partnerships

The district will include other partners who have demonstrated culturally specific expertise-including families, government agencies, and institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general-in meeting our high goals for educational outcomes.

Objective 1	Action Needed	Priority	Timeline	Responsibility	Measurable Outcome
Establish partnerships with a variety of local, regional, and state organizations.	1. Inclusion of representatives from different organizations in district-wide committees.	Year 2	September 2020	District Administration	The district will use a 30-60-90 plan to ensure the inclusion of different organizations are part of district-wide committees.

►Workforce Equity

The district shall actively work to have the teacher and administrator workforce be balanced and reflect the diversity of the student body. The district will have a clear, documented process to address recruiting a diverse workforce that includes racial, gender, and linguistic diversity, as well as culturally competent administrative, instructional and support personnel.

Objective 1	Action Needed	Priority	Timeline	Responsibility	Measurable Outcome
Widen recruitment process to include faculty/staff of diverse backgrounds.	1. Update the district's Retention/ Recruitment Plan with clear focus on minority recruitment.	Year 2	June 2020	District Administration	The district will use a 30-60-90 plan to ensure the Recruitment and Retention Plan is updated, implemented, evaluated, and shared regularly.
	2. Establish marketing strategy to attract diverse applicants.	Year 2	June 2020	District Administration	The district will use a 30-60-90 plan to ensure the marketing strategy is developed, implemented, evaluated, and shared regularly.