Racial Equity Improvement Plan Development Tool
Farnsley Middle School

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?	Reduce racial disproportionality in suspensions	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.	Farnsley Middle 16-17 & 17-18 Suspension Trend Report data (see table below)	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.

Farnsley Middle
16-17 & 17-18 Suspension Trend Report data

	Asian 16	Asian 17	Black 16	Black 17	Latinx 16	Latinx 17	White 16	White 17	Other 16	Other 17
% of Population	3.6%	4.8%	31.4%	33.5%	6.5%	6.2%	54.2%	51.3%	4.2%	4.3%
# of Suspensions	0	9	242	325	4	6	121	144	13	18
% of Suspensions	0%	1.8%	62.2%	64.4%	3.3%	1.8%	31.1%	28.5%	3.3%	3.6%
Disproportionality Gap (White-Black)	-	-	-21.4%	-22.2%	-	-	-21.4%	-22.2%	-	-
Total Days Suspended	0	17	465	513	16	16	214	245	32	38

		Our 17-18 DMC data shows that students of color received more referrals than white students. Approximately: 60% referrals were for Black students 40% Black male 20% Black female	
3. What is the long-term outcome you hope to impact?	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	● Reduce disproportionality in discipline referrals and suspensions ● Increase deeper learning opportunities in all classrooms ● All adults will engage in positive/meaningful interactions with our students. ● Proficiency will increase as measured by DCA, MAP and K-Prep data.	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.

	among Black students		
4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you are addressing?	Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities Consider and discuss how you can use the REAP to reflect.	Lack of: ● Fidelity in PBIS implementation ● Knowledge of mental health needs of students as well as adequate mental health support ● Professional development opportunities for staff on cultural responsiveness and racial biases ● Increased opportunities for student groups who fall into the achievement gap	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.
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	● Decrease the opportunity gap and increase experiences for all students ● All school employees are EDUCATORS. ● Communicating the mission, vision, goals and values to all school stakeholders ● Providing an environment that is meant for students and is student-focused ● Greet students and pump students up for the day ● Administrators pumping adults up for the day ● Modeling a positive attitude ● Intentionally showcasing student work in the hallway, highlight student achievement ● Highlighting Farnsley students in school, on social media, and in the	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.

| | Conduct, or other sources to address the inequity you identified. | community
● Relating to students and creating ways to humanize the adults in the building
● Giving students a voice in the decisions made in the school using Google forms
● Students should plan student activities.
● Best practice PD for staff will include the following:
-Attending Equity Institute on Monday, October 8
-Acknowledging diverse backgrounds with visual displays throughout our building
-Using consistent body language with all students to increase student engagement through relationship building
-Utilizing the REP resource teacher to provide walkthrough feedback to teachers to increase diversity within instruction
-Providing student voice opportunities through interviews concerning preferred methods of learning
-ELA teachers will receive additional district training to select culturally responsive reading materials.
-Common language for all groups communicated through PBIS anchor statements | |

PLAN IMPLEMENTATION			
Topic	Directions	Notes	Score (circle score)
6. Describe your plan.	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. 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 data and clear metrics	● Professional Development for all staff on PBIS/ABRI strategies ● Year 2 implementation of Trauma Informed Care with district support ● Seek professional development opportunities for all staff on cultural responsiveness and racial biases ● Reduce the opportunity gap	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

	for accountability and include inclusive input from families, teachers, etc.	for students when planning academic and extracurricular activities	will sufficiently address inequities .
7. Data tracking	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.	Review the DMC/Suspension Trend data and academic data (DCA, MAP, K-Prep, CSS).	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.
8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	Weekly review of DMC/Suspension Trend and academic data (DCA, MAP, KPrep, CSS) with administrators Weekly review of DMC/Suspension Trend and academic data (DCA, MAP, KPrep, CSS) with the behavior support team Bi-monthly review of DMC/Suspension Trend and academic data (DCA, MAP, KPrep, CSS) with team leaders	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.

		Monthly review of DMC/Suspension Trend and academic data (DCA, MAP, KPrep, CSS) with faculty and staff	
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?	Linda Hudson, Principal	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.	Administrative team, faculty and staff, SBDM, JCPS DEP, ILT and Student Council	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	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? What PD offerings will you need to ensure success?	Consistency in implementing the Racial Equity Improvement Plan PD offerings: ● Explicit Bias ● Cultural Responsiveness ● Trauma Informed Care (year two) ● MTSS	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	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	Designate PD funds to support our Racial Equity Improvement Plan and sharing with community stakeholders for continued support.	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	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.	When our staff is engaged in providing high level learning opportunities for our students, engagement will increase, and referrals and suspensions will decrease. ALL students are engaged in filling their backpacks with real world evidence to demonstrate mastery of standards. Teachers will be facilitating this work and provide positive, supportive interaction to our students. There will be multiple opportunities to expose ALL students to rich culture and diverse learning experiences. Farnsley data will show that opportunity gaps are don't exist!
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	Administrators will monitor the ongoing implementation of this plan. Fundamental 5, LDC, MDC, ABRI and PBIS walkthrough data will be

		utilized to measure progress.