

These are the Equity Council's "Top Ten" priority recommendations to the Board and staff updates to those recommendations.

Revised 2/19/15

1. Create district supports for attention to mental health issues. This emerged as the primary need for discipline, achievement, and student behaviors.

(Shelley Chatfield/Doug Adams) **Last update:** Grant coordinator has been trained.

Current Update: [2/9/15] The district received notification last week that our funding has been released from the federal government and we can begin moving forward with the grant's timelines, Local Education Agency, (LEA)-Project AWARE Now Is The Time, (NITT). Six district employees are scheduled to receive their training as trainers in Youth Mental Health First Aid, February 22nd – February 27th. This training is 8 hours per day for 5 days in Louisville, Kentucky. We will be training with other Kentucky districts who are also grant recipients and with KDE, this significantly reduced our costs. We are also a part of the State Project AWARE grant State Education Agency (SEA). We have received an email from the Kentucky Department of Education (KDE) letting us know that their grant funding was also released at the federal level; however, we have not received our award notice from KDE. We have been told that we should receive it this week. The SEA Grant funds three additional trainers for FCPS. They will be going to the same training. Once the trainers are certified we will be able to start scheduling our in-house district training's later this spring for teachers, administrators, coaches, parents, classified staff and community members. We will have a total of 10 trainers (one coordinator, three SEA funded trainers and 6 LEA trainers). The Project AWARE electronic reporting program has been developed at the district level and is functioning at this time. Our one trained Youth Mental Health First Aider (Grant Coordinator) has already started making referrals for mental health services and documenting the referrals in the system.

[2/19/15] FCPS received the award letter from the State Education Association (SEA) or KDE project AWARE on 2/19/2015. The first year's award will begin on 3/9/2015, pending Dr. Helm's approval. The 9 Youth Mental Health First Aid trainee candidates have received their training agenda (2/23-27/2015 in Louisville).

(Kathy Dykes and Karen Frohoff). **Last update:** The highly structured (HS) classrooms will remain at Arlington, Millcreek, and Wellington for next year. The tentative plan for these programs will be to continue in a holding pattern and continue discussion with Out of Area office about space and redistricting. Students may still be considered for placement in HS who have serious issues and special education leadership and school leadership will collaborate on interventions and strategies prior to the ARC (Admission and Release Committee) recommendations.

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Current Update: [2/9/15] HCS Elementary Update: There are no changes to the HSC update. We are in a holding pattern for next year and will continue to serve children at Wellington, Arlington, and Millcreek. As students transition out, we do have students who may need this level of assistance and will continue to assess their needs and hold ARCs as appropriate to look at what is the most appropriate placement in the least restrictive environment for students on an individualized basis.

[J. Hayes 2/9/15] **INNOVATION CADRE** is working on developing a curriculum system that allows for personalized learning approaches for each student, tied to aspirations & interests and focused on real, community-based problems. Working from the position that authentic engagement in the work, rooted in a clear connection between the "work" and achieving student goals, is the first and most important piece of program development with regard to achievement and behaviors.

[J. Hayes 2/19/15] TLC has developed--with students--an online monitoring system for tracking critical non-cognitive skills such as working well as a team member, being prepared for work, showing appropriate respect for supervisors, etc. The system, called Life Support, has been successfully used by TLC and other pilot sites as a way to engage students in monitoring and taking responsibility for their own behaviors, and as captured under the term "employability," provides direct relevance for what is expected of them.

2. At the time HR routinely (as well as on request) relays minority candidate information to each school principal, the PDAC requests they might also include that school's staff diversity data. This would provide a courtesy reminder clearly setting forth each school's current diversity goal given the school's staff diversity in comparison to their student enrollment and including a compliance request, "please provide what steps are being taken to ensure your school's staff population reflects your student population" which then would be reported to the Equity Council by principals and directors.

(Meribeth Gaines, Melodee Parker). **Last update:** In March 2015, each school principal will receive the information regarding their staff and student demographics to review before staffing decisions are submitted from schools to Human Resources.

Current update: [2/9/15] HR has worked with technology (Jill Tuttle), who has been able to get staff and student demographic graphs prepared with a table indicating same information in a different format. Each school will receive this information before staffing decisions are being made (March) and then will receive information with a message to "be prepared to address

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what steps are being made" each time a vacancy is posted for that location.

3. Ensure that the Equity Scorecard is used as a tool alongside the Comprehensive District Improvement Plan during schools leadership team planning phrase.

(Jimmy Brehm and School Directors). **Last update:** The Consolidated District Improvement Plan (CDIP) is on the Jan.26th Board meeting agenda for approval, and as part of that presentation information will be shared about how the Equity Council's recommendations are within the CDIP.

Current update: [J. Brehm 2/9/15] The CDIP was approved at the January 26th board meeting with the equity council recommendations embedded in the CDIP under the achievement goal for students in the non-duplicated GAP group. A conference call was conducted the first week for February with the Educational Delivery Institute out of Washington DC to discuss how a formal stock take process could possibly be implemented to ensure that data review around the CDIP goals is systematic and occurs frequently enough to drive change and improvement, this includes equity council data review within that stock take. A data review section has been added as a standing item in all director meetings and Cabinet meetings to review data such as scorecard data.

4. Adopt a regular schedule and process for analyzing teacher and leader effectiveness data across schools to determine whether effective teachers and leaders are distributed equitably within schools and across the district.

(Jennifer Dyar and Melodee Parker). **Last update:** Due to summative evaluation cycles differing for non-tenured and tenured staff, data will be available for all non-tenured and tenured who are in their summative year of the cycle.

Current update: [2/9/15] No updates

[2/19/15] No updates to #4, still on schedule to have data once evaluations are completed in May/June.

5. Hire a full-time monitor, who will have responsibility for staff diversification and the independence and leverage to monitor at the individual school levels and to report to the Equity Council on its progress.

(Vince Mattox). **Last update:** Interviews have been completed. References are being checked. Selection is pending.

Current update: 2/19/15 Position vacancy has been filled. Processing necessary paper work for

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immediate start.

6. The district's leadership team (Cabinet) should place the Equity Scorecard measurable components on their bi-weekly agenda for review of progress or lack thereof.

(Robbie Sayre and Superintendent). **Last update:** We will need clarification on specific dates and specific components that will be reported quarterly. Most of the Equity scorecard data points are onetime adjustments that remain static beyond that point such as: Student Achievement (Unbridled learning/KPREP scores), CCR, GT/AP Enrollment changes very little throughout the year, staff diversity, graduation rates will be from previous year. The suspension rates, dropout rates (the drop out numbers change, not necessarily the rates), and possibly the SPED identification could change throughout the year. Cabinet will decide which month and day it would like this information pulled in order to keep it consistent from year to year.

Current update: [2/9/15] No update

7. Create an accountability-monitoring schedule with review dates and who is going to be held responsible and accountable for each area on the Scorecard.

(Robbie Sayre). **Last update:** Timetable has been sent to the OEI committee of the Equity council. We are awaiting further discussion and recommendations from that group (Sayre will be attending these (OEI) meetings moving forward).

Current update: [2/9/15] Meeting with OEI committee on Wednesday 2/11/15 to discuss calendar for accountability monitoring.

8. R.E.S.E.T Panel needs a holding placement for students' reintegration into employees. When a student comes into the district from an outside placement late in the semester (e.g. two weeks before the end of school), there should be a transition setting to get them reintegrated into the system effectively.

(Kathy Dykes). **Last update:** The committee met on January 21, 2015, the group discussed the history of Project Rebound and AIM. As the discussion unfolded it was determined that a planning team consisting of staff from the schools was needed to plan what a transition phase-in program would consist of. This team will consist of a high school teacher, social worker, principals, and counselors. There were recommendations made for each of these positions. The next meeting will be February 12, 2015.

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Current update: [2/9/15] Our next meeting is scheduled for this Thursday at 8:30.

9. As a follow up on accountability and measurable outcomes reporting related to meeting **Goal No. 6**, ("By 2020 all schools/departments will employ professional staff that reflect at a minimum the diversity of the students served in FCPS."). The PDAC recommends that the new Board Report includes not only the current staff population by school, but also next to each, the student population for that school serving to make for easier viewing of where each school needs to reflect its student population and ascertain its diversity goals.

(Robbie Sayre and Melodee Parker). **Last update:** The report has been created in IC for HR to run when a PAF has been requested for a specific position.

Current update: [2/9/15] The directors will talk with principals about the importance of hiring a professional staff that reflects the diversity of students served in their schools. Dr. Helm has talked with Mr. Woods about allowing the minority recruiter to hire minority candidates into a substitute position to get them under contract until a permanent position is achieved.

[J. Hayes 2/9/15] The innovation cadre, in collaboration with the Business Education Network, are beginning to develop prototype high school curriculum pathways that integrate career & technical education courses with academic core courses, field-based learning opportunities, and college-level dual credit opportunities. Students would be "recruited" for pathways based on ILP review at the middle school level. The prototype framework lends itself to development of a "Future Teacher" pathway, whereby middle school students with identified interests in education can be recruited early, and provided high school career-based learning opportunities to prepare them for university-level teacher education programs. As a part of STEAM Academy's partnership with the University of Kentucky's College of Education, innovation zone leaders are exploring opportunities for developing a proposed pathway targeting aspiring teachers in general, and minority students with aspirations toward teaching more specifically.

10. Require schools with the highest gaps and directors to share the schools' gap reduction plans with the Board and Equity Council.

(School Directors). **Current update:** Per the established school presentation schedule, Mary Todd Elementary (Gap Reduction Plan) and Edythe J. Hayes Middle (Suspension Reduction Plan) will report in February to the Equity Council. Mary Todd will present to the Board on their gap reduction plan in February.

Current update: [2/9/15] Mary Todd, and Edythe J. Hayes Middle presented at the Equity

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Council at their February meeting.

[J. Hayes 2/9/15] Per their presentation to the Equity Council, Mary Todd is continuing to pursue their Project-Based Learning focus, and leadership is exploring a possible collaboration with other schools toward a “Maker May” event in which students will spend the final month of the school year will focus on solving a community problem aimed at “paying it forward.” In addition school leadership has participated in professional learning activities with the University of Kentucky’s Center for Innovation in Education, in which representatives from Project-Based Learning schools in Wisconsin shared lessons learned as they moved forward with similar work.

[R. Pepper 2/19/15] March Meeting: Per the established school presentation schedule, Tates Creek High School and Southern Middle School (Suspension Reduction Plan); William Wells Brown Elementary (Gap Reduction Plan).