

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

Revised 5/20/15

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

**Last update:** (Kathy Dykes 4/24/15) - HSC discussion—still trying to schedule a meeting

**Last update:** (Faith Thompson, Doug Adams 4/24/15) – see attachment

**Current Update:** (Karen Frohoff 5/19/15) – The special education department, elementary directors, and principals of schools with HSC programs will be meeting on Tuesday, May 19<sup>th</sup> to discuss the HSC elementary programs and services for the 2015-2016 academic terms

**Current Update:** (Faith Thompson, Doug Adams 5/19/15) The week of March 23<sup>rd</sup>-29<sup>th</sup>, 2015 partnership invitations were extended to and accepted by the following schools and community mental health agencies/providers:

- Lafayette High School Principal
- Winburn Middle School Principal
- Elementary School Principal
- Paul Laurence Dunbar School Psychologist and Counselor
- Tates Creek Counselor
- Kentucky Valley Cooperative ( KVC)
- The Ridge
- Our Lady of Peace ( OLOP)/Kentucky One
- Bluegrass.org
- UK Psychiatry
- The Counseling Offices of Joy Harris DBA, Inspiring You to Be...

The Mental Health Workgroup met on May 29, 2015 to discuss charge of the group. The workgroup also developed three subcommittees that are meeting at various times and locations. The subcommittees are listed below:

1. Mental Health: Tiered Strategies
2. Mental Health: Direct Services
3. Mental Health: Systemic Model

In addition, the workgroup discussed a timeline to develop a District Mental Health Service Model Framework whereby schools can utilize as a model in order to develop and implement School Based Mental Health Service Models by the 2015-16 School Year.

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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.

**Last update:** [Meribeth Gaines, Melodee Parker 3/9/15] still on schedule for emails to go out to principals on demographics this month, as principals begin to attend staffing meetings for the 2015 2016 school year.

**Current update** 5/19/15 – No Update

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

**Last Update:** [Jimmy Brehm 4/13/15] The goal setting director team created a strong draft of more clearly defined goals that cover not only KPREP learning goals but extend into what we truly want from FCPS graduates. This document, still in early draft form, as improved and shared out will allow a tighter alignment with the CDIP and allow for clearly defined data related to progress of the goals to be communicated. This is powerful for the both the equity scorecard and CDIP. When creating these goals the CDIP and Equity Scorecard were used to generate the draft.

The Flash Evaluation of Assessment Team has had a 3-hour meeting and a 9-hour meeting where the foundations of a district assessment program were set and 3 assessment engines reviewed for how they meet the needs of the district. A major component is ensuring the data from the system ties to the learning goals of the district and allows for clear reporting to all stakeholders on frequent intervals of progress and need.

**Current updates:** 5/19/15 – No Update

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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.

**Last update:** [Jennifer Dyar and Melodee Parker 3/9/15] still on schedule for information to be shared out May/June 2015.

**Current update:** 5/19/15 – No Update

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.

**Last update:** [Vince Mattox 3/09/15] completed

**Current update:** 4/24/15 – Completed

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.

**Last update:** [Robbie Sayre and Superintendent] 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:** 5/19/15 Trend oriented KPREP data broken down by subgroups was shared and discussed at the last PLC (instructional directors meeting). Gaps and improvements (or lack thereof) in the different content areas were shared and discussed. That same data was on display at the May 15<sup>th</sup> cabinet meeting.

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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.

**Last update:** [Robbie Sayre 4/24/15] all data for the equity scorecard, except drop-out data, have been delivered to the Equity Council subcommittee (Objective Equity Indicators).

**Current update:** 5/19/15 – No Update

8. R.E.S.E.T Panel needs a holding placement for students' reintegration into FCPS. 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.

**Last update:** (Kathy Dykes 3/19/15) - RE-SET short-term alternative setting committee met on March 17, 2015. Our next meeting is scheduled April 22, 2015. This group had high school representation (TCHS and Lafayette), alternative school representation (MLK, STEAM, STABLE), agency representation (Day TX) and special education representation. Additional questions will be sent out to all high school to get input on what they believe would be an appropriate short-term alternative setting for students returning to the district.

**Current update** (Amanda Dennis 5/21/15) – At the last RE-SET panel meeting:

The need for a short term program was discussed, as well as several considerations and questions related to the short term program:

- Should the location be central (district housed) or spread out at individual schools?
- Short-term phase in program at the district level or a school within a school program.
- Space is a primary issue. District needs to have a short-term transition program.
- The short-term transition setting should not become a "holding tank" for students.

It was suggested that FCPS set up a Pilot program at one of the schools to monitor the short-term alternative setting, monitor and collect data on this. A question was asked about the success rate of those students returning via the RE-SET panel. Data will be collected to respond to this question. Each member was asked to make a bulleted list of ideas for the pilot program to be discussed at the next meeting in the fall.

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

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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.

**Last updates:** [Robbie Sayre and Melodee Parker 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.

**Current Update** 5/19/15 – No Update

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

**Last updates:** [Vicki Ritchie 4/24/15] Whitney Allison, Principal of Winburn Middle School, attended the Equity Council meeting on April 7, 2015. Ms. Allison shared the work and efforts of the Winburn staff, parents, students, and community partners as they work collaboratively to increase student achievement and decrease disciplinary referrals and student suspensions. Principal Allison will present her school information to the Board of Education on April 27, 2015.

**Current update:** 5/19/15 – Booker T. Washington elementary will be presenting its "Gap Reduction Plan" at the regular May Board meeting.