

Purpose:

Christian County Schools are committed to the success of every student. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

Racial Equity Team Members SY 2021-22:

Kim Stevenson	Keisha Benson	Renisha Elam	Tom Bell	Shawna Johnson
Arnelle Wesley	Tara Toliver	Gwenda Motley	Beverly Fort	Alethia West
Rico Rodriquez	Carla Criswell	Chris Bentzel	Cindy Cambell	Wendy Baker
Jessica Addison	Mancell Elam	Kelly Gates	Samatha Miles	Jason Russell
Laurel Pemberton	Elle Hancock	Angela Thomas	Sherry Hollaway	
Meagan Hickman	Josh Hunt	Kevin Jasper	Vice Killebrew	
Sara Shepherd	Robert Tyree	Krista Stratton	Mary Loveace	

The Five Areas of Focus:

- 1.Diversity In Curriculum, Instruction and Assessment
- 2.School Climate
- 3.Staffing and Classroom Development
- 4.Parental Involvement
- 5.Central Office Commitment to Racial Education Equity

Diversity in Curriculum, Instruction and Assessment		5 Areas of Focus			
Curriculum	Strategies/Practices	Data Points	Resources	Timeline	Action Step
Goal 1. Identify root causes and needed support for minority students to participate in advanced coursework.	<div><input checked="" type="checkbox"/> Convene focus group of recommended AA students, parents, and their teachers/admin to identify reasons why they may opt out of AP/Advanced coursework</div> <div><input checked="" type="checkbox"/> Draft plan for sub group participation</div> <div><input checked="" type="checkbox"/> Listen for root causes</div> <div><input type="checkbox"/> Analyze CCPS PLC Guidance Document for strategies in implicit bias</div>	<div><input type="checkbox"/> Increase sub group enrollment and completion of advanced classes.</div>	<div><input type="checkbox"/> Central Office Instructional Team</div> <div><input type="checkbox"/> Sub Group</div> <div><input type="checkbox"/> Alternative Program</div> <div><input type="checkbox"/> Administration</div> <div><input type="checkbox"/> Teachers</div> <div><input type="checkbox"/> School Data</div> <div><input type="checkbox"/> Diversity Administrator</div>	<div><input type="checkbox"/> August 30th</div> <div><input type="checkbox"/> September 30th</div> <div><input type="checkbox"/> On-going</div>	<div><input checked="" type="checkbox"/> Convene focus group of recommended AA students, parents, and their teachers/admin to identify reasons why they may opt out of AP/Advanced coursework</div> <div><input type="checkbox"/> Use findings from the focus group to recommend and plan for support.</div> <div><input type="checkbox"/> Share support plans with students/parents to get feedback and refine.</div>
Goal 2. School teams develop and implement MTSS plans to include academic and behavior interventions for ALL students demonstrating the need for additional support.	<div><input checked="" type="checkbox"/> Discuss strategies during the workshop with PBIS team members</div> <div><input checked="" type="checkbox"/> Data analysis and tracking</div> <div><input type="checkbox"/> Discuss practices and processes to improve MTSS</div>	<div><input type="checkbox"/> See decrease in office referrals.</div> <div><input type="checkbox"/> See one year of academic growth amongst all student populations.</div> <div><input type="checkbox"/> Implement interventions for</div>	<div><input type="checkbox"/> School PBIS Coach and Interventionist</div> <div><input type="checkbox"/> District Leadership</div> <div><input type="checkbox"/> Green River Regional Educational Cooperative</div>	<div><input checked="" type="checkbox"/> July 2021</div> <div><input checked="" type="checkbox"/> August 2021</div> <div><input type="checkbox"/> On-going</div>	<div><input checked="" type="checkbox"/> Intervention Workshop for all school teams July 15th-16th.</div> <div><input type="checkbox"/> School Plans Complete (include intentionally connecting each student to an adult & meaningful</div>

		all Tiers.			coursework). <input type="checkbox"/> Monthly monitoring meetings with school & district leadership. <input type="checkbox"/> Quarterly MTSS district meeting to monitor data/impact. <input type="checkbox"/> Each school implements PBIS.
Goal 3. Include regular reflection regarding implicit biases and the impact on teaching & learning.	<input type="checkbox"/> Create strategies for educators	<input type="checkbox"/> Number of staff who completes training	<input checked="" type="checkbox"/> Rev. Edward Palmer <input type="checkbox"/> PLC Guidance Document <input type="checkbox"/> Anecdotal evidence from PLC leaders	<input checked="" type="checkbox"/> June 7th <input type="checkbox"/> On-going	<input checked="" type="checkbox"/> District training on implicit bias.
Goal 4. Identify key ideas for Culturally Responsive teaching and learning and establish PD plan and support for all teachers for SY 21-22	<input type="checkbox"/> Present new concepts using student vocabulary <input type="checkbox"/> Interview students <input type="checkbox"/> Know your students <input type="checkbox"/> Empower students to share thoughts <input type="checkbox"/> Understand students' learning needs and styles	<input type="checkbox"/> Engagement of students. <input type="checkbox"/> Students demonstrate skills and understanding. <input type="checkbox"/> Teachers connect real-world issues to bolster lesson content.	<input type="checkbox"/> District Personnel Office	<input type="checkbox"/> On-going	<input type="checkbox"/> Complete Book Study with RE Curriculum Committee. <input type="checkbox"/> Design PD plan and support plan for all teachers.

School Culture/Climate		5 Areas of Focus			
Culture/Climate	Strategies/Practices	Data Points	Resources	Timeline	Action Step
Goal 1. Provide racial equity training for all staff on implicit bias and other topics.	<input checked="" type="checkbox"/> Implicit Bias training for all staff in the district. <input checked="" type="checkbox"/> Finalize subcommittee 30-60-90 day plan for Racial Equity <input checked="" type="checkbox"/> District Instructional Supervisor and Director of Alternative Programs begin planning Professional Development training for all district staff on Implicit Bias <input type="checkbox"/> This will also include an Implicit Bias test beginning with directors, administrators and staff <input type="checkbox"/> Administrators Retreat- Racial Equity, Trauma Informed Care Plan and how data will be used to make decisions with these programs <input checked="" type="checkbox"/> Begin a 30 day plan on	<input type="checkbox"/> Number of staff completing training. <input type="checkbox"/> New teacher training.	<input type="checkbox"/> District Leadership <input type="checkbox"/> Rev. Edward Palmer	<input checked="" type="checkbox"/> June 2024 <input checked="" type="checkbox"/> July 2024 <input checked="" type="checkbox"/> August 2024	<input type="checkbox"/> Provide PD for staff <input type="checkbox"/> Ensure new hires within the district are trained on Implicit Bias, Trauma Informed Care, self regulation strategies, and youth Mental Health

	Racial Equity first equity meeting for SY 21-22				
Goal 2. Provide professional development designed to reduce disproportionality in discipline practices.	<input type="checkbox"/> Administrators will be trained on racial equity through Administrator Academy and other professional development as needed <input checked="" type="checkbox"/> Universal Mental Health Screener <input checked="" type="checkbox"/> School Counselors begin mini lessons with classes or small groups of students <input checked="" type="checkbox"/> Review Mental Health Screener and look for additional data points to begin placing students in counseling programs <input type="checkbox"/> Continuation of School Counselor sessions and SBT sessions <input checked="" type="checkbox"/> Review September discipline data and make adjustments to interventions accordingly	<input type="checkbox"/> Monthly discipline data from schools.	<input type="checkbox"/> Director of Alternative Programs <input type="checkbox"/> School Counselor	<input type="checkbox"/> June 2021 <input type="checkbox"/> September 2021 <input type="checkbox"/> October 2021	<input type="checkbox"/> Administrator Academy agenda for each month will have a line item for Racial Equity Plan conversations and updates from committee meetings. <input checked="" type="checkbox"/> -Mental Health Screen review.
Goal 3. Provide professional development to All staff, including new staff, on Trauma Informed Care	<input checked="" type="checkbox"/> GGPS Trauma Plan submitted for approval to the Board of Education <input checked="" type="checkbox"/> In the Spring and Summer of 2020, all staff were trained on Trauma Informed Care <input checked="" type="checkbox"/> Trauma Informed Care School plans were written for the district that encompasses Racial Equity, Implicit Bias, PBIS and Trauma Informed <input checked="" type="checkbox"/> Director of Alternative Programs conducted PBIS/Trauma Informed Care training on July 28, 2021	<input checked="" type="checkbox"/> Develop the plan.	<input checked="" type="checkbox"/> District Leadership	<input checked="" type="checkbox"/> June 2021 <input checked="" type="checkbox"/> Spring 2020 <input checked="" type="checkbox"/> Summer 2020	<input type="checkbox"/> All staff will be trained on Implicit Bias, Trauma Informed Care and self-regulation strategies. <input checked="" type="checkbox"/> Newly hired staff after the starting date will receive all training. <input type="checkbox"/> Diversity Administrator will work with the Personnel department to get

					names of new teachers/ staff after the beginning date of school.
<p>Goal 4. Support work with PBIS(Positive Behavior Intervention) with school administration, teachers, Professional Learning Communities, and individual teachers to intentionally include culturally responsive strategies when implementing the multi-centered systems.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> MTSS workshop for all administrators, interventionist and PBIS coaches to get new guidelines for academic and behavior interventions <input checked="" type="checkbox"/> PBIS Coach meetings go through 20-21 discipline data begin to identify students that struggled and start putting together an intervention plan for them beginning the first day of school <input checked="" type="checkbox"/> PBIS meeting begin conversations on Tier II students that will begin in September 2021 after August data is prepared. (Attention on AA Males sub group population) <input checked="" type="checkbox"/> Begin identifying Tier II students and putting them in interventions <input checked="" type="checkbox"/> School walk-throughs the first two weeks of school to validate that all Tier I structures are in place for staff and students, so Tier II can begin <input type="checkbox"/> Tier II interventions for additional support and FBA on Tier III students to determine best practices for them <input checked="" type="checkbox"/> PBIS Coaches Meeting, Racial Equity Meeting(60-90 	<ul style="list-style-type: none"> <input type="checkbox"/> Train all staff. <input type="checkbox"/> Monitor using PBIS walk-thru document. 	<ul style="list-style-type: none"> <input type="checkbox"/> Director of Alternative Programs <input type="checkbox"/> PBIS Coaches 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fall 2020 <input checked="" type="checkbox"/> July 2021 <input type="checkbox"/> August 2021 <input type="checkbox"/> September 2021 <input type="checkbox"/> October 2021 <input type="checkbox"/> On-going 	<ul style="list-style-type: none"> <input type="checkbox"/> Students in Tier I will be 80% or higher. <input type="checkbox"/> Tier II students will be evaluated by reviewing the Tier II students success rate and will be at 90% by 2023.

	<p>day plan)and MTSS district meeting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin discussing community forums on racial equity in the school system(church, virtual forums, etc) <input checked="" type="checkbox"/> First set of discipline data prepared <input type="checkbox"/> Meetings will be held with school administrators that have a disproportionately high number of discipline referrals for sub groups to discuss root causes and verify their intervention system has fidelity 				
Goal 5. Provide differentiated supports for school and district/divisions/departments serving students of color and other marginalized groups to increase capacity in supporting and increasing school attendance by chronically absent students.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Climate Survey on each school <input checked="" type="checkbox"/> Review School Climate Survey results 	<input type="checkbox"/> Discussions during monthly meetings.	<input type="checkbox"/> Director of Alternative Programs	<input type="checkbox"/> September 2021 <input type="checkbox"/> October 2021 <input type="checkbox"/> On-going	<input type="checkbox"/> The Director of Alternative Program will report at monthly PBIS meetings with PBIS coaches and interventionists.
Goal 6. Monthly attendance data tracking will include data by race.	<input type="checkbox"/> DPP will run monthly attendance reports by ethnicity	<input type="checkbox"/> Increase in the attendance of students of color by 2023	<input type="checkbox"/> DPP	<input type="checkbox"/> On-going	<input type="checkbox"/> Data will be discussed with school leaders and district offices on a monthly basis.
Goal 7. Provide support for schools by Safe Crisis Management team to analyze and improve systems and strengthen data analysis.	<ul style="list-style-type: none"> <input type="checkbox"/> Monthly Safe Schools Coordinator meeting <input type="checkbox"/> These meetings will continue every month to ensure all school buildings and facilities are keeping schools 	<input type="checkbox"/> Discussion meeting.	<input type="checkbox"/> Assistant Superintendent- Josh Hunt	<input type="checkbox"/> On-going	<input type="checkbox"/> Ensure all requirements of Section I and II of the Risk Assessment Tool are at 90%.

Goal 8. Analyze students by race referred to Focus and Finish, Bluegrass Learning Academy and released using tracking and review of student behavior data to identify bias and racial equity.	<input type="checkbox"/> The Director of Alternative Programs will pull a monthly report to show the entry of students into the Alternative Programs by ethnicity and review with Racial Equity Committee	<input type="checkbox"/> Review data monthly.	<input type="checkbox"/> Director of Alternative Programs	<input type="checkbox"/> On-going	<input type="checkbox"/> Alternative Programs student population will be proportionate with the school population.
Goal 9. Ensure the inclusion of diverse relevant stakeholders in the process of revising the Code of Acceptable Behavior.	<input type="checkbox"/> DPP will review the nominations for Code of Acceptable Behavior committee meeting	<input type="checkbox"/> This will be done once a year before members are selected.	<input type="checkbox"/> DPP	<input type="checkbox"/> On-going	<input type="checkbox"/> DPP will make sure the Code of Acceptable Behavior Committee meetings will have a diverse representative.
Goal 10. Use suspension data to identify Tier II students by race and other marginalized groups in need of targeted interventions.	<input checked="" type="checkbox"/> The Director of Alternative Programs will work with the PBIS team on establishing the criteria for Tier II entry for consistency through the district based on discipline data	<input type="checkbox"/> This will be monitored weekly.	<input type="checkbox"/> Director of Alternative Programs	<input checked="" type="checkbox"/> December 2020 <input type="checkbox"/> On-going	<input type="checkbox"/> Reduce the number of students in Tier II and Tier III.
Goal 11. Review discipline referrals, suspensions, and restraints and seclusion data during monthly PBIS meetings, and develop support systems for schools as needed.	<input checked="" type="checkbox"/> The Director of Alternative Programs and Diversity Administrator will use the information to work with the PBIS team monthly on necessary training to support Racial Equity amongst students	<input type="checkbox"/> This will be monitored weekly and discussed monthly with the PBIS coaches.	<input type="checkbox"/> Director of Alternative Programs <input type="checkbox"/> DPP	<input type="checkbox"/> On-going	<input type="checkbox"/> There will be a 2% decrease in the AA/+ 1 discipline suspension report by 2023.

Staffing and Classroom Diversity		5 Areas of Focus			
Staffing	Strategies/Practices	Data Points	Resources	Timeline	Action Step
Goal 1. Actively recruit a diverse and high-quality staff.	<input type="checkbox"/> Attend Job Fairs at HBCU, Murray State and Western Kentucky <input type="checkbox"/> Attend online Job Recruitment Fairs <input type="checkbox"/> Opportunities through partnerships <input type="checkbox"/> Opportunities through University Practicums and hosting student teachers <input type="checkbox"/> Continue to support principals by facilitating connections with teacher candidates	<input type="checkbox"/> Increase in minority teachers hired for CCPS. <input type="checkbox"/> All SBDM have minority representation <input type="checkbox"/> By June 2023, CCPS will increase their minority teachers by 6%. <input type="checkbox"/> By June 2023, CCPS will increase their minority administrators by 2%.	<input type="checkbox"/> Director of Personnel <input type="checkbox"/> Director of Alternative Programs <input type="checkbox"/> Teacher Recruiter <input type="checkbox"/> Diversity Administrator <input type="checkbox"/> Colleges and Universities	<input checked="" type="checkbox"/> July 2024 <input type="checkbox"/> On-going	<input checked="" type="checkbox"/> Hire an Diversity Administrator.
Goal 2. Minimize teacher turnover rates.	<input type="checkbox"/> The Diversity Administrator will meet with new African American teachers once a semester. If a teacher needs more support, those meetings would occur more often	<input type="checkbox"/> Retaining staff at all buildings.	<input type="checkbox"/> Building Administrators <input type="checkbox"/> Diversity Administrator <input type="checkbox"/> Teacher Recruiter	<input type="checkbox"/> On-going	<input type="checkbox"/> Schools within the district retain a high percentage of new staff and veteran teachers.
Goal 3. Grow Our Own Teaching and Learning Pathway Partnership through Murray State University-students from both high schools	<input type="checkbox"/> Collaborate with Teaching and Learning Pathway teachers	<input type="checkbox"/> Increase minority student enrollment in the pathway.	<input type="checkbox"/> Teacher Recruiter <input type="checkbox"/> Diversity Administrator	<input type="checkbox"/> On-going	<input type="checkbox"/> See an increase of CCPS students attending MSU with the emphasis of earning a Education Degree.

Goal 4. Implement Educators Rising Program in the T & L Pathway.	<input type="checkbox"/> Opportunities afforded to students in the program through the curriculum, competition and conferences at the regional and state level.	<input type="checkbox"/> Inspire more CCPS high school students to pursue a career as a teacher.	<input type="checkbox"/> High School Administration <input type="checkbox"/> Guidance Counselor <input type="checkbox"/> Teacher Recruiter <input type="checkbox"/> Diversity Administrator <input type="checkbox"/> Teaching and Learning Pathway Teachers	<input type="checkbox"/> On-going	<input type="checkbox"/> See an increase in student membership within both high schools.
Goal 5. Grow Our Own Partnership with Kentucky State University for our currently employed African American Males to become certified teachers.	<input type="checkbox"/> Have at least 8 African American Males ready to take 2 classes towards their teaching degree with KSU in the spring semester <input type="checkbox"/> Work with a Community Liaison to provide community sponsorships	<input type="checkbox"/> Completion of classes and tuition assistance. <input type="checkbox"/> Increase the number of African American male teachers in CCPS.	<input type="checkbox"/> Teacher Recruiter <input type="checkbox"/> Diversity Administrator <input type="checkbox"/> Kentucky State University, Dr. Timothy Forde <input type="checkbox"/> Community Liaison	<input type="checkbox"/> January 2022 <input checked="" type="checkbox"/> On-going	<input type="checkbox"/> Have 8 male employees within the district starting classes in the Spring semester of 2022.
Goal 6. Monitor data to assist with gap closure.	<input type="checkbox"/> Monitor attendance data, discipline data, and academic data throughout the year by ethnicity <input type="checkbox"/> Discuss strategies to provide support during monthly PBIS meetings with the Alternative Programs Director	<input type="checkbox"/> See increase in attendance, grades and attitude. <input type="checkbox"/> See a decrease in discipline referrals and failures. <input type="checkbox"/> African American male students taking ownership of their learning/education.	<input type="checkbox"/> Director of Alternative Programs <input type="checkbox"/> Diversity Administrator	<input type="checkbox"/> On-going	<input type="checkbox"/> Meeting district expectations of student outcomes at the end of SY 2021-22.
Goal 7. Mentor African American students in both high schools.	<input checked="" type="checkbox"/> The Superintendent and Diversity Administrator will meet with approximately 20(Focus Group) students from each high school	<input type="checkbox"/> Develop leadership skills. <input type="checkbox"/> See a renewed sense of value that positively	<input type="checkbox"/> Superintendent <input type="checkbox"/> Diversity Administrator	<input type="checkbox"/> September 2021 <input type="checkbox"/> On-going	<input type="checkbox"/> See increase in focus group attendance and academic growth.

	<input type="checkbox"/> The purpose is to hear the student's voice and get feedback from them on the best way we can support them to reach their full potential as a student <input type="checkbox"/> The Diversity Administrator will check in with these students at least once a month, if not more	impacts their values and actions. <input type="checkbox"/> Enable growth for students. <input type="checkbox"/> See a decrease in discipline referrals.			<input type="checkbox"/> See decrease in AA male discipline referrals. <input type="checkbox"/> See ACT benchmark growth in the Spring semester.
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Parental Involvement		5 Areas of Focus			
Parental Involvement	Strategies/Practices	Data Points	Resources	Timeline	Action Step
Goal 1. CCPS will include parent engagement as a key component of district school strategic plans.	<input type="checkbox"/> District office personnel intentionally add parent engagement into the district's strategic plan	<input type="checkbox"/> District events held with more parent participation.	<input type="checkbox"/> District Office	<input type="checkbox"/> On-going	<input type="checkbox"/> Share plans with all stakeholders.
Goal 2. CCPS will address parent involvement and engagement policies annually to ensure that issues of poverty, limited English proficiency, access to technology and eliminating varying cultural expectations barriers among different ethnicities.	<input type="checkbox"/> Discuss strategies during the weekly Directors meeting	<input type="checkbox"/> See improved relationships with students, parents and community members.	<input type="checkbox"/> District Leadership	<input type="checkbox"/> On-going	<input type="checkbox"/> Communicating the plan with school leaders to implement within all schools.

Goal 4. Public Relations Officer will help promote community outreach and parent engagement with equity amongst all areas of the community.	<input type="checkbox"/> Communicate all CCPS events using various platforms <input type="checkbox"/> Communicate with building leadership about all upcoming events	<input type="checkbox"/> Engagement of community, parents and students.	<input type="checkbox"/> Director of Communications	<input type="checkbox"/> On-going	<input type="checkbox"/> Promote and communicate all events to appropriate stakeholders.
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Central Office Commitment		5 Areas of Focus			
Commitment	Strategies/Practices	Data Points	Resources	Timeline	Action Step
Goal 1. ALL IN!!	<input type="checkbox"/> Use ALL available resources to achieve ALL district outcomes <input type="checkbox"/> Be committed to All stakeholders	<input type="checkbox"/> See achievement scores rise across the district. <input type="checkbox"/> See ALL student outcomes being reached throughout the school year.	<input type="checkbox"/> Central Office Team	<input type="checkbox"/> On-going	<input type="checkbox"/> Central Office and District Leadership assisting, training and coaching school leadership in ALL areas, for future success.
Goal 2. By June 2023, district and school policies, procedures and practices will be reviewed through an equity lens.	<input type="checkbox"/> Observe and evaluate district policies, procedures and practices	<input type="checkbox"/> See positive results from policies, procedures and practices that are currently in place.	<input type="checkbox"/> Central Office <input type="checkbox"/> District Leadership	<input type="checkbox"/> On-going	<input type="checkbox"/> Central Office and District Leadership monitoring policies, procedures and practices throughout SY 2021-22.