

Disparities in Educational Outcomes Timeline

MEASURES OF SUCCESS

For each of the Recommended Strategies/Action Steps that follow, end of year data from 2015-16 will serve as the baseline from which to measure future progress. Specific outcomes and milestones will be developed during initial implementation in fall 2016.

TIMELINE

In order to achieve the desired outcomes and ensure *Excellence for Every Child*, the DEO Task Force acknowledges the need for immediate action, as well as strategic implementation of these Recommended Strategies/Action Steps over a five-year period.

IMPLEMENTATION

To ensure that the recommended action steps are adopted and implemented, the DEO Task Force proposes the following implementation strategies:

	Action Step	Stakeholder(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
1	Craft a clear implementation plan for individual strategies/action steps that include timelines, outcomes, and milestones and implement the plan as prescribed.	Primary: Identified KCS personnel, law enforcement, and community partners	<ul style="list-style-type: none"> Fall 2016 	<ul style="list-style-type: none"> Some completed, some still in progress. 	<ul style="list-style-type: none"> Some completed, some still in progress 	<ul style="list-style-type: none"> Some completed, some still in progress 	<ul style="list-style-type: none"> Some completed, some still in progress

	Action Step	Stakeholder(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
2	Transition the Disparities in Educational Outcomes Task Force into a Steering and Oversight Committee.	Primary: Superintendent	<ul style="list-style-type: none"> • Summer/Fall 2016 • Steering/Oversight Committee to meet every other month during 2016-2017 • Quarterly meetings to occur in 2017-2021 • Subcommittee meetings as needed beginning in Fall 2016 	<ul style="list-style-type: none"> • Committee formed and is meeting bimonthly. 	<ul style="list-style-type: none"> • Committee meeting bi-monthly 	<ul style="list-style-type: none"> • Committee meeting quarterly as outlined in May '16 report 	<ul style="list-style-type: none"> • Committee meeting quarterly as outlined in May '16 report

<p>3</p>	<p>Create an Ombudsman role.</p> <p><i>The Ombudsman serves as a resource for families, students, employees, and community to resolve issues, concerns, and complaints through mediation and education. The Ombudsman office also identifies school system service improvements that impact various stakeholders.</i></p> <p>The Ombudsman staff continues to build relationships, reflect, and revise support based on stakeholder needs.</p>	<p>Primary: Superintendent</p>	<ul style="list-style-type: none"> • Develop role and job description (Fall 2016) • Advertise and hire (Spring 2017) 	<ul style="list-style-type: none"> • Job posted on 12/9/2016 • 57 candidates applied. • Anticipated hire date by spring 2017. • Ombudsman hired and started job on March 27th 	<ul style="list-style-type: none"> • Stakeholder inquiries handled to date: 160+ • Inquiry Types/Themes: Transfers, Parent/Administration communication, KCS staff concerns, IEP/504 support, Discipline outcomes, guidance for complaints, discipline appeals, athletics, rezoning concerns, bullying, access to KCS/community resources and social services for families. • Board of Education Policy B-171 Ombudsman was added and approved as a revision to policy Complaints and Appeals to the Board –April 2018 • Website/Email for Ombudsman Office 	<ul style="list-style-type: none"> • Stakeholder inquiries handled to date: 240+ • Inquiry Types/Themes: Discipline Appeals, Harassment (Racial)/Civility concerns with student use and reporting practices, Bullying, Transfers, staff/HR concerns, IEP/504 implementation, Discipline/Suspension outcomes, and support to access various KCS, community, and social services resources for families (holiday help, food, clothing, housing, KUB, etc). The Ombudsman staff continues to build relationships, reflect, and revise support based on stakeholder needs. • KCS Service Improvements: • Transfer form revision 	<ul style="list-style-type: none"> • Stakeholder inquiries handled to date: 385+ • Inquiry Types/Themes: Discipline/suspension, discipline appeals, transfer requests, civility concerns, no trespass status, bullying-parent/student reporting, KCS investigating practices, staff/HR concerns, restorative practices use for reentry/repair, IEP 504 implementation, perceived discrimination in reporting school/subgroup data to parents, selection criteria/processes for students in school clubs/activities (ex. cheer, safety patrol) and support to access various KCS community and social services resources for
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					<p>available. online access for inquiries and to submit "OMBUDSMAN Service Requests". Calls, in person, and online inquires accepted.</p> <ul style="list-style-type: none"> • Will launch and lead Family Advisory Council in Fall 2017. The Family Advisory Council provides stakeholders opportunity to give feedback to improve engagement and student learning outcomes. Six meetings have been held this year from Sept through April. The 40 members represent all nine school districts. 	<ul style="list-style-type: none"> • Transportation customer service responses • Curriculum enhancements to reflect diverse cultures • Welcome Center opened 2018 - Resources and education for new to KCS, ELL and SPED families- • Family Advisory Council (FAC) - 65 members, including school parent reps, Knox County PTA, Centro Hispano and SPED, are 8 monthly meetings from Sept 2018 through Apr 2019. FAC reviews and gives input on KCS policies and practices for family engagement. Provides voice for concerns, strategies and recommendations for system improvements and the district's plan to improve family & community 	<p>families (ex school supplies, clothing, holiday help, food, housing, KUB, etc.)</p> <ul style="list-style-type: none"> • Ombudsman staff continues to build relationships, reflect, and revise support based on stakeholder needs. • KCS service improvements: Use Ombudsman data to inform/improve efforts with school staff and district leadership related to investigations, discipline practices, security protocols, parent-school-district relationships, community liaison on issues, communication with ELL families, ASPEN-Family portal and KCS customer service • Consulted with schools and KCS leadership
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	Action Step	Stakeholder(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
						engagement strategies implemented.	<p>on curriculum enhancements to reflect diverse cultures</p> <ul style="list-style-type: none"> • Welcome Center has served over 100 families so far this year as a resource for those new to KCS, ELL and SPED • The 2019-2020 Family Advisory Council (FAC) consists of 75 reps from each of the nine school districts, including parents, PTA, Centro Hispano and SPED. They will hold 8 monthly meetings from Sept through Apr

	Action Step	Stakeholder(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
4	Establish a comprehensive communication plan.	Primary: DEO Steering Committee	<ul style="list-style-type: none"> • Summer 2016 - ongoing 	<ul style="list-style-type: none"> • Update DEO page on KCS website • Post timeline • Begin reports to Board of Education in February 2017. • Plan continuing to unfold. 	<ul style="list-style-type: none"> • Initial plan will be developed prior to Fall 2017 Community Meetings were held in November 2017 and May 2018 	<ul style="list-style-type: none"> • Communication with public being done via public meetings and information on the KCS website 	<ul style="list-style-type: none"> • Communication with public being done via public meetings and information on the KCS website

RECOMMENDED STRATEGIES AND ACTION STEPS

STRATEGY 1: TRAINING

Training and staff development were key action steps identified by the Task Force in order to effectively change behavior and practices.

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
1.1	Require ongoing Cultural Competency training for all KCS staff (certified and classified) and provide cultural supports in order to meet identified outcomes	Primary: Executive Director of Student Support Services	<ul style="list-style-type: none"> Identify desired outcomes and content of training (Summer 2016) Identify vendor (Summer 2016) Initial training (2016-17) Ongoing training and support (2017-2021) 	<ul style="list-style-type: none"> RFP process resulted in nine bids. Five person selection committee rating bidders. Anticipated selection by March 1. Vendor selected through Knox County RPF process. Vendor withdrew from consideration by BOE in early May 	<ul style="list-style-type: none"> The RFP was released in August A contract with UTK College of Theory and Practice was approved by the BOE on Dec 6. Training was completed at 6 schools on 2/19, 7 schools on 3/1 Remaining work scheduled for 2018-2019 	<ul style="list-style-type: none"> Year one initial training will be completed for all KCS employees by May, 2019 	<ul style="list-style-type: none"> 100% of KCS schools had access to Phase 1 CC training by the end of the 2018-2019 school year. Approval of the Phase II curriculum is currently being finalized

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
1.2	Offer ongoing professional development on effective Classroom Management Strategies and cultural competency supports	Primary: Director of Professional Learning	<ul style="list-style-type: none"> • Develop program (Fall 2016) • Implement (2016-ongoing) 	<ul style="list-style-type: none"> • Currently offering ongoing PBIS professional development. • Additional PD depends on selected Cultural Competency vendor and support needed. • iZone schools already trained in support strategies. • Currently planning training for Summer '17 for 400+ teachers in Kagan Structures to increase student engagement in classroom instruction • Summer KCS State standards rollout training to include trained special ed and ELL teacher/presenters to support inclusive practices in standards-aligned instruction 	<ul style="list-style-type: none"> • Continuing PBIS professional development • Kagan training will begin this year due to late approval • Kagan training is scheduled for January and February • Kagan scheduled for June for 500+ teachers 	<ul style="list-style-type: none"> • Restorative Practice training continues • 7 schools were ID'd as Trauma-informed via a state grant • Professional Development and support for 400+ educators with Beck Cultural Exchange – Aug 8th event and staff development. • MLK-annual PD in- service training-cultural relevant topics (Sat-Jan19)- 200+ educators participated 	<ul style="list-style-type: none"> • Training in Restorative Practices has been completed and is currently being utilized in 64 schools. • Additional training based on the 6 Pillars has been completed in 7 trauma-informed schools
1.3	Provide ongoing professional development to support high quality, differentiated, core instruction to meet the needs of all learners (ELL,	Primary: Chief Academic Officer and Executive Director of Curriculum & Instruction	<ul style="list-style-type: none"> • Continued focus for system-wide in-service in 2016-17 	<ul style="list-style-type: none"> • Standards being finalized and aligned. • Currently training all K-2 teachers in foundational 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Ongoing

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
	SWD, advanced, struggling, etc.)		<ul style="list-style-type: none"> Continued focus for collaborative planning and instructional coaching support (2016-ongoing) 	<p>reading and strategies for supporting all students in a comprehensive reading approach (10 ½ days of learning during the school day to stress importance and to support transfer)</p> <ul style="list-style-type: none"> Plan focused and coordinated efforts with professional learning on differentiation Focus on aligned task and student work for discussion of differentiation of content, process, or product. EQUIP Protocol for Student Work Alignment and Context ELlevation to support English Learners with individualized goals and plans Monthly training with Principals and Coaches Bi-weekly training for Early Literacy coaches 			

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
				<ul style="list-style-type: none"> • DLD Day with Teachers • Coordinated plan for ongoing professional learning for differentiation 			
1.4	Train school resource officers to effectively address situations involving students with social/emotional/mental health issues and access appropriate resources	Primary: KCS Chief of Security	<ul style="list-style-type: none"> • Initial training (2016-17) • Follow-up and additional training (2017-ongoing) 	<ul style="list-style-type: none"> • SRO's have been instructed in 40-hour specialized training course. • Chief Rausch and Sheriff Jones will educate DEO as to SRO training. • Helen Ross McNabb Crisis Intervention Training • Follow-up with crisis support training • Training related to crisis intervention for law enforcement partners (KPD) is scheduled for early August and in the fall. KCSO participated in similar training in 2016. 	<ul style="list-style-type: none"> • KPD training taking place in August and fall. • SSO's training Aug, 2017 • In August 2018, SSO officers received training on the following subjects: State of TN Special Ed, Familiarization of Therapeutic Crisis Intervention and Cultural Diversity. 	<ul style="list-style-type: none"> • All SRO's will receive updates in August 2019 	<ul style="list-style-type: none"> • SRO's receive People in Crisis training in October

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
1.5	Utilize monthly arrest/discipline reports to identify areas of need for ongoing training	Primary: KCS Chief of Security	<ul style="list-style-type: none"> Establish quarterly reviews (2016-17) Implement training as needed (2016-ongoing) 	<ul style="list-style-type: none"> Currently reviewing data (arrests about same # as same time last year) Review of data in proposed SRO/Police/Sheriff Memorandum of Understanding. KCS and administration meet in January to discuss training MOU has been reviewed by Judge Teske and any recommendations from him have been incorporated into the document. It is currently being reviewed by Superintendent Bob Thomas Data is being collected from KCSO and Juvenile Court on arrests. Information is sent to Missy Massie. 	<ul style="list-style-type: none"> Monthly reports continue to be sent to all KCS principals Several recommendations suggested by the DEO Steering Committee have been incorporated into the MOU. These will be vetted by all signatories, then reviewed by the Board of Education Additional feedback from the community has been incorporated. BOE action is anticipated for February. Ongoing as of 4/13 	<ul style="list-style-type: none"> Still receiving arrest reports, analyzing and using data MOU currently in the hands of the newly appointed KPD Chief and newly elected Knox County Sheriff for review and reaction 	<ul style="list-style-type: none"> Arrest reports continue to be analyzed and used The MOU was approved by the Board of Education on July 17, 2019

STRATEGY 2: PROGRAMS

The Task Force identified a number of specific programs that are aligned to goals.

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
2.1	Implement Positive Behavioral Interventions and Supports (PBIS) in all KCS schools	Primary: Executive Director of Student Support Services teachers	<ul style="list-style-type: none"> Expand from 18 schools to 30 schools in 2016-17 Expand to 50 schools in 2017-18 Expand to all elementary schools in 2018-19 Expand to all middle and high schools by 2019-20 	<ul style="list-style-type: none"> 34 schools in 2016-2017 (in various stages of implementation). Ongoing training and support provided. 	<ul style="list-style-type: none"> 39 elementary schools, 9 middle schools, 10 high schools and 3 special day schools trained All schools should complete training by Summer 2018 	<ul style="list-style-type: none"> All schools have received core Tier1 training in PBIS Targeted training continues as coaching support for behavior liaisons 	<ul style="list-style-type: none"> All schools have staff that have attended a Tier 1 training in PBIS 3 special day schools have completed Tier 2 PBIS training 20 middle and high schools have completed Tier 2 PBIS training 34 elementary schools have completed Tier 2 PBIS training

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
2.2	Expand the Community Schools initiative and develop other community partnerships.	Primary: Executive Director of Student Support Services	<ul style="list-style-type: none"> Expand from 12 schools to 14 schools (2016-17) Double the number (24) of Community Schools by (2020-21) Expand partnerships to non-Community Schools (2016 – ongoing) 	<ul style="list-style-type: none"> New Hopewell and West View added as new community schools in 2016-2017. Total Community Schools = 14. 	<ul style="list-style-type: none"> Maynard Elementary added as community school in Aug, 2017 New Total Community Schools = 15. 	<ul style="list-style-type: none"> No additions this year 	<ul style="list-style-type: none"> Partnerships with current community schools continue to be added and enhanced
2.3	Implement “Handle with Care” program.	Primary: Executive Director Student Support Services	<ul style="list-style-type: none"> Communicate program to principals (Fall 2016) Implement Fall 2016 	<ul style="list-style-type: none"> Implemented and active. KPD has implemented Handle With Care program 	<ul style="list-style-type: none"> Implemented and active 	<ul style="list-style-type: none"> Implemented and active 	<ul style="list-style-type: none"> Implemented and active

<p>2.4</p>	<p>Develop and implement a Student Advisory Council.</p>	<p>Primary: Director of Community Relations</p>	<ul style="list-style-type: none"> • Work with school board student representative to develop goals and objectives of Council (Fall 2016) • Identify school representatives (Fall 2016) • Implement (Spring 2017) 	<ul style="list-style-type: none"> • Met with Board student representative, February 2017. • Focus groups will be scheduled to get input regarding the composition of the student council. • Will identify students to build the Student Advisory Councils (will probably be school-based). • Student input will be included in updated Student Bill of Rights • Project U – identifies student leaders across the county. • Building culture in the schools: 	<ul style="list-style-type: none"> • Will continue to obtain student input in variety of ways, including participation on DEO Steering Committee • Continue to expand and enhance Project U student leadership teams • Will continue to research and potentially develop district-wide Student Advisory Council • Project U student leadership teams were established in all high schools in September (middle school teams already exist) • From those teams, a district-wide Student Advisory Council was formed in October • The SAC, representing all KCS high schools, held its first meeting on Nov 1. Monthly meetings are planned through April • This year's SAC will hold its final meeting on 4/23. Plans for next year's 	<ul style="list-style-type: none"> • Oversight has been reassigned to ProjectU staff 	<ul style="list-style-type: none"> • The SAC, with a membership of 30 students, is meeting monthly during the 2019-2020 school year. Areas of focus this year so far are on kindness efforts to improve school cultures and addressing vaping issues
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	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
				student day-long training in part by Leadership Knoxville and Urban League.	<ul style="list-style-type: none"> SAC will begin in May 		
2.5	Develop and implement student mentoring program in middle and high school	Primary: Director of Community Relations	<ul style="list-style-type: none"> Develop program goals and objectives (Fall 2016) Recruit and train mentors (Spring 2017) Implement program (Fall 2017) 	<ul style="list-style-type: none"> Student Advisory Councils will help build the mentoring programs. 	<ul style="list-style-type: none"> Still to be built Prior – research current mentoring programs and determine where gaps exist 	<ul style="list-style-type: none"> Currently assessing existing secondary student mentoring programs 	<ul style="list-style-type: none"> Currently being done on a school by school basis

STRATEGY 3: POLICIES AND PRACTICES

The Task Force identified a number of policies and practices that either need to be reviewed and changed or developed and implemented.

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
3.1	Review all KCS Discipline Policies and Procedures and propose revisions that reflect Restorative Practices and alternatives to suspension.	Primary: Executive Director of Student Support Services	<ul style="list-style-type: none"> Establish a working group (Summer 2016) Bring proposed recommendations for school board approval (Spring 2017) Staff training and communication (Spring/Summer 2017) Implementation (2017-18) 	<ul style="list-style-type: none"> Discipline Committee formed of administrators, teachers, parents and community members. Meeting monthly. Three sub-committees also meeting monthly: Bill of Rights, Guidelines and Policies. Recommendations will be finalized and presented to Board of Education in June 2017. 	<ul style="list-style-type: none"> BOE members requested more time to get input from teachers and administrators regarding the Policy and Procedures revisions. They will finalize that and consider again in February, 2018. Multiple teacher and student feedback sessions have been conducted and additional administrator feedback sessions are planned The Discipline Committee will meet in December Awaiting BOE vote 	<ul style="list-style-type: none"> The Board of Education approved discipline policy revisions in June 2018 	<ul style="list-style-type: none"> Revisions complete
3.2	Restructure in school suspension (ISS) to reflect Restorative Practices and provide intervention support	Primary: Executive Director of Student Support Services	<ul style="list-style-type: none"> Include this strategy with 3.1 	<ul style="list-style-type: none"> Restorative Practice pilot in three schools (ISS). 	<ul style="list-style-type: none"> Restorative intervention classrooms established for 2017-2018 year 	<ul style="list-style-type: none"> This has been completed for middle and high schools 	<ul style="list-style-type: none"> This continues to be in place in middle and high schools

3.3	Eliminate “conduct prejudicial to good order” as a reason for school suspension	Primary: Executive Director of Student Support Services	<ul style="list-style-type: none"> Integrate this work with the discipline policy and procedure work 	<ul style="list-style-type: none"> Part of discipline committee outcomes. See 3.1 	<ul style="list-style-type: none"> On hold until Feb, 2018 	<ul style="list-style-type: none"> Eliminated 	<ul style="list-style-type: none"> Eliminated
3.4	Implement Restorative Practices in all KCS schools	Primary: Executive Director of Student Support Services	<ul style="list-style-type: none"> Pilot Restorative Practices at three (3) high schools (2016-17) Full implementation at all high schools (2017-18) Full implementation in all middle and elementary schools (2018-19) 	<ul style="list-style-type: none"> Restorative Practices pilots in three schools 	<ul style="list-style-type: none"> Elementary 42, Middle 8, High 10 Others in the process of being scheduled 	<ul style="list-style-type: none"> Awaiting updated information from Jeffrey Wright – will update ASAP Some staff members at every school have attended two-day Restorative Practice training sessions. Goal is to train all KCS staff 	<ul style="list-style-type: none"> Each KCS school has staff that have completed the 2-day Restorative Practices training Staff will continue to be trained through the 2-day RP trainings throughout the school year and summer
3.5	Define method of disaggregating, tracking and reporting discipline and academic data in grades K-12 for all schools	Primary: Office of Research, Evaluation, and Accountability	<ul style="list-style-type: none"> Develop methods for tracking and reporting (2016-17) Implement process (2017-18) 	<ul style="list-style-type: none"> Monthly reports sent to middle and high schools ePlan Developed and implementation begun in 2016-2017 	<ul style="list-style-type: none"> Monthly reports continue 	<ul style="list-style-type: none"> Monthly reports continue 	<ul style="list-style-type: none"> Monthly reports continue
3.6	Create and communicate a Stakeholder Bill of Rights (inclusive of students, parents, teachers, and administrators)	Primary: Chief Academic Officer and Executive Director of Student Support Services	<ul style="list-style-type: none"> Develop (Fall 2016) Implement (Spring 2017) 	<ul style="list-style-type: none"> Bill of Rights sub-committee formed of administrators, teachers, parents and community members. Meeting monthly. 	<ul style="list-style-type: none"> On hold until Feb, 2018 	<ul style="list-style-type: none"> No updates 	<ul style="list-style-type: none"> No updates

				<ul style="list-style-type: none"> Recommendations will be finalized and presented to Board of Education in June 2017. 			
3.7	Partner with law enforcement to reduce juvenile arrests at school (other than criminal activity such as drugs, weapons, etc.)	Primary: KCS Chief of Security	<ul style="list-style-type: none"> Fall 2016 - ongoing 	<ul style="list-style-type: none"> Partnership with law enforcement has resulted in decrease in arrests from 2015-16 to same period in 2016-17. 	<ul style="list-style-type: none"> Decrease in arrests continues 	<ul style="list-style-type: none"> Increase in arrests Are coordinating with law enforcement to discuss 	<ul style="list-style-type: none"> Ongoing
3.8	Utilize "disorderly conduct" consistently in all zip codes as a last resort for student arrest.	Primary: Knoxville Police Department and Knox County Sheriff's Office	<ul style="list-style-type: none"> Fall 2016 	<ul style="list-style-type: none"> Arrests are mostly adults. 	<ul style="list-style-type: none"> Arrests are mostly adults 	<ul style="list-style-type: none"> No updates 	<ul style="list-style-type: none"> No updates
3.9	Develop consistent tracking and monthly reporting of data by KCSO and KPD (on-campus student arrests by race, ethnicity, gender, offense, location, time of day).	Primary: Knoxville Police Department and Knox County Sheriff's Office	<ul style="list-style-type: none"> Develop plan (Summer 2016) Implement (Fall 2016) 	<ul style="list-style-type: none"> Monthly report from Juvenile Court 	<ul style="list-style-type: none"> The monthly report continues 	<ul style="list-style-type: none"> The monthly report continues 	<ul style="list-style-type: none"> The monthly report continues
3.10	Conduct a bi-monthly meeting between SRO and principal to review arrest data and develop proactive strategies to eliminate such events	Primary: KCS Chief of Security	<ul style="list-style-type: none"> Develop reporting and meeting protocol (Fall 2016) Implement process (Spring 2017) 	<ul style="list-style-type: none"> SRO MOU: will be principal's responsibility to hold monthly meeting with SRO, personnel from law enforcement MOU has been reviewed by Judge Teske and any recommendations 	<ul style="list-style-type: none"> Several recommendations suggested by the DEO Steering Committee have been incorporated into the MOU. These will be vetted by all signatories, then reviewed 	<ul style="list-style-type: none"> MOU currently in the hands of the newly appointed KPD Chief and newly elected Knox County Sheriff for review and reaction Meetings are currently taking place 	<ul style="list-style-type: none"> MOU approved by the Board of Education on July 17, 2019

				<p>ons have been incorporated into the document. It is currently being reviewed by Superintendent Bob Thomas</p> <ul style="list-style-type: none"> • Meetings are occurring with SRO's and school leadership. Documentation and tracking of the meetings is being handled by individual agencies. 	<p>by the Board of Education</p> <ul style="list-style-type: none"> • Additional feedback from the community has been incorporated • February BOE action is anticipated • Postponed to Summer 2018 		
3.11	Ensure culturally responsive classroom instruction	Primary: Chief Academic Officer	<ul style="list-style-type: none"> • Review KCS curriculum and instructional materials to ensure that it reflects diversity in culture and perspective (2016-17) • Refine understanding of "Teacher Knowledge of Students" in the TEAM rubric (2016-17) • Model and embed culturally responsive pedagogy in PD activities (2016 – ongoing) • Collaborate with higher 	<ul style="list-style-type: none"> • Identify teams of teachers to review the curriculum through the lens of the Cultural Competency Training. • Orient to new resources • Laying the foundation for the Standards Alignment • Planning to align with the language and the process of the Cultural Competency Training 	<ul style="list-style-type: none"> • Part of Cultural Competency Training 	<ul style="list-style-type: none"> • Year one cultural competency training will be completed for all KCS employees by May 2019 • New Middle School Honors Academy will look at underserved population. 54 teachers are meeting periodically re equity and roles • Recently piloted Wit and Wisdom program to raise rigor in classrooms around culture diversity, e.g. what do I know and what do I need to know? 	<ul style="list-style-type: none"> • 100% of KCS schools and departments had access to Phase I CC training in 2018-2019 • Phase II curriculum currently being developed for approval • Phase I will be held annually for new teachers

			<p>education partners to ensure that preservice teachers develop effective culturally responsive instructional practices (2016-ongoing)</p> <ul style="list-style-type: none"> • Review policies related to adoption of textbook and instructional materials and ensure compliance (Fall 2016 – ongoing) 	<ul style="list-style-type: none"> • Training a group of core content coaches and ELL teachers in SIOP, so they can train other teachers. • Researching site based curriculum materials selection with state law and textbook adoption laws • Ombudsman for Students with Disabilities hired. 			
3.12	Provide appropriate academic opportunities (including access to AP and honors curriculum) and instructional supports (including tutoring) for all students based on individual need	Primary: Chief Academic Officer	<ul style="list-style-type: none"> • Fall 2016 - ongoing 	<ul style="list-style-type: none"> • Competency Based Education Pilot at Vine and AE • Vertical Team Summer Kickoff with Math and ELA (grades 6-12) • Menu of Vertical Team services with Secondary Principals in February Principal Meeting • ELL GT groups based on nonverbal screeners 	<ul style="list-style-type: none"> • Vertical Team Summer Kickoff with Science and Social Studies (grades 6-12) • Proposed PSAT Grade 8 to identify underserved students • Pilot CTE Honors Course (Office of Innovation) 	<ul style="list-style-type: none"> • New Middle School Honors Academy till look at underserved population. 54 teachers are meeting periodically re equity and roles • Federal Title 4 dollars offset costs for AP or IB exams for students at need 	<ul style="list-style-type: none"> • No updates

3.13	Match each student with at least one caring adult in school	Primary: Executive Director of Secondary Schools	<ul style="list-style-type: none"> • Communicate expectations to middle and high school principals (Summer 2016) • Incorporate this as a strategy in STAR Plan/ePlan (Fall 2017) 	<ul style="list-style-type: none"> • Competency-based pilot at Vine Middle and Austin-East High • Staff will know students and standards and allow time for students to master curriculum at own pace. • Identify students preferences/ careers to explore 		<ul style="list-style-type: none"> • Training around mental health and new social/emotional learning standards continues for school counselors, social workers and psychologists • Hired Helen Ross McNabb onsite case managers for high schools. Some started in November, the rest in January. Working to do the same in middle schools 	<ul style="list-style-type: none"> • Helen Ross McNabb onsite case managers in KCS high schools continues • Contract for Helen Ross McNabb onsite case managers in KCS middle schools was approved in September 2019
3.14	Ensure strong family and community engagement and parent/student advocacy centered on mutual responsibility and support	Primary: Director of Community Relations and Director of Public Affairs	<ul style="list-style-type: none"> • Fall 2016 - ongoing 	<ul style="list-style-type: none"> • Part of Ombudsman's role • Director of Community Relations and Ombudsman will develop plan for strengthening family and community engagement by Summer 2017 	<ul style="list-style-type: none"> • Ombudsman will launch and lead Family Advisory Council in Fall, 2017 • The Family Advisory council met 6 times this year between September and April. (See "3") • KCS Policy I-270 Family and Community Engagement was revised and approved on August 17. 	<ul style="list-style-type: none"> • 65 member Family Advisory Council meeting monthly from Sept '18 through Apr '19 	<ul style="list-style-type: none"> • 75 member Family Advisory Council, consisting of parents, PTA, Centro Hispano and SPED, is meeting monthly from September through April

					<ul style="list-style-type: none"> • Ombudsman and FAC reviewed and provided recommendations for the district's improvement plan for family/community engagement 		
3.15	Provide classroom, school and district information and services in multiple languages for non-English speaking families	Primary: Director of Public Relations and Supervisor of ELL/World Languages	<ul style="list-style-type: none"> • Summer 2016 – ongoing 	<ul style="list-style-type: none"> • KCS website has capability to provide information in different languages but "computer translation" is not always correct translation. • Will become more diligent in using more languages to communicate to non-English speaking families at meetings and through parent messaging system. • Financial investment for translators • High school online courses (Edgeuity) are available in 12 languages to 		<ul style="list-style-type: none"> • Welcome Center serves students and families of non-English speaking families • Working specifically with students 16 and older to ensure optimization of high school graduation 	<ul style="list-style-type: none"> • The Welcome Center serves students and families of non-English speaking families • Working specifically with students 16 and older to ensure optimization of high school graduation • Working toward designing a newcomer academy • Working to create Facebook and Twitter pages for KCS in Spanish, Arabic, Kirundi and Swahili that could be used for inclement weather, school calendar, reminders to apply for free lunch, announcing when

				read or be read to.			<p>grade cards are available, etc.</p> <ul style="list-style-type: none"> • The KCS website is undergoing a re-design that should be easier for all users to navigate to find information
3.16	Develop classroom resources for teachers who teach and support ELL students	<p>Primary: Supervisor of ELL/World Languages</p>	<ul style="list-style-type: none"> • Fall 2016 - ongoing 	<ul style="list-style-type: none"> • SIOP (Sheltered Instruction Observation Protocol) • ELlevation to support English learners with individual goals and plans and correspondence in different languages to families. 		<ul style="list-style-type: none"> • It is Curriculum and Instruction's focus to ensure that every teacher has a basic understanding of how to make content comprehensible to ELL students 	<ul style="list-style-type: none"> • Expanded the use of SIOP (Sheltered Instruction Observation Protocol) • Provided additional supports through ELlevation to support English learners with individual goals and plans and correspondence in different languages to families

STRATEGY 4: PERSONNEL

The Task Force recognizes the need to increase the diversity of faculty and staff in the Knox County Schools.

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
4.1	Enhance minority recruiting efforts	Primary: Executive Director of Human Resources	<ul style="list-style-type: none"> Identify current % of minority candidates in applicant pool (Summer 2016) Develop user friendly methods to identify minority candidates (2016-17) Establish diversity targets for district and schools (Winter 2016) 	<ul style="list-style-type: none"> Talent Acquisition and Retention Liaison to start job in March 2017. Teacher pipeline through Project GRAD, UTK Identified and hired Talent Acquisition and Retention Liaison in February 2017. Have begun preliminary work to expand and revamp local teacher pipeline via strategic partnerships with local universities. Attended regional recruitment fairs and increased online job advertisements to reach a broader community of teacher candidates (Spring 2017) A principal focus group is being 	<ul style="list-style-type: none"> Designed and implemented online exit interview process to better understand the gaps, barriers, challenges and opportunity areas causing teachers and employees to voluntarily terminate employment with KCS (Spring 2017) Submitted grant proposal for TDOE Diversity Innovation Planning grant focused on better understanding the experiences, challenges and barriers faced by minority educators in our community. If secured, Phase II of the grant will include funding to support the implementation or short- mid and long term goals and priorities identified during the planning phase (Summer 2017) 	<ul style="list-style-type: none"> Developed online system for tracking all student teaching and clinical placements – demographic data is collected on students, which better equips us to target specific student populations for recruitment (i.e. educators of color) Will attend recruitment fairs again this year at the following HBCUs: Spelman Morehouse & Clark Atlanta University. Will also 	<ul style="list-style-type: none"> Will attend recruitment fairs again this year at the following HBCU's: Spelman, Morehouse, Clark Atlanta and North Carolina A&T Will also attend recruitment fairs in urban metropolitan areas with larger concentrations of minority educators: Kennesaw State, Mercer University and Xavier of Ohio Partnering with local colleges and universities to develop formal minority student

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
				<p>scheduled for Summer 2017 to gather input on how to streamline and integrate the applicant tracking process.</p>	<ul style="list-style-type: none"> Designed recruitment fair travel schedule for Fall 2017 to include visits to more HBCUs and EPPs with a demonstrated commitment to minority student enrollment (Summer 2017) Started work on developing a comprehensive payscale analysis in hopes of constructing a compelling case on how the district's current salary schedule is a significant barrier to recruitment and retention efforts. Was awarded the TDOE grant (see above) 	<p>attend recruitment fairs at several new universities this year: Ole Miss and Xavier of Ohio</p> <ul style="list-style-type: none"> Recommended a new funding model that restructures our signing bonuses as stipends in an effort to payout more to teachers in high need instructional areas – also proposed looking at use of the stipend structure to compensate teachers at priority schools 	<p>recruitment plans</p> <ul style="list-style-type: none"> Developing PD for principals focused on cultivating school cultures focused on inclusion Facilitated preliminary conversation about the development of an alternative pathway program to licensure for educators in East TN Currently exploring alternative pathway programs with regional EPP Partner focused on attracting educators of color to the field
4.2	Develop community promotion activities to attract/retain	Primary: Executive Director of Human Resources	<ul style="list-style-type: none"> Fall 2016 - ongoing 	<ul style="list-style-type: none"> Recruiting Fairs Advertisement in EdWeek, etc. 	<ul style="list-style-type: none"> Secured board and committee representation with a variety of local organizations 	<ul style="list-style-type: none"> Attended National Urban League Convening 	<ul style="list-style-type: none"> Continuing partnerships with local community organizations

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
	minority teachers			<ul style="list-style-type: none"> • Recruiter position posted. • Collaborated with the Knoxville Chamber and Visit Knoxville to secure marketing collateral for out-of-state teacher recruitment initiatives (Spring 2017) • Partnered with UTK's Graduate School of Education to spearhead a targeted HBCU recruitment initiative (Spring 2017) • Will identify additional constituents and strategic partnerships for Fall 2017 recruitment initiatives during Spring and Summer 2017 	<p>focused on issues of diversity, inclusion and minority retention in Knoxville: UT Commission for Blacks, Knoxville Chamber: Diversity Champions and Connect Knox (Summer 2017)</p> <ul style="list-style-type: none"> • Attended the NOYCE Conference with UTK and attended session with district leaders and EPP representatives in the SE Region to discuss strategies, partnerships and best practices around encouraging minority students to explore careers in math and science education (Summer 2017) • Partnered with UTK to visit The Lowery Institute in Atlanta, GA. Met "change agents" attending HBCUs in the Atlanta University Center to discuss opportunities to engage and lead social justice efforts 	<p>on Issues in Education – best practices around retention efforts were highlighted, as were emergent trends in the recruitment and retention efforts for educators of color. This information will inform our district's efforts going forward.</p> <ul style="list-style-type: none"> • Partnered with Knoxville Chamber to develop "Welcome 865" – programming focused on helping "New to Knox" minority professionals get connected and plugged into our 	<p>focused on providing support for minority educators in our region</p> <ul style="list-style-type: none"> • Attended Villamaria Symposium at Maryville College • Attended TN Education Research Alliance (TERA) regional session focused on minority educator recruitment and retention

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
					<p>by pursuing careers in public education (Summer 2017)</p> <ul style="list-style-type: none"> • Attended recruitment fairs at two new HBCU's at NC A&T Univ and Spelman College • Held 2018 Districtwide Recruitment Fair: leveraged a variety of diversity-focused community partners to promote to communities and potential applicants of color • Prioritized the inclusion of principals and ap's of color in recruitment efforts • Began preliminary programmatic brainstorming around development of a Minority Educators' Advisory Council 	<p>communities .</p> <ul style="list-style-type: none"> • Conducted a focus group with educators of color in collaboration with the Tennessee Educators of Color Alliance (TECA) statewide report: Sharing Our Stories – Perspectives from Teachers of Color in Tennessee 	
4.3	Establish minority professional mentoring and networking activities	Primary: Executive Director of Human Resources	<ul style="list-style-type: none"> • Fall 2016 – ongoing 	<ul style="list-style-type: none"> • Scheduled several "Get to Know Knox County" visits for interested out-of-state teacher candidates (Spring 2017) 	<ul style="list-style-type: none"> • Partnered with Knoxville Young Professionals to host a welcome/networking event for new teachers (Summer 2017) 	<ul style="list-style-type: none"> • Partnered with Knoxville Chamber to develop "Welcome to 865" – programming focused on helping 	<ul style="list-style-type: none"> • Working with new Knoxville Chamber president to explore opportunities focused on minority

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
				<ul style="list-style-type: none"> Started identifying principal partners to support this work (Spring 2017) 	<ul style="list-style-type: none"> Partnering with organizations like New2Knox and the Chamber to develop programming focused on helping teachers new to the Knoxville area get plugged in and connected to our community in an effort to bolster retention efforts (Summer 2017) 	<p>“New to Knox” minority professionals get connected and plugged into our communities</p> <ul style="list-style-type: none"> Recommended the development of a Minority Educators Advisory Council to provide the district with feedback and insights around the unique issues and challenges faced by educators of color 	<p>young professionals</p> <ul style="list-style-type: none"> Leveraging and supporting the work of the Knoxville Area Urban League Young Professional Group by sharing their programmatic information with teacher candidates and existing educators of color
4.4	Increase the number of male teachers, particularly in elementary school	Primary: Executive Director of Human Resources	<ul style="list-style-type: none"> Fall 2016 - ongoing 	<ul style="list-style-type: none"> Teacher pipeline through Project GRAD, UTK Ongoing outreach to local and regional universities regarding opportunities to 	<ul style="list-style-type: none"> Continued outreach to local and regional universities regarding opportunities to partner around enhancing the robustness and demographics of 	<ul style="list-style-type: none"> Developed online system for tracking all student teaching and clinical placements – demographi 	<ul style="list-style-type: none"> Continuing to leverage data that allow us to best target our recruitment efforts at EPPs with the largest

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
				<p>partner around enhancing the robustness and demographics of the existing teacher pipelines (ongoing)</p>	<p>the existing teacher pipelines (Ongoing)</p> <ul style="list-style-type: none"> • Developed and designed a recruitment video strategically focused on highlighting the cultural, ethnic and gender diversity of KCS for use during recruitment initiatives and efforts (Spring and Summer 2017) • Designed and updated marketing and promotional banners to be more representative and inclusive of male educators • Conducted recruitment visits to colleges and/or universities known for producing a large number of male educators (based on state EPP data) • Prioritized the inclusion of male principals and ap's in recruitment and outreach efforts 	<p>c data is collected on students, which better equips us to target specific student populations for recruitment (i.e. male educators)</p> <ul style="list-style-type: none"> • Conducted recruitment visits to colleges and/or universities known for producing a large number of male educators (based on state EPP data) • Prioritized the inclusion of male principals and AP's in recruitment and outreach efforts • Partnering with regional universities to 	<p>concentrations of male educators</p> <ul style="list-style-type: none"> • Exploring alternative pathway programs as a means to attract more male educators of color to the region

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
						conduct individualized presentations with their students on navigating the recruitment and hiring process in Knox County – these presentations provide early access to minority students	
4.5	Ensure that struggling students (students performing below grade level standards) have access to highly effective teachers	Primary: Executive Director of Secondary Schools, Executive Director of Elementary Schools and Executive Director of Innovation and School Improvement	<ul style="list-style-type: none"> Fall 2016 - ongoing 	<ul style="list-style-type: none"> Principals utilize data to assign students to teachers. Emphasize placement of more effective teachers with struggling students. 	<ul style="list-style-type: none"> Continuing in 2017-2018 via principals 	<ul style="list-style-type: none"> It is always Curriculum and Instruction's focus to support teachers and ensure high effectiveness 	<ul style="list-style-type: none"> It is always Curriculum and Instruction's focus to support teachers and ensure high effectiveness
4.6	Budget permitting, explore opportunities to increase the number of school counselors, social workers, behavior liaisons and other support personnel	Primary: Director of Finance	<ul style="list-style-type: none"> Fall 2016 - ongoing 	<ul style="list-style-type: none"> Initiatives in near future: International Welcome Center Must prioritize future initiatives for budget projections 	<ul style="list-style-type: none"> 30 Restorative Interventionists hired and deployed to all middle and high schools Fall 2017 The International Welcome Center is slated to open in November at Lincoln Park 	<ul style="list-style-type: none"> Addition of 16 extra contract days for teachers, counselors, librarians, and instructional support 	<ul style="list-style-type: none"> Budget meetings are currently underway

	Action Step	Person(s) Responsible	Timeline	Progress/Status			
				2016-2017	2017-2018	2018-2019	2019-2020
	at all school levels			<ul style="list-style-type: none"> • Currently need additional funds for Community Schools (custodians, security, etc.) and ELL (training, teachers, etc.) • Three additional Behavior Liaison positions were added for the 2016-2017 school year. 	<ul style="list-style-type: none"> • The Welcome Center is open 	<ul style="list-style-type: none"> • positions at six cusp/priority schools • Net addition of 18.6 FTE across the district in the following position categories: ELL teachers, SPED teachers, nurses, assistive technologists and restorative interventionists • Net increase to the budget of \$1.48m for positions focused on reading instruction and assistance to struggling schools 	