

## SY 23-24 Black Excellence Plan

[Learn more about the Black Excellence Resolution here](#)

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| <b>Description</b> | The <a href="#">DPS Board resolution</a> requires all schools to have a plan to identify gaps in performance for Black students and create an action plan to close these gaps across the district and within all schools. This plan may be modified, but the requirements of the Board Resolution, outlined below, must be included in any school-determined plan.   |
| <b>Directions</b>  | <p>Ensure that data presented in the current performance tab is also presented disaggregated by student subgroups, including Black students. At minimum, ensure that there is at least one action step related to the school's major improvement strategy(s) that focuses on additional actions that will support Black students.</p> <p>In the space below, identify what <b>PRIORITY FOCUS AREAS</b> you will address in the '23-24 school year for your Black students. Once identified, articulate <b>ANNUAL PERFORMANCE TARGETS</b> for each area and the <b>ACTION STEPS</b> you will take to achieve these targets.</p> <p>PRIORITY FOCUS AREAS (PFAs) for Black students traditionally relate to content referenced in the <a href="#">Black Excellence Resolution</a>, such as academic achievement and growth, social and emotional mental health, students with disabilities, discipline, and gifted and talented. While critical, leaders should also consider PFAs that more directly reflect adult actions. These include but are not limited to: school engagement with Black families, staff mindsets and implicit biases, encouraging student voice, and specific internal school processes and procedures. Schools should select the focus areas and the corresponding metrics that best suit their specific conditions.</p> <p>For each ANNUAL PERFORMANCE TARGET, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year. View the <a href="#">BEP Resource and Facilitator Guide</a>, <a href="#">Criteria for Success</a>, and <a href="#">Recommended BEP Performance Metrics</a>.</p> |

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| <b>Reflection</b>  | Use these <a href="#">BEP Reflection Prompts</a> to guide your thinking regarding the implementation of your '23-24 BEP.  |
| Please review your previous year's BEP to complete this section. | <p><b>What worked in this past school year in your BEP implementation? For whom did it work? And under what conditions?</b></p> <p>We were able to implement our Black Student Advisory this year- this was a success in highlighting the voice of our older Black students, as they helped to guide our Black History month topics/stories, Black Girl Mathgic topics, and other school-wide decisions that needed more student voice. Something that was tricky this past year was that one Admin essentially owned Black Girl Mathgic and Black Student Advisory and due to her time constraints, last minute needs elsewhere, etc, our implementation was not as consistent or impactful. ILT also felt that we may have over-committed in last year's plan and therefore did not implement all the action steps and engagement as well as we would have hoped. Our aim for next year is to better share the load and experiences with teachers/admin across the building in order to build capacity in others and exponentially increase the amount of opportunities to engage with our Black students in meaningful ways.</p> |

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| <b>Vision</b> | Write down your Vision for your '23-24 BEP.  |
|               | Example: <i>"We lift up Black Voices and identities, celebrating the excellence within our Black students and families, and ensure our school is inclusive and empowering so our Black students thrive."</i>   |
|               | <p>We lift up Black voices and identities by celebrating the excellence within our Black students and families through engagement and enrichment opportunities to ensure our school is inclusive and creates a sense of belonging for all students to thrive.</p> <p>Black Girl Mathgic Plan: <a href="https://docs.google.com/document/d/10zkZv_yAmQZeKjNw3P7XJrHfN_KCMX5rhuJkJa7WR0/edit?usp=sharing">https://docs.google.com/document/d/10zkZv_yAmQZeKjNw3P7XJrHfN_KCMX5rhuJkJa7WR0/edit?usp=sharing</a><br/>           Student Advisory Council Plan: <a href="https://docs.google.com/document/d/1t1mw4qYzL-HwGVwAIWD6amppaHQnOloFyX6NNbnvFU/edit?usp=sharing">https://docs.google.com/document/d/1t1mw4qYzL-HwGVwAIWD6amppaHQnOloFyX6NNbnvFU/edit?usp=sharing</a><br/>           Simms Fayola:</p> |

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| <b>Target Setting</b>  |  |  |  |
| SELECT 2-3 PRIORITY FOCUS AREAS FOR YOUR BLACK STUDENTS FROM THE DROPDOWN LISTS OR WRITE-IN YOUR OWN | PERFORMANCE METRIC(S):<br>How will you monitor progress on this PFA? | DATA RESOURCES<br><a href="#">BEP Resource &amp; Facilitator</a> | <b>ANNUAL PERFORMANCE TARGETS FOR BEP PFAs</b> |

| Target Setting  | REMEMBER: Focus Areas can also address staff mindsets, school processes, and other adult actions or processes. | (see <a href="#">RECOMMENDED METRICS</a> )  | <a href="#">BEP Resource &amp; Facilitator Guide</a>   | 2023-2024<br>SEPT. STARTING POINT  | 2023-2024<br>MAY END TARGET GOAL   | 2024-2025<br>MAY END TARGET GOAL   |
|---|--|---|--|--|--|--|
|   | SOCIAL AND EMOTIONAL MENTAL HEALTH   | BESS Data (Number of Black students in 3rd-5th in the extremely elevated/ elevated categories decreases) and number of Black students in normal category increases.   | <a href="#">BESS Data Principal Portal Reporting Services Portal DPS Your Voice/Tu Voz Surveys</a> |  |  |  |
|   | SOCIAL AND EMOTIONAL MENTAL HEALTH   | BESS Data (Number of Black students in K-2nd in the extremely elevated/ elevated categories decreases) and number of Black students in normal category increases.   |  |  |  |  |
|   | DISCIPLINE: ISS  | 22-23 SY: 63% of students with ISS were Black. Decrease this  |  |  |  |  |
|   | ACADEMICS: Mathematics   | Decrease the # of Black students SBGL on Math Interims  |  |  |  |  |
|   | ACADEMICS: English Language Arts   | Decrease the # of Black students SBGL on ELA Interims   |  |  |  |  |
|   | ACADEMICS: On Grade Level  | Count Black Ss who are on Grade Level or Above as per Dibels  |  |  |  |  |
|   | DISCIPLINE: OSS  | No disproportionality with number of Black students receiving OSS   |  |  |  |  |
|   | OTHER (Please Specify):<br>Attendance  | Attendance data: Black students have average attendance of 92% or greater.  |  |  |  |  |
|   | OTHER (Please Specify):<br>_____   |   |  |  |  |  |
| OTHER (Please Specify):<br>_____  |  |   |  |  |  |  |
| EXAMPLE   | ACADEMICS: Black Students On Grade Level   | Count of Black students who were below proficient/benchmark on incoming assessment content at the beginning of the year who became proficient/at benchmark or higher at the end of the year on the relevant assessment. | READ Act; CMAS-Math; CMAS-ELA/CSLA   | % of prior year Black 4th graders on grade level: 59%<br>% of prior year Black 5th graders on grade level: 67% | % of prior year Black 4th graders on grade level: 75%<br>% of prior year Black 5th graders on grade level: 75% | % of prior year Black 4th graders on grade level: 100%<br>% of prior year Black 5th graders on grade level: 100% |
| <p align="center"><b>23-24 Action Steps (Add rows as needed to complete a 1-year plan)</b></p> <p align="center">Ensure to detail somewhere in your Action Step Descriptions how you plan to review performance data and create individualized plans for every Black student.</p> <p align="center"><b>Based on your reflections and analysis of your current data, describe in the space below your Theory of Action that outlines your highest priority strategies for improving Black Excellence in your school based on your performance targets. Include how you will (1) engage with Black families and (2) make connections to your school-wide major improvement strategies.</b></p> <p align="center"><a href="#">Click here</a> for some ideas on how to involve Black families in your BEP. <a href="#">Click here</a> for some guidance on creating a Theory of Action.</p> |  |   |  |  |  |  |

If there is a clear scope and sequence for a year long Black Excellence Plan, then there will be strong school-wide engagement and implementation including teachers, families, and students.

| Time Period                    | Action Step  | Identify which PFA this action step addresses | Role(s) Responsible | Steps Completed | Support Needed to be |
|--------------------------------|--|---|---------------------|-----------------|----------------------|
| September                      | <i>Create and implement system for recording crisis calls to track frequency and duration of time out of class, when applicable.</i>                                 | <b>Social and Emotional and Mental Health</b> | AP                  | Complete        |                      |
| October                        | <i>Formation of Student Council and, Simms Fayola youth mentoring</i>  | <b>Social and Emotional and Mental Health</b> | ILT                 | Complete        |                      |
| September<br>October           | <i>Home Visits, Relationship Rallies, and/or Attendance Interventions (and process for accountability for each team member being a part of this)</i>                 | <b>Social and Emotional and Mental Health</b> | ILT                 | Complete        |                      |
| Weekly<br>September<br>October | <i>Teacher Support Meetings/Interventions with identified students to review and support accommodations, behavior plans, point sheets, dojo, etc</i>                 | <b>Discipline</b>                             | AP                  | Complete        |                      |
| September<br>October           | <i>Implementation of Culturally Responsive Education through Unit/Lesson Internalization</i>   | <b>Academics</b>                              | ILT                 | Complete        |                      |
| October                        | <i>Facilitation and Implementation of DDI cycle with Interim data</i>  | <b>Academics: Math and ELA</b>                | Principal           | Complete        |                      |
| September                      | <i>Facilitation and Implementation of DDI cycle with Dibels data</i>   | <b>Academics: On Grade Level</b>              | ILT                 | Complete        |                      |
| October                        | <i>Use disaggregated BESS data from 22-23 and incoming data to look for disproportionality in Black students' needs and create or adjust mental health supports.</i> | <b>Social and Emotional and Mental Health</b> | AP                  | Complete        |                      |

Action Plan

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|  | <b>September<br/>October</b>            | <i>Use disaggregated attendance data and success plans created in the 22-23 year to look for disproportionality with attendance and create or adjust success plans as needed.</i> | <b>Attendance</b>                             | AP  | Complete        |  |
|  | <b>November</b>                         | <i>Analysis and adjustment of the system for recording crisis calls to track frequency and duration of time out of class, when applicable.</i>                                    | <b>Social and Emotional and Mental Health</b> | AP  | Complete        |  |
|  | <b>November</b>                         | <i>Engaging and supporting teachers with completion of Student Advisory group goals &amp; Simms Fayola activities.</i>  | <b>Social and Emotional and Mental Health</b> | ILT | Complete        |  |
|  | <b>November<br/>December</b>            | <i>Home Visits, Relationship Rallies, and Attendance Interventions (and process for accountability for each team member being a part of this)</i>                                 | <b>Social and Emotional and Mental Health</b> | ILT | Complete        |  |
|  | <b>Weekly<br/>November<br/>December</b> | <i>Teacher Support Meetings/Interventions with identified students to review and support accommodations, behavior plans, point sheets, dojo, etc</i>                              | <b>Discipline</b>                             | AP  | Complete        |  |
|  | <b>November<br/>December</b>            | <i>Adjustment of Culturally Responsive Education (Unit/Lesson Internalization) Templates and Processes</i>  | <b>Academics</b>                              | ILT | Complete        |  |
|  | <b>November<br/>December</b>            | <i>Facilitation and Implementation of DDI cycle with Dibels data</i>  | <b>Academics: On Grade Level</b>              | ILT | Complete        |  |
|  | <b>November<br/>December</b>            | <i>Use disaggregated attendance data and success plans created in the 22-23 year to look for disproportionality with attendance and create or adjust success plans as needed.</i> | <b>Attendance</b>                             | AP  | Complete        |  |
|  | <b>February</b>                         | <i>Analysis and adjustment of the system for recording crisis calls to track frequency and duration of time out of class, when applicable.</i>                                    | <b>Social and Emotional and Mental Health</b> | AP  | Not yet started |  |
|  | <b>January<br/>February<br/>March</b>   | <i>Engaging and supporting teachers with completion of Student Advisory group goals, Black Girl Mathic &amp; Simms Fayola activities. Inviting families to after school</i>       | <b>Social and Emotional and Mental Health</b> | ILT | In Progress     |  |
|  | <b>January<br/>February<br/>March</b>   | <i>Home Visits, Relationship Rallies, and Attendance Interventions (and process for accountability for each team member being a part of this)</i>                                 | <b>Social and Emotional and Mental Health</b> | ILT | Not yet started |  |

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|  | <b>Weekly<br/>January<br/>February<br/>March</b> | <i>Teacher Support Meetings/Interventions with identified students to review and support accommodations, behavior plans,</i>   | <b>Discipline</b>                             | <b>AP</b>        | In Progress     |  |
|  | <b>January<br/>February<br/>March</b>            | <i>Adjustment of Culturally Responsive Education (Unit/Lesson Internalization) Templates and Processes</i>   | <b>Academics</b>                              | <b>ILT</b>       | In Progress     |  |
|  | <b>February</b>                                  | <i>Facilitation and Implementation of DDI cycle with Interim data</i>  | <b>Academics: Math and ELA</b>                | <b>Principal</b> | Not yet started |  |
|  | <b>January<br/>February<br/>March</b>            | <i>Facilitation and Implementation of DDI cycle with Dibels data</i>   | <b>Academics: On Grade Level</b>              | <b>ILT</b>       | In Progress     |  |
|  | <b>February</b>                                  | <i>Use disaggregated BESS data from 22-23 and incoming data to look for disproportionality in Black students' needs and create or adjust mental health supports.</i>   | <b>Social and Emotional and Mental Health</b> | <b>AP</b>        | Not yet started |  |
|  | <b>January<br/>February<br/>March</b>            | <i>Use disaggregated attendance data and success plans created in the 22-23 year to look for disproportionality with attendance and create or adjust success plans</i> | <b>Attendance</b>                             | <b>AP</b>        | In Progress     |  |

| <b>CIP Reflections</b>          |                         |             |  |   |   |              |
|---------------------------------|-------------------------|-------------|--|---|---|--------------|
|                                 |                         | <b>Date</b> | <b>What's going well?<br/>How do you know?</b> | <b>What are the areas for improvement? Why?</b> | <b>What adult action steps will you take?</b> | <b>Notes</b> |
| <b>CIP Step Back Reflection</b> | <b>CIP 1 Reflection</b> | <b>11/9</b> |  |   |   |              |
|                                 | <b>CIP 2 Reflection</b> | <b>2/29</b> |  |   |   |              |
|                                 | <b>CIP 3 Reflection</b> | <b>5/28</b> |  |   |   |              |