Racial Equity Improvement Plan Development Tool

School:	Binet School
Principal:	Rhonda Hedges

PRE-REFLECTION			
Topic	Directions	NOTES	SCORE (Circle Score)
1. What is the racial inequity you are going to address with your Racial Equity Improvement Strategy?	Specifically, what is the racial disparity that will be intentionally addressed in your school this year?	***Implicit Bias - implicit stereotype of an unconscious attribution of particular qualities to a member of a certain social group.*** We believe that because our students have deficits with communication and cognitive functioning, we often do not see their full potential. At the classified and certified retreats, we focused on implementation of a common assessment through Project-Based Learning (PBL) for our Literature Curriculum. During this training exercise, it was evident that staff have an implicit bias that students will perform at a lower level of achievement based on their labels or communication abilities. Utilizing a common assessment rubric, teachers and staff were more apt to recognize student abilities over their non-abilities when engaging in PBL activities. Teachers and staff immediately recognized that this form of assessment can be used across various academic content areas and tasks. The administrative team gave an example of a learning extension as part of our PBL plan. If students were given the following prompt how would they respond? *Stuart Little needs to get on the school bus at Binet. How would you get Stuart on the bus?*	1. Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school. 2. Identified issue is somewhat relevant to school 3. Identifies meaningful inequity that is very relevant to school.

		After much discussion, staff came up with creative ways that the higher functioning students would work to get Stuart on the bus. These things included instances of building a ramp or getting in the backpack of a peer. The administrative team then asked the staff about the lower functioning students with limited vocabulary. The same prompt was given. The staff was asked to think about and utilize the PBL rubric. When the staff reflected, the students really did think very simply about the approach and easily got the mouse on the bus. This allowed the staff to think about the reasoning and problem-solving skills the student possesses to arrive at the "answer."	
2. How do you know this? What data demonstrate inequity?	What data demonstrate this inequity? Use CSS, Data Books, KDE, or another reliable and valid source.	100% of our students are on Alternate Assessment and have significant behaviors that impact their ability to attend a comprehensive school program. This data often sets a preconceived notion among staff of what students can achieve.

Due to the nature of our students and the age range from kindergarten to twenty-one years old, there is currently no comparison data. A discussion and reflection on the need for a common assessment was held during both the certified and classified retreats. A gap which often occurs between student's actual performance compared to staff's preconceived ideas about student performance was noted. The common assessment rubric was developed and will be utilized to assess student performance as well as steer away from preconceived determinations about each student's potential performance. This is a baseline year for data because we have never had a comparison data point across the entire school.

With the creation of a common assessment for PBL, we will gather baseline data to determine scores based on race. This will serve as a baseline year, as we currently do not have this data. The Academic PLC will monitor the results throughout the year to have open dialogue for strategic change. | 1. Insufficient data to define inequity.
2. Need more or more reliable or valid data to define inequity.
3. Data clearly highlight inequity that will be addressed through strategy. |
| 3. What is the long-term outcome you hope to impact? | Please note that this may not be the same as the data you are | Through the common assessment rubric, staff will observe and recognize student potential, evaluate performance, and determine students' strengths | 1. Identified long-term outcome is irrelevant to |

	tracking (described below). For example, your strategy may involve increasing the number of Black students in Gifted and Talented (G&T). However, if that number is not impacting achievement, the strategy has no meaningful impact. In this case, your long-term outcome would be to improve KPREP scores among Black students, by increasing enrollment in G&T programming among Black students	opposed to deficits. Long term, we hope to look at the potential of all students rather than immediately limiting their potential based on what we perceive to be the correct answer. We asked staff how many of them do a home maintenance project and if they would approach it the same why as their spouse. Most of them readily admitted that achieving the end goal does not mean that there is always a direct path to complete a project. This truly allowed our staff to realize that there are many ways to achieve an end result and that because a student does something through alternative means we must capture that as excellence. We cannot limit the ability of our students. based on a label or a preconceived achievement level. The long-term outcome is to push students to their greatest potential without limits based on their disability label. "Different" decision making does not imply that something is incorrect but that different decision making can equal a diverse school of thought.	school, or no long-term outcome identified. 2. Long-term outcome is acceptable, feasible, and relevant to school. 3. Identified long-term outcome is feasible given the inequity identified in Question 1, it is relevant to school, and it demonstrates an innovative approach to addressing racial equity.
4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you are addressing?	Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities Consider and discuss how you can use the REAP to reflect.	Our students come to us based on their deficits and their inability to achieve in a comprehensive program. This establishes a low level of achievement where staff can limit student possibility rather than see their greatest potential. The new common assessment will allow teachers and staff to measure student progress based on their unique skill set. Communication deficits are historically a characteristic of our student population. Our students are often unable to verbally articulate their responses to questions posed in the classroom. This can often misguide staff to assume there is a limited comprehension of content presented due to limited verbal communication skills. REAP will provide an analysis protocol which will assist in our school's reflection and determination of necessary changes to be made which will improve inequalities. REAP will be applied to the analyzation of our common	1. Response shows minimal reflection of occurrences that may have contributed to observed racial inequities. 2. Response indicates some reflection of root causes. 3. Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.

		assessment tool to ensure each of our student's PBL work is evaluated equitably and without bias.	
5. What are best practices to address your identified inequity?	Consider practices and interventions at other schools and how your peers can support you. You might also review research-based best practices from Department of Education, JCPS Code of Conduct, or other sources to address the inequity you identified.	Over several years, we have worked to develop our own literature curriculum and have continually struggled to have comparison data. Because of the diverse needs of the population, it does not exist. We have accessed the PBL research to devise a common assessment rubric that will capture authentic student performance as opposed to subjective evaluation. We have a complex PLC system that will collaboratively analyze data in a cross-team approach to provide feedback to staff, students, and the instructional leadership team. Staff will also address concerns to create a mind shift where we look for potential in students rather than deficits. In the Academic PLC staff will address any implicit bias that might be limiting to student ability. Staff will create a conversation around student ability and achievement, always looking for ways to include all students. Unfortunately, there is not a similar school structure in the district. Binet services a unique population causing professional collaboration to be limited.	1. Response demonstrates little research into best practices. 2. Some evidence that research conducted, but more needed. 3. Response suggests careful consideration of best practices and reflective insight into practices.

PLAN IMPLEMENTATION

Topic	Directions	Notes	Score (circle score)
6. Describe your plan.	Describe the plan you intend to implement that addresses the challenges you reflect on above. Explain how your plan addresses root causes of the inequities. Be sure to explain why you chose this best practice over others you outline above. Your plan will be included in your CSIP, and your assistant superintendent will be responsible for monitoring the implementation of your plan.. The plan must be developed using *data and clear metrics for accountability* and include *inclusive input* from families, teachers, etc.	We embrace all students and the talents they possess at Binet. Our plan will assist staff in recognizing these individual gifts as learning domains rather than as individualized thinking because an approach may be different the preconceived norm. Teachers and staff were trained through a calibration activity to use a PBL Rubric that will recognize the abilities of all Binet students. A PBL has been added to the Literacy curriculum for each chapter of the book and staff will conduct the bi-weekly PBL activities to utilize the rubric.	1. Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities. 2. Plan addresses inequity identified above, but needs more development. 3. Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities .
7. Data tracking	What are the data points you will use to track your progress? This can (and likely will) be different from the data you identified in Question 2. Use the Equity Scorecard, JCPS data, KDE data, or another reliable and valid data source to track your progress.	The PLC will meet regularly to discuss the rubric results for individual students. The PLC will report back to the leadership team using a feedback form of the data collected and any resources needed for students. This data will be school based. The data will be disaggregated by race to identify any evidence of implicit bias specific to a student's race.	1. It is unclear how data will track progress. 2. Data identified to track progress are not most appropriate. A better data source is available. 3. Progress will be reliably and validly measured with identified data.

8. Timeline	What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?	The data will be tracked across the school year and reviewed monthly by the leadership team.	1. Timeline is unacceptable (unattainable or not aggressive enough). 2. Timeline is somewhat appropriate. 3. Timeline is sufficient to meet stated goals while also being ambitious so that there is a sense of urgency to make progress on strategy.
9. Responsible individuals or group.	Who will be primarily responsible to ensure plan is implemented fully and with fidelity? Who will be primarily responsible for tracking and reporting data to assistant superintendent?	The leadership team will monitor progress of this plan.	1. No responsible individual or group identified, or identified party is inappropriate or unreliable. 2. Responsible party is somewhat acceptable. 3. Responsible party will reliably enforce timeline and ensure progress is made.
10. Stakeholder engagement and relationship building	What stakeholders (e.g., parents, business, students, JCPS Central Office, community organizations) have you engaged to support this plan? What are partnerships or relationships will need to be nurtured or developed to ensure success with your plan? Explain.	This plan will be presented to parents of the SBDM committee and explained via the annual PBL Exposition.	1. Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged. 2. Some stakeholders have been engaged or have been thoughtfully considered for future engagement. 3. All stakeholders have been

			included, and relationship building has been sufficiently considered.
11. Challenges	What hurdles or conflicts do you anticipate, and how will you address them? Are there logistical considerations? Will you get pushback from any groups (teachers, parents, students, community)? Consider your responses to earlier questions and how you have engaged stakeholders..how will you engage your supporters moving forward? What PD offerings will you need to ensure success?	The rubric is new learning for staff and will need close monitoring to evaluate mind shift thinking.	1. Anticipation of potential challenges is not sufficiently developed. 2. Anticipation of potential threats is somewhat developed, but needs more depth. 3. Potential threats have been thoroughly considered, and discussion of how these will be addressed is reasonable and logical.
12. Budget	How will your budget need to be modified to implement your strategy? Assume your total budget will not change.	N/A	1. Budget is insufficient to meet demands of strategy. 2. Budget modification is acceptable but needs some improvements. 3. Budget modification provides sufficient resources to implement strategy.

POST REFLECTION	Directions	Notes
13. Full implementation	How will you know your plan is fully implemented?	Implementation will be monitored through evidence of completed

	What will that look like? Describe (without data) how you envision your school will run differently than it currently does, after this plan has been put into motion.	rubrics for each PBL. Staff will have open discussions about student ability and celebrate successes of students that once were thought to have limited potential.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	No rubrics are complete and PBL activities are not being conducted. PLC dialogue lacks conversation about common assessment of students.