Racial Equity Improvement Plan Development Tool

School:	Heuser Hearing & Language Academy
Principal:	Jackie June / Angelique Scherer

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?	Student - Issue is not relevant to school. Students are placed at school by ARC committee and degree and type of disability. Only students with significant hearing loss and speech delays are enrolled at Heuser. Certified Staff - Specific certification is required to instruct students with hearing loss. Currently, nationwide there is a shortage of teachers certified in deaf/hard of hearing. All applicants to this date have been whit Classified Staff - Because of the specific needs of our students, we look for assistants with skills in sign language, experience working with young children with special needs. Currently, all of our assistants are white. This is an area we plan to address when openings occur this year.	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.*

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.	Students - Enrollment information Staff - Staff identified their racial ethnicity	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 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	Staff - Increase the diversity of our staff.	1. *Identified long-term outcome is irrelevant to 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.	Certified Staff - Few people of color have completed certification in teaching deaf/hard of hearing. Classified Staff - Historically staff who come to work at Heuser want to stay at Heuser. We have a low turnover rate.	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.*
5. What are best practices to address	Consider practices and interventions at other schools and how your peers can support you. You might also review research-based best	An informal survey at the University of Kentucky of students entering the teaching profession in moderate/severe disabilities	1. *Response demonstrates little research into best practices.*

| your identified inequity? | practices from Department of Education, JCPS Code of Conduct, or other sources to address the inequity you identified. | found that 80% of these students were peer tutors in high school.   Therefore, Heuser will offer opportunities to high school students to expose them to the field of teaching students who are deaf/hard of hearing. Additionally, Heuser will contact Black Achievers and provide this opportunity to students of color. | 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 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.	Heuser will offer opportunities to high school students to expose them to the field of teaching students who are deaf/hard of hearing. Additionally, Heuser will contact Black Achievers and provide this opportunity to students of color. Opportunities include: ● Shadowing teachers ● Volunteering in classrooms ● Tutoring students ● Assisting with Family Nights at Heuser	1. *Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.* 1. *Plan addresses inequity identified above, but needs more development.* 1. *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 number of students of color who take advantage of these opportunities. The number of students of color indicating they are interested in a career in this field. Long-term - the number of applicants applying for positions in this field	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.?	Short-term data will be reported semi-annually	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?	JCPS Principal/Administrator over the Heuser Hearing & Language Academy in collaboration with the Educational Director for Heuser	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.	The plan is to engage community stakeholders such as: ● Local High Schools ● Black Achievers ● Urban League	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?	Logistics will be the biggest roadblock. ● Transportation ● Time out of class We will work with local schools to address these issues.	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

	What PD offerings will you need to ensure success?		*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.	No budget needed to implement this plan	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? 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.	The number of students of color shadowing teachers at Heuser and interacting with children who are the deaf/hard of hearing will increase.
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	No student interest in investigating careers in the field of deaf/hard of hearing.