

Recommended Action Steps

The Rationale for Recommended Action Steps

The recommended action steps are based on CLEE's research-based leadership framework (Braun et al., 2017). Implementing the six Core Leadership Practices provides a starting point for addressing the highlighted areas of inequities in BPS. Doing so will guide Barrington to leverage a research-based framework proven effective in leading improvements for increasing equity. This includes setting the direction for the work, monitoring progress, increasing capacity in various areas, and reorganizing the systems that, despite the best intentions, have resulted in inequities.

The following high-priority recommendations and action steps are designed to build on the groundwork already laid out in BPS. They are aligned to the equity best practices referenced in Table 2 and Table 3. While the prioritized root causes are numbered, the numbers do not indicate a priority of importance or the order in which the action steps should be taken. It is also important to emphasize that the three prioritized root causes are interrelated. Therefore, while action steps may appear under one prioritized root cause, in most cases, they will address more than one root cause and are intended to be read as a comprehensive plan of action to be implemented over the next 3-5 years. We strongly recommend using the recommended action steps to inform the district's strategic plan and school improvement plans.

High Priority Action Steps

Prioritized Root Cause 1: Many factors are perpetuating a lack of inclusivity for students, families, and staff leading to a lack of belonging, including the dominant culture of whiteness, ableism, high-achievement, economic privilege, hetero/cis normativity.

Action Steps

1. To further set a tone of a safe and inclusive culture, update documents such as the district strategic plan, school improvement plans, student handbooks, etc. to prominently feature the district's diversity, equity, inclusion, and belonging (DEIB) values and priorities.
2. Systematically integrate and amplify DEIB efforts underway throughout the district, including the work of the Barrington Diversity Equity and Inclusion (DEI) Committee, the [Culturally Responsive Learning Community](#), and other examples in schools, classrooms, and co-curricular activities.
3. Regularly update all stakeholders on progress made toward DEIB goals and strategies used to reach the goals.
4. Strengthen staff recruitment, hiring, and retention practices in the following ways:
 - a. Involve key stakeholders in updating job description template to reflect the district's goals of increasing DEIB
 - b. Strengthen partnerships with external organizations to recruit and hire staff from underrepresented groups with the competencies to lead/teach for more equitable outcomes. Reach out to as many formal organizations and informal networks focused on DEIB to spread word of job openings. Request nominations and applications; do not only rely on candidates to take the first step to apply.
 - c. Include key stakeholders, including staff, family, and students from underrepresented groups, in the hiring process (i.e., reviewing applications, interviewing candidates, evaluating demo lessons, etc.).
 - d. Train all staff and stakeholders who take part in any part of the hiring process on selection bias, including surfacing their own biases prior to engaging in a hiring process.

See action steps under prioritized root causes 2 and 3 below for more.

Measured by

1. Evidence of the district's diversity, equity, inclusion, and belonging (DEIB) values and priorities in documents such as the strategic plan, school improvement plans, student handbooks, etc.
2. Increase in Surveyworks or comparable district identified instrument favorable

ratings for:

- Students 6-12: School Belonging
 - Teachers: Cultural Awareness and Action, (Student Focus) and Cultural Awareness and Action, (Adult Focus)
 - Families: School Climate
3. Evidence of updated recruitment, hiring, retention policies that feature DEIB goals and strategies to reach the goals
 4. Incremental progress toward recruitment, hiring, retention goals

Prioritized Root Cause 2: Although all students have access to academics and co-curricular opportunities, the sense of belonging and the removal of continued structural barriers are areas of continued need.

Action Steps

1. Create a process to further understand what students need in order to have a stronger sense of belonging, and to identify and remove any structural barriers that remain, such as field trip policies.
2. Provide training in social supports, as a means to providing each and every student with the supports needed to fully participate as their authentic selves in any and all curricular and co-curricular activities (i.e., academics, electives, sports, dances, clubs).
3. Identify and remove remaining structural barriers for students with disabilities to access all offerings (e.g., providing special educators in World Language classes).
4. Identify the professional learning needs of educators and align offerings to increase equitable practices and an understanding of social supports and attitudes toward inclusive education.
5. Collaboratively expand educators' understanding of what high expectations and academic success for each and every student means, the intersection of neuroscience and culturally relevant teaching practices, and how teacher expectations play a role in creating and removing barriers to students' sense of belonging in academic and co-curricular learning opportunities.

6. Create clear communication for students, families, and educators surrounding college prerequisite courses, and ensure that information for these courses are featured prominently in multiple locations and are available for all.

Measured by

1. An increase in the number of students who report that they have a stronger sense of belonging, an increased ability to be recognized for their contributions to the school community, have the ability to share their voice and perspectives, and be invited to take leadership roles curricular and co-curricular opportunities through a district identified instrument such as SurveyWorks or Student Focus Groups.
2. Increased participation of underrepresented students (i.e., students with disabilities, students who identify as LGBTQIA+, etc.) in both curricular and co-curricular opportunities and activities.
3. Use a district-identified instrument (such as Surveyworks or CLEE Learning Community Survey) to monitor progress in educators' perceptions as they relate their capacity to teach students from all cultures, races, identities, learning differences, economic backgrounds, and languages.
4. An increase of professional development opportunities and collaborative professional learning time (as evidenced by professional development and professional learning community schedules/agendas) to continuously develop educators' knowledge and skills in culturally responsive practices and to support the academic success of all students.

Prioritized Root Cause 3: Educators do not all feel equipped to talk about race, racism, differences, and difficult topics with each other, students, and/or families.

Action Steps

1. Strengthen the Barrington DEI Committee by providing leadership training (such as CLEE Foundations in Facilitative Leadership as Anti-racist Practices). Training a multi-stakeholder team such as the DEI committee will build capacity to collaborate, teach, and to lead others in the learning community.
2. Engage educators and curriculum leaders in the next stages of implementation of high quality curricular materials with attention to culturally relevant practices and representation of historically underrepresented groups

that is not limited to suffering.

3. Provide professional development and ongoing support, including coaching and peer mentoring, for all teachers to develop culturally responsive teaching practices, as a way to improve academic outcomes, reduce disciplinary actions, and increase student engagement and motivation, particularly for students from underrepresented groups. Ongoing support should include opportunities for collaborative learning, giving and receiving collegial feedback, and reflection.
4. Conduct empathy interviews of students to gauge perceptions of academic experiences and pedagogical and culturally-conscious practices.
5. Increase the capacity of teachers to use professional learning time (such as common planning time, PLC time, faculty meetings, and department meetings, coaching, PD sessions) to discuss and address with colleagues practices related to instruction, engage in asset-based conversations about student outcomes, and students' feedback of teacher instruction.
 - a. When looking at data, teachers may practice and use anti-bias tools such as the ATLAS protocol and/or the ladder of inference or questioning tools to actively disrupt bias.
 - b. Communities of Practice: Increase capacity of educators to observe each other, coach, and use professional learning time to lead discussions and listening circles that build community and address collegiality. These discussions and listening circles can include such topics as: identity and belonging, culturally responsive conversations, dilemmas, and problems of practice.
6. Strengthen onboarding for new educators, with personalized support for educators from underrepresented backgrounds and identities in the following ways:
 - a. Utilize the expertise of the HR director and key stakeholder groups such as the Barrington DEI Committee to develop a comprehensive onboarding program that includes training on identity and belonging frameworks and strategies, cultural competency, implicit bias, and equity. This program should provide ongoing support and resources for educators. These resources can be made available on the Barrington Public Schools website for educators (ie. Culturally Responsive Learning Community webpage)
 - b. Assign new educators with a mentor who is an experienced educator

(transformational level of expertise in Culturally Responsive Teaching and Learning) and who can offer personalized guidance and support as they navigate their new role.

- c. Provide regular opportunities for new educators from underrepresented backgrounds and identities to connect with one another through affinity groups, town halls, or other networking events.
- d. Develop a system for collecting anonymous feedback from educators new to the district so that their needs and concerns are being heard and addressed and to continually improve the onboarding process. This can include an online feedback system that incorporates a transparent process for reviewing and addressing feedback. This system provides regular updates to educators on how their feedback is being used to inform decision-making and improve the onboarding process.
- e. Prioritize transparency and accountability in the feedback system by sharing the results of the feedback collection and how the district is taking action to address concerns to improve support provided for all educators, especially educators from underrepresented backgrounds and identities.

Measured by

- 1. Increase in retention and satisfaction rates of new educators, including educators from underrepresented backgrounds and identities, via a district identified measure.
- 2. Increase in Surveyworks or comparable district identified instrument favorable ratings for Teachers:
 - a. High-Quality Instructional Materials and School Resources
 - b. Frequency of Professional Learning Activities
 - c. Cultural Awareness and Action (Student Focus)
 - d. Cultural Awareness and Action (Adult Focus)
- 3. Use district identified instruments (such as Surveyworks, professional development evaluation forms, CLEE Learning Community Survey) to monitor progress in educators' perceptions as they relate their capacity to teach students from all cultures, races, identities, learning differences, economic backgrounds, and languages.