

**Fern Creek Elementary 2018-19**  
**TEMPLATE AND RUBRIC**  
**Racial Equity Improvement Plan Development Tool**

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?	Racial inequities in access to academic opportunities (Gifted and Talented programming in primary and Advanced Placement/Coursework in Intermediate)	<ol style="list-style-type: none"> <li>1. Identifies no racial inequity, identified topic is unimportant, or issue is not relevant to school.</li> <li>2. Identified issue is somewhat relevant to school</li> <li>3. Identifies meaningful inequity that is very relevant to school.</li> </ol>																																																															
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.	<p><i>Table 1: Current Enrollment &amp; Demographics of FCES as of 8/30/18 according to Infinite Campus</i></p> <table border="1"> <thead> <tr> <th></th> <th>Kinder</th> <th>1<sup>st</sup></th> <th>2<sup>nd</sup></th> <th>3<sup>rd</sup></th> <th>4<sup>th</sup></th> <th>5<sup>th</sup></th> <th>Totals</th> <th>%age</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>48</td> <td>35</td> <td>47</td> <td>46</td> <td>43</td> <td>49</td> <td><b>268</b></td> <td><b>42%</b></td> </tr> <tr> <td>Black</td> <td>29</td> <td>23</td> <td>26</td> <td>19</td> <td>35</td> <td>32</td> <td><b>164</b></td> <td><b>26%</b></td> </tr> <tr> <td>Hispanic</td> <td>23</td> <td>15</td> <td>17</td> <td>23</td> <td>10</td> <td>20</td> <td><b>108</b></td> <td><b>17%</b></td> </tr> <tr> <td>Asian</td> <td>13</td> <td>9</td> <td>12</td> <td>5</td> <td>9</td> <td>9</td> <td><b>57</b></td> <td><b>9%</b></td> </tr> <tr> <td>2 or more</td> <td>7</td> <td>10</td> <td>4</td> <td>6</td> <td>8</td> <td>5</td> <td><b>40</b></td> <td><b>6%</b></td> </tr> <tr> <td>Totals</td> <td>120</td> <td>92</td> <td>106</td> <td>99</td> <td>105</td> <td>115</td> <td><b>637</b></td> <td><b>100%</b></td> </tr> </tbody> </table>		Kinder	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Totals	%age	White	48	35	47	46	43	49	<b>268</b>	<b>42%</b>	Black	29	23	26	19	35	32	<b>164</b>	<b>26%</b>	Hispanic	23	15	17	23	10	20	<b>108</b>	<b>17%</b>	Asian	13	9	12	5	9	9	<b>57</b>	<b>9%</b>	2 or more	7	10	4	6	8	5	<b>40</b>	<b>6%</b>	Totals	120	92	106	99	105	115	<b>637</b>	<b>100%</b>	<ol style="list-style-type: none"> <li>1. Insufficient data to define inequity.</li> <li>2. Need more or more reliable or valid data to define inequity.</li> <li>3. Data clearly highlight inequity that will be addressed through strategy.</li> </ol>
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*Table 2: Primary Gifted and Talented Pool as of 8/30/18 (1st grade unidentified) according to School Data*

	1 <sup>st</sup>	%age of grade level	2 <sup>nd</sup>	%age of grade level	3 <sup>rd</sup>	%age of grade level
White			7	7	6	6
Black			3	3	0	0
Hispanic			0	0	1	1
Asian			4	4	2	2
2 or more			0	0	3	3
Totals			14		12	

*Table 3 Advance Program Racial Demographic Breakdown as reported by JCPS*

	5th Grade	4th Grade
White	10	2
Black	7	3
Hispanic	1	4
Asian	4	2
2 or more	1	1
Totals	23	12

*Table 4: Advance Program Trial Placement (4th Grade no information as of 8/30/18) according to School Data*

	5 <sup>th</sup> Grade	4 <sup>th</sup> Grade
White	6	2
Black	3	5
Hispanic	2	2
Asian	2	2
2 or more	0	1
Totals	11	12

*Table 5 Students Who Scored +1 year above Student Status Norms on MAP*

	1 <sup>st</sup> Grade		2 <sup>nd</sup> Grade		3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	M a t h	R e a d i n g	Mat h	Re adi ng	Ma th	Re adi ng	Ma th	Re adi ng	Ma th	Re adi ng
White	1	2	7	7	7	14	3	15	22	16
Black	2	0	1	7	1	2	2	6	10	10
Hispanic	0	1	1	1	3	6	0	3	6	6
Asian	2	1	3	3	0	1	2	3	4	4

		<table border="1"> <tr> <td>2 or more</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> <td>3</td> <td>2</td> <td>2</td> </tr> </table>	2 or more	0	0	0	0	0	2	0	3	2	2	
2 or more	0	0	0	0	0	2	0	3	2	2				
3. What is the long-term outcome you hope to impact?	<p>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&amp;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&amp;T programming among Black students</p>	<p>The long-term outcome that we hope to impact is to see an improvement in summative assessment scores (end of unit assessments, KPREP, etc.).</p> <p>We will see a committee formed of Primary teachers, GT teachers and Administration to screen students for Gifted and Talented/Advanced Program services.</p> <p>We will also see the academic growth of our students, particularly in students who fall into the achievement gap based on more culturally responsive and differentiated service experiences which extend, replace, or supplement learning beyond the standard curriculum.</p>	<ol style="list-style-type: none"> <li>1. <i>Identified long-term outcome is irrelevant to school, or no long-term outcome identified.</i></li> <li>2. <i>Long-term outcome is acceptable, feasible, and relevant to school.</i></li> <li>3. <i>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.</i></li> </ol>											
4. What historical or current practices or procedures have caused or perpetuated the disparities or inequities you	<p>Reflect on historical occurrences in your school, department, district, or community that have improved or worsened inequities</p> <p>Consider and discuss</p>	<p>Students have historically been selected for the Primary Talent pool by teacher recommendation using “grades” and behavior data from the classroom and writing samples. Not only is this an inaccurate way to select students for a gifted and talented program, but a biased practice. Students have many ways for showing they are gifted. While the above should be a consideration, we need to look at the larger picture, using a</p>	<ol style="list-style-type: none"> <li>9. <i>Response shows minimal reflection of occurrences that may have contributed to observed racial inequities.</i></li> <li>10. <i>Response indicates some reflection of root causes.</i></li> </ol>											

<p>are addressing?</p>	<p>how you can use the REAP to reflect.</p>	<p>panel of staff as the GT committee to screen students as potential candidates. When we are looking at students, we need access to our MAP data, as well as report cards from prior year, behavior data, as well as parent survey data about students. Parent Survey data will be taken from a written survey, or a phone call to the parent to access survey data, that will be made.</p> <p>Using the Racial Equity Analysis Protocol to look at our current policies in place for AP selection and Primary Talent pool has shown that there is not a system in place where there is a protocol or a checks &amp; balance for equity.</p> <ol style="list-style-type: none"> <li>1. The overarching purpose of this proposal/initiative is to see less racial inequity in our GT/AP services. We want to see underrepresented student populations where academic performance disparities are evident.</li> <li>2. The initiative will be resourced to guarantee full implementation and monitoring.</li> <li>3. The racial groups that could be inequitably affected by this policy are Black, Latinx, 2 or more races and Asian (specifically our Nepali students).</li> <li>4. The racial ethnic group which will have the most concerns with the initiative will be the caucasian. This will be because they will believe they are being accused of being intentionally biased against the student groups of color, not differentiating instruction, not being culturally competent or addressing student needs. They may see it as an attack on their character, belief systems or intentions. While this is not the intent, they must come to the understanding that we cannot “do things the way that they have always been.”</li> </ol>	<p>11. <i>Response demonstrates extensive and insightful reflection on root causes of observed racial inequities.</i></p>
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		<ol style="list-style-type: none"><li>5. Feeling of inadequacy from certain staff members because this is how they have practiced this for years. Teachers may feel the systematic approach is “too much” to have to meet when a student is being identified as gifted and talented.</li><li>6. Many discussions have been held with the stakeholders involved in these processes. The counselor and I have discussed the broken system of GT/AP at the school level for the past year, and that a better system for student groups who fall into the achievement gap that needed to be implemented. The current administrative PLC has held discussions about the plan and the current lack of systems for the GT/AP selection process. This has also been discussed with multiple members of the Instructional Leadership Team and has received positive feedback. As this is considered a living document, we know there will be times that we will have to come back to the plan to make edits and create a change in our path, but it will never change our direction. We will continue to move forward to have equitable representation in these programs.</li><li>7. The factors that may be producing and perpetuating these racial inequities are that there has never been a system for screening individuals for the Gifted and Talented program, except for teacher recommendation and writing samples. These were never looked at by a committee and reviewed, there were never surveys involved, etc. This was the way things were done. This was the “Fern Creek Way.” It was tradition. This policy will improve the inequities.</li><li>8. The main driver for improving the racial equity for this initiative will be the Administrative team, the Instructional Lead at grade levels 5, 4, 3, 2 and 1. The kindergarten team will be added at</li></ol>	
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		<p>the end of the year to identify the K's who will be ready for GT program in 2019-20 school year.</p>	
<p>5. What are best practices to address your identified inequity?</p>	<p>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.</p>	<p>According, the articles cited below, some of the best practices are:</p> <ul style="list-style-type: none"> <li>● To incorporate a multiplicity of factors that influence a gifted and talented child's development and ultimate display of high-quality performances and products</li> <li>● Some factors may be: <ul style="list-style-type: none"> <li>General ability (e.g., IQ);</li> <li>Special ability (e.g., aptitude in a specific area);</li> <li>Non-intellective facilitators (e.g., dedication to a chosen field, strong self-concept, willingness to sacrifice, mental health);</li> <li>Environmental influences (e.g., parents, classroom, peers, culture, social class)</li> </ul> </li> <li>● Make sure you are discriminating between gifts and talents. Use a tool that delegates between those representations</li> <li>● Examine local and state definitions so that a wider range of characteristics are considered</li> <li>● Teachers need to be trained to observe characteristics that may be manifested in different ways by different cultural groups, by children with disabilities and by children who have been in traumatic situations</li> <li>● Identifying students' gifts early is particularly important for children who come from economically disadvantaged backgrounds.</li> <li>● Effective identification practices incorporate multiple assessments within a dynamic process, provide training to teachers, and make decisions based on a comprehensive system that provides equal access to all students</li> </ul> <p>Borland, J. H., &amp; Wright, L. (1994). <i>Identifying young potentially gifted,</i></p>	<ol style="list-style-type: none"> <li>1. <i>Response demonstrates little research into best practices.</i></li> <li>2. <i>Some evidence that research conducted, but more needed.</i></li> <li>3. <i>Response suggests careful consideration of best practices and reflective insight into practices.</i></li> </ol>

		<p><i>economically disadvantaged students</i>. Gifted Child Quarterly, 38, 164-171.</p> <p>Fernández, A. T., Gay, L. R., Lucky, L.F., &amp; Gavilán, M. R. (1998). <i>Teacher perceptions of gifted Hispanic limited English proficient students</i>. Journal for the Education of the Gifted, 21, 335-351.</p> <p>Johnson, S. K. (2009). <i>Practices for Identifying Gifted Students</i>. Principal, May/June, 8-14.</p>	
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PLAN IMPLEMENTATION			
Topic	Directions	Notes	Score (circle score)
6. Describe your plan.	<p>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.</p> <p>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 <u>data and clear metrics for accountability</u> and include <u>inclusive input</u> from families, teachers, etc.</p>	<p>Fern Creek Elementary will create a Gifted and talented identification and placement committee. This will be a school committee made up of representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel who follow district policies and procedures to formally identify and determine level and type of service options. They will drive the process of Informal selection which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one (1) or more categories using a series of formal and informal measures for determining eligibility for the talent pool. Data (MAP) will be used to find students who are of a specific academic aptitude possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one's chronological peers. Students will also be considered if they have visual or performing arts ability (i.e., possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama) or</p>	<ol style="list-style-type: none"> <li>1. <i>Plan is poorly developed, does not adequately address inequities described in Reflection (above), or does not show potential to address inequities.</i></li> <li>2. <i>Plan addresses inequity identified above, but needs more development.</i></li> <li>3. <i>Plan is well developed, logically follows responses from Reflection (above), and will sufficiently address inequities.</i></li> </ol>

		<p>psychosocial or leadership ability (i.e., possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability and the ability, or vision, to set goals and organize others to successfully reach those goals). Parent Interest Needs and Abilities Surveys will be sent out to help gain parent input on student abilities/talents and a student interest needs and abilities evidence form will also be created. Students will also have a Gifted and Talented Services plan that matches their interests, needs and abilities to appropriate learning activities. These plans will be implemented in the classroom through differentiated study experiences and enrichment services during the school day. There will be progress reports provided for students during the school year.</p>	
7. Data tracking	<p>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.</p>	<p>MAP Reading and Math Student Status Norms  Cogat test scores  Parent Surveys  Inventory Checklists  Leadership Referrals  Visual and Performing Arts Referral ID Checklists  Creativity Referral Checklists  General Intellectual Ability Checklist</p>	<ol style="list-style-type: none"> <li>1. <i>It is unclear how data will track progress.</i></li> <li>2. <i>Data identified to track progress are not most appropriate. A better data source is available.</i></li> <li>3. <i>Progress will be reliably and validly measured with identified data.</i></li> </ol>
8. Timeline	<p>What is the timeline for tracking your data? Will you report monthly, quarterly, etc.?</p>	<p>The timeline for tracking our data will be quarterly. The committee will report at the beginning of the school year when the GT classes are put together, they will report when Cogat is scheduled, they will report</p>	<ol style="list-style-type: none"> <li>1. <i>Timeline is unacceptable (unattainable or not aggressive enough).</i></li> <li>2. <i>Timeline is somewhat appropriate.</i></li> </ol>

		<p>when Cogat scores return, and they will report when the extra indicators for AP are returned.</p> <p>These dates will be added to the timeline as dates for these events are added to the calendar.</p>	<p>3. <i>Timeline is sufficient to meet stated goals while also being ambitious so that there is a sense of urgency to make progress on strategy.</i></p>
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?	<p>Counselor: Coletta Holcomb Assistant Principal: Tonya L. Arnold</p> <p>Gifted and Talented Committee</p>	<p>1. <i>No responsible individual or group identified, or identified party is inappropriate or unreliable.</i></p> <p>2. <i>Responsible party is somewhat acceptable.</i></p> <p>3. <i>Responsible party will reliably enforce timeline and ensure progress is made.</i></p>
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.	<p>At this point in the plan, the only engagement that has been initiated is within the building.</p> <p>The partnerships that need to be nurtured are with the parents to advocate for their children for the right to participate in Gifted and Talented Coursework.</p>	<p>1. <i>Stakeholder engagement is minimal or otherwise unacceptable, or demonstrates minimal reflection on who will need to be engaged.</i></p> <p>2. <i>Some stakeholders have been engaged or have been thoughtfully considered for future engagement.</i></p> <p>3. <i>All stakeholders have been included, and relationship building has been sufficiently considered.</i></p>
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?	As stated prior, the racial ethnic group which will have the most concerns with the initiative will be the white group. This will be because they will believe they are being accused of being intentionally biased against the minority groups, not differentiating instruction, not being culturally competent or addressing student	<p>1. <i>Anticipation of potential challenges is not sufficiently developed.</i></p> <p>2. <i>Anticipation of potential threats is somewhat developed, but needs more depth.</i></p> <p>3. <i>Potential threats have been thoroughly considered, and</i></p>

	<p>What PD offerings will you need to ensure success?</p>	<p>needs. They may see it as an attack on their character, belief systems or intentions. There may also be a feeling of inadequacy from certain staff members because this is how they have practiced GT selection for years. Teachers may feel the systematic approach is “too much” to have to meet when a student is being identified as gifted and talented.</p> <p>We are already making steps moving forward in engaging our supporters, with them requesting professional development to increase their awareness to address differentiation for students of different backgrounds. They understand that the ELL population has created a shift in how they need to instruct students. It will be easy to meet the needs of our GT students differentiation by just placing an entire series of PDs on how to differentiate in the classroom for different types of learners.</p> <p>This is also in alignment with what we are implementing with our MTSS academic module in Teacher Clarity. This alignment is ensuring that our core instruction is strengthening to meet all of our student needs.</p>	<p><i>discussion of how these will be addressed is reasonable and logical.</i></p>
<p>12. Budget</p>	<p>How will your budget need to be modified to implement your strategy? Assume your total budget will not change.</p>	<p>There will not need to be any changes to budget. Money has already been diverted to the areas of visual arts and library, which are going to support our Gifted and Talented programs.</p>	<ol style="list-style-type: none"> <li>1. <i>Budget is insufficient to meet demands of strategy.</i></li> <li>2. <i>Budget modification is acceptable but needs some improvements.</i></li> <li>3. <i>Budget modification provides sufficient resources to implement strategy.</i></li> </ol>

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.	<p>Fern Creek Elementary School will have a Gifted &amp; Talented/Advance Program student list that is representative of their school demographics. That means there will be equitable access to all educational opportunities for every student at Fern Creek Elementary student, no matter their race.</p> <p>The school will have a selection system for Gifted and Talented that does not rely as heavily on teacher input, and more on school data, a survey that looks at parent interest and needs ability for student talent, a specific referral identification checklist, and a visual and performing arts identification checklist.</p>
14. Adjustment	What are indicators that your plan is not working and needs adjustment?	The school does not see a shift in numbers for Gifted and talented program or in the Advanced program. Summative assessment data does not improve school wide.