Richard Woods, Georgia's School Superintendent: "Educating Georgia's Future"

FY17 Local Education Agency (LEA) Equity Action Plan

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Fiscal Year	2017	**LEA Name**	Savannah-Chatham	**LEA Coordinator**	Kaye Aikens

Equity Gap #1
(LEAs must select an Equity Gap that addresses the needs of poverty and minority students.)

Gap 1: CCRPI

There is no considerable gap between the LEA and the state (5.93). There is a gap between the high poverty schools and the state (14.84) and the high minority schools and the state (11.44). Thunderbolt (HP & HM), Haven (HP & HM), East Broad K-8 (HP & HM), Shuman (HP & HM) and Myers Middle (HP & HM)

Equity Intervention Selected to Address Equity Gap #1

PL-2: Provide Targeted Teacher Development on Content and Pedagogy

Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. The description should include the personnel responsible by position and timeline for implementing, monitoring, and analyzing data to determine effectiveness of implementation. It should also include the data that will be gathered and analyzed to determine effectiveness.

	Personnel Responsible	**Timeline**
Implementation		
School Improvement Coaches: **Opportunity** Schools & *Focus* Schools • Team1: **Brock**, *Butler*, Gadsden, Garden City, ***Haven***, **Hodge**, *Shuman*, Spencer, *Thunderbolt*, White Bluff, Low, *Windsor Forest*, East Broad, and Fresh Start • Team 2: Beach, Building Bridges, Groves, Islands, Jenkins, Johnson, Liberal Studies at Savannah High, New Hampstead, Windsor, and Woodville Tompkins High Schools/Building Bridges, CGCA, Coastal, **DeRenne**, Hubert, **Mercer**, **Myers**, Oglethorpe Charter, Southwest Middle, The STEM at Bartlett and West Chatham Middle. • Team 3: Bloomingdale, Charles Ellis, Coastal Empire Montessori, Garrison, Georgetown, Godley Station, Gould, Heard, Hesse, Howard, Isle of Hope, Largo-Tibet, Marshpoint, Pooler, Port Wentworth, Pulaski, Rice Creek, Savannah Classical, J.G. Smith, Southwest, Tybee Maritime Academy The coaches will provide job-embedded professional development opportunities to the schools listed above to	Kaye Aikens Krystal Bell Rena Beasley Shelia Garcia	First Nine-Weeks: 08/03/2016 - 10/05/2016 Second Nine-Weeks: 10/06/2016 - 12/16/2016 Third Nine-Weeks: 01/04/2017 - 03/08/2017 Fourth Nine-Weeks: 03/09/2017 - 05/19/2017

include support with classroom management, instructional delivery, differentiated instruction, standards-based classroom, and one-on-one individualized support.		
The Professional Learning support will be provided to Opportunity, Focus, and Impact Schools as a priority to meet their needs. This support will also be offered to other schools in the district based on their needs. The support will be provided in several modes to include but not limited to: Face-to-Face, Virtual, Book Studies, PLCs, and One-on-One. Classroom Management: Face-to-Face Learning Sessions • Retooling your Classroom Management Plan • Classroom Management Conference: Create Success! • Creating Highly Effective Classroom • One-Day Classroom Management Conference • The Common Sense of Classroom Management Classroom Management: Virtual Learning Sessions • Teachers Teaching Teachers: Best Practices for Creating a Positive Learning Environment and Engaging Students in the Classroom • Book Study - Never Work Harder than your Students • Book Study: Teach like a Pirate and Increase Student Engagement • Teachers Teaching Teachers: Building Relationships, Earning Respect, and Making Gains	Shavondra Ceasar Shavondra Ceasar	First Nine-Weeks: 08/03/2016 - 10/05/2016 Second Nine-Weeks: 10/06/2016 - 12/16/2016 Third Nine-Weeks: 01/04/2017 - 03/08/2017 Fourth Nine-Weeks: 03/09/2017 - 05/19/2017
Differentiated Instruction: Virtual Learning Sessions • One-Day Seminar: Dare to Differentiate • The Six Non-Negotiables of Differentiation	Shavondra Ceasar	Sept 2016 March 2017
Interpreting and Using Data • Assessments and Data Driving Your Differentiation • Improving Instruction Using Benchmark Data	Aviva Rice Michelle Longaberger Shawn Stewart Tomeka Barron	Quarterly: Oct 2016 December 2016 March 2017 May 2017

THRIVE: Induction Program for New Teachers with 0-3 years of experience • THRIVE I: Three PLCs (0.5 day in professional learning sessions & 0.5 day observing other teachers) • THRIVE II: One PLC (0.5 day in professional learning sessions & 0.5 day observing other teachers) & one PLC (all day professional learning sessions) • THRIVE III: Two PLCs (all day professional learning sessions)	Deonn Stone & Michele Fox	THRIVE I Sept 2016 Nov 2016 Feb 2017 THRIVE II & III Oct 2016 Feb 2017
Math Endorsement • Understanding Data Analysis and Probability • Understanding Geometry and Measurement • Understanding Algebra	LaTonya Mitchell – FDRESA Marlyn Westbrook	8/8-9/22/16 1/9-3/27/17 7/22-9/18/17
Monitoring Implementation		
• School Improvement Coaches: Training Logs & evaluations • Classroom Management: Sign-in sheets & session evaluations • Differentiated Instruction: Sign-in sheets & session evaluations • Interpreting and Using Data: Sign-in sheets & session evaluations • THRIVE: Sign-in sheets & session evaluations • Math Endorsement: Sign-in sheets & session evaluations	Kaye Aikens & Michele Fox	All implementation will be monitored quarterly: Oct 2016 December 2016 March 2017 May 2017
Measuring for Effectiveness of Implementation and Ability to Reduce Equity Gap		
School Improvement Coaches: • DIBELS Literacy & Numeracy Data • SRI Data • MAP Data	Kaye Aikens & Michele Fox Marlyn Westbrook & Julia Reynolds	Sept 2016 Jan 2017 May 2017

Classroom Management: • Classroom Observation Data Differentiated Instruction: • Lesson Plans • Classroom Observation Data Interpreting and Using Data: • Lesson Plans • Classroom Observation Data	School Improvement Coaches & Professional Learning Coaches	Quarterly: Oct 2016 December 2016 March 2017 May 2017
THRIVE: • Retention Data CCRPI Scores	Michele Fox	May 2017
Math Endorsement • DIBELS Numeracy Data • MAP Data • GMAS Math Scores	Marlyn Westbrook	Sept 2016 Jan 2017 May 2017

Allocation of Resources and/ or Coordination of Funds Required to Implement Equity Intervention
• School Improvement Coaches: 3 coaches fully funded by Title I, 5 coaches fully funded by Title IIA, Part A, 2 coaches 0.5 funded by Title I & 0.5 funded by Title IIA • Classroom Management: Funded by Title IIA & State Funds • Differentiated Instruction: Funded by Title IIA & State Funds • Interpreting and Using Data: Funded by Title IIA • THRIVE: Funded by Title IIA & State Funds • Math Endorsement: Funded by Title I Funds

Equity Gap #2 **(LEAs must select an Equity Gap that addresses the needs of poverty and minority students.)**		
Gap 2: Discipline: Minority Out-of-School Suspension There is a gap between the LEA and the state (13%). There is a gap between the high poverty schools and the state (29%) and the high minority schools and the state (28%)		
Equity Intervention Selected to Address Equity Gap #2		
PL-1: Provide Targeted School Personnel Training on Student Supports and Interventions		
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. The description should include the personnel responsible by position and timeline for implementing, monitoring, and analyzing data to determine effectiveness of implementation. It should also include the data that will be gathered and analyzed to determine effectiveness.		
	Personnel Responsible	**Timeline**
Implementation		
The Professional Learning support will be provided to Opportunity, Focus, and Impact Schools as a priority to meet their needs. This support will also be offered to other schools in the district based on their needs. The support will be provided in several modes to include but not limited to: Face-to-Face, Virtual, Book Studies, PLCs, and One-on-One.		
Mindset Training (Crisis Prevention Strategies & Physical Restraint Training) • Part I – Keys to Success • Part II - Physical Restraint Procedures • Part III – Ensuring long-term successful implementation	Andrea DeShazo	Aug-Sept 2016
Classroom Management: Face-to-Face Learning Sessions • Retooling your Classroom Management Plan • Classroom Management Conference: Create Success! • Creating Highly Effective Classroom • One-Day Classroom Management Conference • The Common Sense of Classroom Management Classroom Management: Virtual Learning Sessions • Teachers Teaching Teachers: Best Practices for Creating a Positive Learning Environment and Engaging Students in the Classroom • Book Study - Never Work Harder than your Students	Shavondra Ceasar	Quarterly: Oct 2016 December 2016 March 2017 May 2017

• Book Study: Teach like a Pirate and Increase Student Engagement • Teachers Teaching Teachers: Building Relationships, Earning Respect, and Making Gains		

Teaching Students from Poverty
• Deepen Staff Understanding
  o Educational Effects of Poverty
• Change School Culture from Pity & Hopelessness to Empathy & Action
  o Classroom Success factors
	Aviva Rice	September 2016 & as requested

Poverty Simulation • New Teacher Orientation • Upon request at individual schools	Deonn Stone & Aviva Rice	August 2016
Monitoring Implementation		Quarterly: Oct 2016 December 2016 March 2017 May 2017
Sign-in sheets and evaluations	Kaye Aikens	
Before/After Poverty Simulation surveys	Deonn Stone Michele Fox	
Walk-throughs	Professional Learning Coaches & School Improvement Coaches Building Administrators	
Measuring for Effectiveness of Implementation and Ability to Reduce Equity Gap		
Discipline data Suspension rates	Kaye Aikens Building Administrators	Quarterly: Oct 2016 December 2016 March 2017 May 2017

Allocation of Resources and/ or Coordination of Funds Required to Implement Equity Intervention
• Mind Set – Department of Specialized Instruction/Special Education Funds • Classroom Management – Title II, Part A and State Funds • Cultural Diversity – Title II, Part A • Poverty Simulation – Title II, Part A and State Funds