

3. FY18 LEA EQUITY ACTION PLAN

District Name	Bremen City Schools
District Title II, Part A Coordinator	Christa L. Smith

3.1 REVIEW of COMPREHENSIVE NEEDS ASSESSMENT REPORT

Using the Comprehensive Needs Assessment 2017-2018 District Report provided by the Georgia Department of Education, districts must review each data variable to determine district and school needs and areas of focus. Equity needs should be considered when reviewing this data. Districts must analyze the reasons for any identified equity gaps. This analysis should occur in the District Report.

3.2 IDENTIFICATION of EQUITY GAPS

Districts must identify two gaps for improvement, focusing on gaps that impact minority students and economically disadvantaged students– One under Equity Gap #1 and one under Equity Gap #2. If a district does not plan to address a data variable that reflects a significant gap, the district should have provided an explanation in the data profile analysis. If a district reviews the data profile and does not identify equity gaps, the district must select two variables for continuous improvement. For each equity gap a different data profile variable must be identified.

Data Profile Variable			
Equity Gap #1	Equity Gap #2	<i>(Corresponding District CNA page numbers are provided for reference)</i>	
		TAPS distribution	
		LAPS distribution	
		Teacher retention (p. 29)	
		Principal retention (p. 29)	
		Inexperienced teachers (less than four years of experience) (p. 29)	
		Inexperienced leaders (principals or assistant principals with less than four years of experience)	
		Teachers out-of-field (p. 29)	
		Teachers with provisional or emergency certification (p. 30)	
		Discipline ISS (p. 42)	If selected, identify subgroup:
		Discipline OSS (p. 42)	If selected, identify subgroup:
		Student Attendance (p. 43)	If selected, identify subgroup:
		Teacher days absent (p. 43)	
		CCRPI Star Climate Rating (p. 43)	
		Per pupil expenditure (p. 49)	
✓		Student achievement (pp. 52-67)	Content area: ELA Subgroup: All
		Lexile	If selected, identify subgroup:
		Graduation rate (4 year cohort) (p. 68)	If selected, identify subgroup:
		Graduation rate (5 year cohort)	If selected, identify subgroup:
		Pathway completers (p. 68)	If selected, identify subgroup:
		District Mean Growth Percentile (MGP) (p. 68)	
	✓	School Mean Growth Percentile (SGP)	
		Other data source: Specify equity gap	

3.3 SELECTION of EQUITY INTERVENTIONS to ADDRESS IDENTIFIED EQUITY GAPS

For each equity gap selected, choose a corresponding equity intervention. Where applicable, districts may select the same equity intervention for each identified gap.

Equity Interventions	
Selected Intervention for Equity Gap #1	Selected Intervention for Equity Gap #2
✓	EI-1 Provide targeted teacher development on content, pedagogy, and student supports and interventions
	EI-2 Provide targeted school leader development
	EI-3 Provide professional learning opportunities for career advancement for teachers and school leaders
	EI-4 Identify, recruit, and equitably assign effective teachers and effective school leaders
	EI-5 Support the retention of effective teachers and effective school leaders
✓	EI-6 Schedule class size reduction teachers at a level that is evidence based
	EI-7 Provide equitable access to student support programs and interventions
	EI-8 Promote the engagement and education of parents, families, community and business partners
	EI-9 Evaluate and monitor the working environment in support of a positive school climate
	EI-10 Equitable allocation of academic resources to students

3.4 EQUITY INTERVENTIONS for REDUCING DISTRICT EQUITY GAPS

Describe how the equity intervention will be implemented, monitored, and 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. Because the plan will be executed in the current fiscal year, the timeline should specify whether each action will be monitored on an annual, bi-annual, quarterly, monthly, bi-monthly, weekly or daily basis. Certain implementation activities may have a more specific timeline (such as hiring a consultant to present in August, etc.).

3.4.1 EQUITY INTERVENTIONS for EQUITY GAP #1

Equity Gap #1	
Data Profile Variable Selected for Equity Gap #1 (from 3.2)	Student Achievement-STAR Reading Growth Scores
Equity Intervention Selected to Address Equity Gap #1 (from 3.3)	Provide targeted teacher development

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Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
<ol style="list-style-type: none"> 1. Train 100% of teachers in Marzano's 6 step Vocabulary Instruction Process 2. Develop Content Area Vocabulary Lists to be explicitly taught at each grade level. 3. Deliver quality vocabulary instruction to all students 4. Targeted TKES observations/walk-throughs to monitor consistent and explicit vocabulary instruction. 5. Establish system vertical alignment meeting calendar to collaborate with stakeholders concerning vocabulary instruction and resources needed 6. Follow established system Screening and Progress monitoring calendar to monitor student growth (whole group and sub groups) 	<p>Teachers Administrators; System Interventionists; Data Task Force Team; Title II Director</p>	<p>2017-2018 school year</p>

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<ol style="list-style-type: none"> 1. Development and distribution of Content Area Vocabulary Lists to all staff 2. TKES targeted observation results 3. Professional Learning Sign in sheets; Vertical Alignment Meeting Minutes and sign in sheets 4. Development of Content Area Action Plans 5. Monthly dates for data review; quarterly dates for data task force review 6. Professional Learning Newsletter 	<ol style="list-style-type: none"> 1. Administrators 2. Administrators 3. Administrators 	2017-2018 school year
Data to be collected to measure the <u>effectiveness</u> of implementation and district ability to reduce equity gap	Position/Role Responsible	Timeline
<ol style="list-style-type: none"> 1. Targeted content area vocabulary Pre/Post results 2. STAR reading and math growth reports 	Interventionists; Administrators; DTF team members	2017-2018 school year
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
State and Local funds		

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3.4.2 EQUITY INTERVENTIONS for EQUITY GAP #2

Equity Gap #2	
Data Profile Variable Selected for Equity Gap #2 (from 3.2)	School Mean Growth Percentile
Equity Intervention Selected to Address Equity Gap #2 (from 3.3)	Class Size Reduction

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
1. Class Size Reduction at 3rd grade to maintain student growth (whole group, minority and economically disadvantaged).	1. Administrators, 3rd grade teachers	1. 2017-2018 school year

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<ol style="list-style-type: none"> 1. School master schedule 2. CSR worksheet 3. Universal Screening and Progress Monitoring Calendar 4. Monthly Data Meetings (Agenda, meeting discussion and sign in sheets) 5. Data Task Force quarterly meetings (Agenda, sign in sheets, minutes) 	Administrator; Title IIA Director, Teachers, System Interventionist	2017-2018 School year
Data to be collected to measure the <u>effectiveness</u> of implementation and LEA ability to reduce equity gap	Position/Role Responsible	Timeline
; 1. STAR growth data reports <ol style="list-style-type: none"> a. Targeted grade level whole group trend data b. Subgroup comparison data (minority and ED) c. Third grade teacher trend data 	Administrator; Title IIA Director, Teachers, System Interventionist	2017-2018 School year
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
Title IIA funds-a portion of the salary for a third grade teacher for Class Size Reduction Local funds-Renaissance Learning-STAR reading and math universal screening and progress monitoring tool		