

3. FY18 LEA EQUITY ACTION PLAN

District Name	Buford City Schools
District Title II, Part A Coordinator	Rita Cantrell

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.

Equity Gap #1		Equity Gap #2		Data Profile Variable
				<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: Subgroup:
				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: Minority Students
				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)	Inexperienced Teachers
Equity Intervention Selected to Address Equity Gap #1 (from 3.3)	Targeted teacher development on content, pedagogy, & interventions

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Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
<p>To build professional capacity for all employees</p> <p>Increase the accountability of the mentor/mentee program</p> <p>Provide cross training opportunities for administrators</p> <p>Provide opportunities for teachers to expand their certification for teaching in other concentration areas</p> <p>Administrators and counselors will provide professional learning to address the barriers between home and school for identified students who are at risk of failing.</p> <p>ESOL endorsed teachers will provide professional learning to address the barriers between home and school for ELL identified students to all teachers.</p> <p>District social worker will provide professional learning for teachers, administrators, and staff members to increase awareness of needs of identified students.</p>	<p>Superintendent, Asst Superintendent, Principals, Asst Principals, Lead Teachers, Department Heads</p>	<p>July 2017 - May 2018</p>

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
Fall CPI report Mentor/Mentee training evaluation and review of monthly documentation Course completion and anecdotal observations of classroom strategies CSI/PL meeting agendas	Curriculum Directors, Administrators Asst Superintendent	July 2017 thru May 2018
Data to be collected to measure the <u>effectiveness</u> of implementation and district ability to reduce equity gap	Position/Role Responsible	Timeline
Survey Data PL evaluations TKES/LKES observations	Curriculum Directors, Administrators Asst Superintendent	July 2017 thru May 2018
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
Title I-A, Title II-A, Title III LEP, State Professional Learning, 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)	Pathway Completers
Equity Intervention Selected to Address Equity Gap #2 (from 3.3)	Targeted teacher development on content, pedagogy, & interventions

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
<p>Teachers will implement evidence based instructional strategies and appropriate interventions for students.</p> <p>Ongoing professional development with a focus on a variety of instructional strategies.</p> <p>Implementation of professional learning in the area of differentiation.</p> <p>Evidence based instructional strategies in curriculum plans.</p> <p>Provide need based interventions for students in addition to general education instruction.</p> <p>Identified students are provided interventions that are matched to meet their individual needs</p>	<p>Curriculum Directors, Administrators Asst Superintendent</p>	<p>July 2017 thru May 2018</p>

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
TKES, Admin Observations, PL Agendas and sign-in sheets, assessment data, student schedules, & student progress monitoring	Curriculum Directors, Administrators Asst Superintendent	July 2017 thru May 2018
Data to be collected to measure the <u>effectiveness</u> of implementation and LEA ability to reduce equity gap	Position/Role Responsible	Timeline
Benchmark data, assessment data, CCRPI, TKES scores, & pathway completer data	Curriculum Directors, Administrators Asst Superintendent	July 2017 thru May 2018
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
Title I-A, Title II-A, Title III LEP, State Professional Learning, Local funds		