

3. FY18 LEA EQUITY ACTION PLAN

District Name	Carroll County Schools
District Title II, Part A Coordinator	Dr. Karen Strickland

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: Minority Students
				Discipline OSS (p. 42) If selected, identify subgroup: <input type="checkbox"/>
				Student Attendance (p. 43) If selected, identify subgroup: <input type="checkbox"/>
				Teacher days absent (p. 43)
				CCRPI Star Climate Rating (p. 43)
				Per pupil expenditure (p. 49)
				Student achievement (pp. 52-67) Content area: <input type="checkbox"/> Subgroup: <input type="checkbox"/>
				Lexile If selected, identify subgroup: <input type="checkbox"/>
				Graduation rate (4 year cohort) (p. 68) If selected, identify subgroup: <input type="checkbox"/>
				Graduation rate (5 year cohort) If selected, identify subgroup: <input type="checkbox"/>
				Pathway completers (p. 68) If selected, identify subgroup: <input type="checkbox"/>
				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 2.2)	Principal Retention Rate
Equity Intervention Selected to Address Equity Gap #1 (from 2.3)	EI-5

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Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
New Principal Support for 1st Year and 2nd Year Principals. Contract with Dr. Mark Wilson. On-Site Visits.	Asst. Supt. HR	Monthly
Principal and Assistant Principal Support Program—West Georgia RESA—Up to Eight Meeting Dates—Professional Growth Plans.	Asst. Supt. HR	Eight Sessions within FY18
Quarterly Meetings for New Principals with Superintendent, Assistant Superintendent of HR, and Assistant Superintendent for Teaching and Learning. Onsite visits to observe organization and meetings with Administrative Team.	Superintendent, Asst. Supt. HR, Asst. Supt. Teaching Learning	Quarterly prior to Monthly Principals Meeting
Monthly Principal and Assistant Principal Meetings with Superintendent, Assistant Superintendents, Directors, and Other District Level Leaders.	Superintendent	Principal Mtgs on 4th Tues. of Every Month and AP Meetings 4th Thurs, of Every Month
Teaching and Learning Department School/Principal Support to schools identified as Priority. Based on the following: (1) Principal's Years of Experience, (2) STAR Climate Rating, (3) Perception Surveys (Students, Parents, and Staff), (4) CCRPI, and (5) Teacher Retention	Asst. Supt. of Teaching and Learning	Daily Visits by Teaching and Learning Directors/ Coordinators

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
(1) Collaboration Meeting with Consultant-Dr. Mark Wilson and Superintendent and Assistant Superintendent of Human Resources.	Supt./Asst. Supt. HR	Periodically between sessions
(2) Collaboration Meeting with Consultant-Dr. Mark Wilson and Superintendent and Assistant Superintendent of Human Resources.	Supt./Asst. Supt. HR	Periodically between on-site visits
(3) On-Site Visits to schools to observe implementation of topics discussed during quarterly meetings.	Supt./Asst. Supt. HR/Asst. Supt. T&L	Periodically after each quarter
(4) Pre-Evaluation, Mid-Year Evaluation, and End-of-the Year Evaluation with Superintendent.	Supt.	Aug, Jan, and June
(5) Teaching and Learning Department Meeting Discussions about Visits.	Asst. Supt. T&L	2 x/month
Data to be collected to measure the <u>effectiveness</u> of implementation and district ability to reduce equity gap	Position/Role Responsible	Timeline
School Climate Survey Results	Supt./ T&L Department	Release of CCRPI
Staff Perception Survey Results	Supt./ T&L Department	March of each Year
Principal Retention Rate	Supt/ Assistant Supt. of HR	Monitored throughout the school year
CCRPI Scores	Supt/T&L Dept.	Release of CCRPI
Priority Schools Google Doc--Monitoring Notes	T&L Dept.	Ongoing/ Daily
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
Title II, Part A funds and Local School Funds will be used to address and reduce the Principal Retention Rate equity gap.		

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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 2.2)	Percentage of in-School Suspension for Minority Students
Equity Intervention Selected to Address Equity Gap #2 (from 2.3)	E1-3

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
The Poverty Simulation Experience through the University of UGA	Director of Federal Programs	October 13, 2017
Systemwide Discipline Training for Principals and Assistant Principals	Asst. Supt. of Student Services	July 25, 2017
Classroom Management Professional Learning through RESA	Principals	As Offered
Diversity Training for Teachers, Paraprofessionals, and School Leaders through West Georgia RESA	Director of Federal Programs	March 2018
Behavioral Supports (IDEA)	Behavioral Specialist	Ongoing Support to Schools

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<p>Director of Federal Programs monitors the participants to ensure that all teachers receive training throughout the three year cycle of proving the poverty/monority training</p> <p>Principal Meetings will be used as opportunities to discuss discipline relative to subgroups--specifically moniorities</p> <p>Principals will establish plans with teachers experiences classroom management deficiencies/monitor the completion of the plan/classroom observations</p> <p>School Visits</p>	<p>Dir. of Federal Programs</p> <p>Asst. Supt. Student Services</p> <p>Principals</p> <p>ECS Staff</p>	<p>Annually</p> <p>Monthly</p> <p>Ongoing</p>
Data to be collected to measure the <u>effectiveness</u> of implementation and LEA ability to reduce equity gap	Position/Role Responsible	Timeline
<p>Student Perception Survey</p> <p>Discipline Report by RACE/Subgroup</p> <p>TKES Evaluation Process</p>	<p>Principals/T &L Dept</p> <p>Principals/ APs</p> <p>Principals/ APs</p>	<p>March 2018</p> <p>Weekly</p> <p>Daily/As Schedule</p>
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
Title II, Part A Funds, IDEA, Title I Funds (data to support discipline as an issue), and Local School Funds		