

### 3. FY18 LEA EQUITY ACTION PLAN

District Name	Chattooga County Schools
District Title II, Part A Coordinator	Jared Hosmer

#### 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: ELA Subgroup: EL, SWD, Multi-Ra
				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)	Teacher Retention Rate
Equity Intervention Selected to Address Equity Gap #1 (from 3.3)	EI-5 Support the Retention of effective teachers and effective school leaders

## DISTRICT IMPROVEMENT PLAN

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
1. Provide mentor/mentee Program to support teaches in curriculum and best practices.	Asst. Super., Success Team, Admin.	Jul-Jun Ongoing
2. Provide district level Success Team support in curriculum and best practice by content area.	Asst. Super., Success Team., Admin.	Jul-Jun Ongoing
3. Provide professional learning by content area to develop curriculum maps, pacing guides and assessments	Asst. Super, Success Team, Admin.	Jul-Jun Ongoing
4. Provide data teams by grade level and content area to provide instructional support.	Asst. Super, Success Team, Admin.	Jul-Jun Ongoing

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
1. Mentor/Mentee required paper work  2. Sign-in sheets, agendas, handouts, Teacher survey results, professional learning, request forms  3. Sign-in sheets, agendas, handouts, Teacher survey results, professional learning, request forms, copies of curriculum maps, pacing guides and assessments  4. Agendas, sign-in sheets, excel spreadsheets, data team notes	Asst. Super  Success Team  Admin., Success Team  Admin., Success Team	Jul-Jun Ongoing  Jul-Jun Ongoing  Jul-Jun Ongoing  Jul-Jun Ongoing
Data to be collected to measure the <u>effectiveness</u> of implementation and district ability to reduce equity gap	Position/Role Responsible	Timeline
1. Percentage of teachers who return for 2018-2019 school year  2. Climate Survey data  3. CPI Report	Asst. Super, Admin., H.R.  Asst. Super, Admin, HR.  Asst. Super, Admin., HR	Jul-Jun Ongoing  Jul-Jun Ongoing  Jul- Jun Ongoing
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
1. Mentoring Program stipends-General Fund 2. Success Team supported by Title I and Title II 3. Professional Learning stipends-Title I and General Fund		

## DISTRICT IMPROVEMENT PLAN

### 3.4.2 EQUITY INTERVENTIONS for EQUITY GAP #2

Equity Gap #2	
Data Profile Variable Selected for Equity Gap #2 (from 3.2)	Student Achievement for EL, SWD, Multi-Racial
Equity Intervention Selected to Address Equity Gap #2 (from 3.3)	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
1. Professional learning for a co-teaching environment (Spec. Ed in inclusion setting) will assist Spec. Ed teachers with differentiation and effective instruction for inclusion setting.	Spec. Ed Director, Success Team, Asst. Super, School Admin.	Jul-Jun Ongoing
2. Use data teams meetings to determine student/instructional needs and work with teachers to identify and implement differentiation learning strategies to address these needs.	Spec. Ed Director, Success Team, Asst. Super, School Admin.	Jul-Jun Ongoing
3. District-wide professional learning with Success Team to implement intentional differentiation engagement strategies.	Spec. Ed Director, Success Team, Asst. Super, School Admin.	Jul-Jun Ongoing

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
1. Agendas, sign-in sheets, Lesson plans, observations, professional learning requests.	Spec. Ed Dir, Asst. Super, Success Team, Sch Admin.	Jul-Jun Ongoing
2. Agendas, sign-in sheets, lesson plans, observations, professional learning requests, data team meetings, excel spreadsheets.	Spec. Ed Dir, Asst. Super, Success Team, Sch Admin	Jul-Jun ongoing
3. Agendas, sign-in sheets, lesson plans, observations, professional learning requests.	Spec. Ed Dir, Asst. Super, Success Team, Sch Admin.	Jul-Jun ongoing
Data to be collected to measure the <u>effectiveness</u> of implementation and LEA ability to reduce equity gap	Position/Role Responsible	Timeline
1. Formative assessments data 2. Summative assessments data 3. GA Milestones for selected subgroups	Success Team, School admin, teachers	Aug-Jun Ongoing
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
Professional Learning Stipends-Title I and General Fund Success Team-Title I and Title II		