

3. FY18 LEA EQUITY ACTION PLAN

District Name	Colquitt
District Title II, Part A Coordinator	Mr. Todd Hall, Federal Program Director CCSS

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: <input type="checkbox"/>
✓				Discipline OSS (p. 42) If selected, identify subgroup: Minority Students
				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: ELA Subgroup: SWD
				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 3.2)	Discipline OSS, Minority
Equity Intervention Selected to Address Equity Gap #1 (from 3.3)	EI-9

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Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
<p>Discipline OSS, Minority EI-9 Evaluate and monitor the working environment in support of a positive school climate</p>		
<p>The CCSS will obtain the System Wide Information System (SWIS) for use in all schools</p>	Assist. Sup. Curr/Instruct	August 2017
<p>The CCSS will provide school leaders and school level users PD in use of SWIS & PBIS</p>	RTI Director	August 2017
<p>The CCSS will provide school leaders with PD in use of Infinite Campus discipline reporting and reports</p>	RTI Director	Ongoing
<p>CCSS schools will create processes and procedures for using SWIS and inputting information</p>	Principals	August 2017
<p>CCSS schools will Conduct Problem Analyses: 1. Assess PBIS fidelity 2. Identify Vulnerable Decision Points (Location, Time of Day, Problem Behavior, Motivation, 3. Create Precise Problem Statement & Compare Statement 4. Assess Achievement Gap</p>	Admin Team	Monthly/ Quarterly
<p>CCSS will Plan Implementation by (a) selecting and then (b) implementing strategies that are most likely to be effective in solving the problem.</p>		

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<p>CCSS schools will develop time lines for monthly data review of discipline information in SWIS that includes the following: How often do referrals occur? What problem behaviors occur most frequently in our building? Where are problem behaviors most likely to occur? When are problem behaviors most likely to occur? Which students are involved in referrals? Risk Indexes/Risk Ratios</p> <p>The CCSS will monitor use of SWIS by schools The CCSS will monitor outcomes of discipline events for trends and disproportionality The CCSS will audit SIS (Infinite Campus) & SWIS for discrepancies</p> <p>District PBIS Leadership Team will evaluate implementation</p>	<p>School Admin Teams</p> <p>RTI Director RTI Director</p> <p>SIS Clerk/ RTI Director PBIS LT</p>	<p>August 2017</p> <p>Ongoing Ongoing</p> <p>Jan, May 2018 Fall, Spr</p>
Data to be collected to measure the <u>effectiveness</u> of implementation and district ability to reduce equity gap	Position/Role Responsible	Timeline
<p>WHAT problem behaviors are associated with disproportionate ODRs and suspensions? WHERE are there disproportionate ODRs and suspensions (i.e., for what locations)? WHEN are there disproportionate ODRs and suspensions (i.e., for what times of day/days of the week/months of the school year)? WHAT MOTIVATIONS are associated with disproportionate ODRs and suspensions (e.g., for what perceived functions of problem behavior)? WHO is issuing disproportionate ODRs and suspensions (e.g., for what staff)? EVALUATE the achievement gap to assess whether lower academic skills are related to problem behavior for certain groups (i.e., the achievement gap may be exacerbating the discipline gap) Risk Indexes Risk Ratios</p>	<p>School Admin</p>	<p>Quarterly/ Monthly</p>
<p>Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps</p>		
<p>SWIS for all schools- Curriculum/Instruction and/or Assessment Budget Substitutes for PD- District Professional Learning Budget</p>		

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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)	Student Achievement, ELA, SWD
Equity Intervention Selected to Address Equity Gap #2 (from 3.3)	EI-7

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
<p>Student Achievement, ELA, SWD EI-7 Provide equitable access to student support programs and interventions</p> <p>The CCSS will implement and monitor 2017-2018 CEIS Plan</p>	<p>Assist Sup Curr & Instr SWD Director RTI Director</p>	<p>Aug-May 2017-18</p>
<p>The CCSS will provide K-12 SWD instructors with information and training in the following prior to the school year during a summer 2017 summit to decrease the % of time lost to training/ meetings during the school year: Literacy building blocks, Tier 1 Literacy curriculum, Required Paperwork, Co-Teaching Arrangements, Interventions, ASPIRE, IEP requirements, etc.</p>	<p>SWD Director SWD Assist Director</p>	<p>July 2017</p>
<p>The CCSS will implement district/school level walk through protocols and provide PD for administrators to evaluate the appropriateness and effectiveness of co-teaching arrangements</p>	<p>SWD Director SWD Assist Director</p>	<p>Sept 2017</p>
<p>The CCSS will obtain and provide PD and embedded coaching for SWD teachers in utilizing literacy interventions</p>	<p>SWD Director SWD Assist Director</p>	<p>July 2017 ongoing</p>
<p>The CCSS will support schools in developing master schedules to maximize SWD access to differentiated instruction in literacy.</p>	<p>Assist Sup Curr 7 Instr SWD Director SWD Assist Director RTI Director</p>	<p>Summer 2017</p>

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
The CCSS will collect data required for CEIS plan implementation	SWD Director	Ongoing
The CCSS will evaluate effectiveness of implementation of literacy interventions through coaching notes/ result reports and student progress	SWD Director SWD Assist Director RTI Director	Ongoing
The CCSS will monitor master schedules to maximize SWD access to differentiated instruction in literacy through walk through data.	Assist Sup Curr & Instr Curr Directors	Monthly/ Quarterly
Data to be collected to measure the <u>effectiveness</u> of implementation and LEA ability to reduce equity gap	Position/Role Responsible	Timeline
The CCSS will evaluate the effectiveness of training from summer 2017 SWD teacher summit through walk through tool data & TKES	Assist Sup Curr & Instr, Principals, SWD Director	Ongoing
The CCSS will evaluate the effectiveness of implementation and the ability to reduce equity gap through Georgia Milestone Assessment System Results on ELA assessments as show in the overall % of SWD students achieving Proficient or Distinguished levels of achievement and the % of decrease in Level 1 achievement on each ELA assessment and in comparison to Regular Program students	Assist Sup Curr & Instr, Principals, SWD Director	Summer 2018
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
ELA Interventions for SWD: CEIS Funds		