

3. FY18 LEA EQUITY ACTION PLAN

District Name	Columbia County
District Title II, Part A Coordinator	Brian Campbell

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: <input type="checkbox"/>
		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: ELA Subgroup: Minority
		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	Student Achievement Middle School ELA SWD

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)	Minority Student Achievement in Reading 3-12
Equity Intervention Selected to Address Equity Gap #1 (from 3.3)	Targeted teacher development on pedagogy and student interventions

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Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
Provide specific professional learning on differentiating instruction for minority subgroups.	MS Director	Dec 2017
Provide professional learning on increasing student engagement and reaching minority and/or poverty students.	Title I Director	Jan 2018
Provide professional learning on writing in the content area.	ES Director	Feb 2018
Train new teacher (1-3 years) on effective instructional strategies with at-risk students and provide a mentor.	Asst Supt	Quarterly
Provide students Lexile appropriate books to minority students at Back to School event and provide training to parents on how to read with their children.	Title I Director	July 2018

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<p>Sign-in sheets and agendas for all professional learning below.</p> <p>Differentiated strategies for subgroups Increasing student engagement Writing in content area Train new teachers</p> <p>Pictures and sign-in sheet from parent training on reading with students/ book give away</p>	<p>MS Director Title I Direct ES Director Asst Supt</p> <p>Title I Director</p>	<p>Dec 2017 Jan 2018 Feb 2018 Quarterly</p> <p>July 2018</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>Teacher surveys at conclusion of each professional learning event above.</p> <p>TKES Standard 4 Differentiation District Average</p>	<p>Same as above</p> <p>Asst Supt</p>	<p>Same as above</p> <p>May 2018</p>
<p>Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps</p>		
<p>Title II funds and local professional learning funds would be used to provide training. Title I provides funds for leveled books.</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)	Middle school SWD achievement in ELA
Equity Intervention Selected to Address Equity Gap #2 (from 3.3)	EI-10 Equitable allocation of academic resources to students

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
Increase allocation of special education teachers/paras for inclusion MS classes.	SPED Director	Sept 2017
Sped teacher recruitment at local colleges.	HR Director SPED Director	May 2018
Implementation of Reading Horizons in grades 6-8 for SWD.	SPED Director	October 2018

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
School personnel allocation spreadsheet	SPED Director	Sept 2017
Sign-in sheets for prospective teachers that met with HR during college visits	HR Director	May 2018
Reading Horizon usage report from each middle school	SPED Director	Quarterly
Data to be collected to measure the <u>effectiveness</u> of implementation and LEA ability to reduce equity gap	Position/Role Responsible	Timeline
SPED teachers more equitably distributed to MS compared to HS and ES	SPED Director	Sept 2017
Number of sped teaching vacancies	HR Director	June 2018
Reading Horizon report on SWD progress	SPED Director	Quarterly
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
Local QBE funds will be used to hire additional staff for MS. Title II funds will be used for sped teacher recruitment expenses and Title VIB will provide Reading Horizon.		