

### 3. FY18 LEA EQUITY ACTION PLAN

District Name	Commerce City Schools
District Title II, Part A Coordinator	Joy R. Tolbert

#### 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: All Students
		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)	Student Achievement- ELA- Minority
Equity Intervention Selected to Address Equity Gap #1 (from 3.3)	Professional learning for teachers on content, pedagogy, and support

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Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
<p>1- Commerce City Schools has purchased Reading Inventory to be used as a reading screeners in grades K-8. This initial screener will alert students, parents, teachers, and administrators of the beginning of the year Lexile level.</p> <p>2- The beginning of the year Lexile level will be communicated to parents, along with the grade level goal that our system has set based on the Lexile bands. Specific supports will be identified and communicated to the parents to help students go from their original baseline screener score to the end-of-year Lexile goal for the grade level.</p> <p>3- The school system will contract with the Georgia Center for Assessment to have ELA and math test bank items. Teachers will create formative assessment that can be used as benchmarks for a mid-year measure and an end-of-year measure before the state assessment.</p> <p>4. The school system will also contract with the Georgia Center for Assessment to have writing assesslets administered in grades 2-8 for all three genres. The Georgia Center for Assessment will score the assesslets and provide the professional learning to the teachers based on the data from the students.</p>	<p>Teachers Leaders Georgia Center for Assessment</p>	

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<p>During the 2017-2018 school year, Commerce City Schools will administer screeners at every grade level in grades K-8 using Reading Inventory. This data will be collected to identify students who are performing below grade level. Those students will be identified for specific instructional supports to address their deficits. The teachers in grades 1-4 will have access to ELA test bank items through the Georgia Center for Assessment to create benchmarks to be administered three times during the year. During administrative meetings the principals, along with a hired consultant, will review the results from the screeners and benchmarks to measure growth. Finally, the school system will contract with GCA to administer the writing assesslets in all three genres for grades 1-8.</p>	<p>Teachers Principals System Leaders Consultant</p>	<p>2017-18 school year</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>Based on the subgroup breakdown of students scoring a 1 on the FY17 Milestones, students will be tracked by screener and benchmark data to measure growth in the area of ELA. Effectiveness will be measured by the amount of growth shown between the initial screener and the two benchmarks throughout the year. Also, the writing scores on Milestones will be compared after the assesslets from GCA have been administered to students in all three genres.</p>	<p>Teachers Principals System Leaders Consultant</p>	<p>2017-18 school year</p>
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
<p>Federal and state funds will be used to pay for the professional learning, software, and GCA support.</p>		

# 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)	Lexile Level- All students
Equity Intervention Selected to Address Equity Gap #2 (from 3.3)	Professional learning for teachers on content, pedagogy, and support

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
<p>1- During the 2017-2018 school year, Commerce City Schools will provide professional learning for all teachers and leaders through Marzano's NEW Art and Science of Teaching. Through this professional learning, teachers and leaders will create a K-12 instructional framework for instructing and assessing students.</p> <p>2- Commerce City Schools has purchased Reading Inventory to be used as a reading screeners in grades K-8. This initial screener will alert students, parents, teachers, and administrators of the beginning of the year Lexile level.</p> <p>3- The beginning of the year Lexile level will be communicated to parents, along with the grade level goal that our system has set based on the Lexile bands. Specific supports will be identified and communicated to the parents to help students go from their original baseline screener score to the end-of-year Lexile goal for the grade level.</p> <p>4- The school system will contract with the Georgia Center for Assessment to have ELA and math test bank items. Teachers will create formative assessment that can be used as benchmarks for a mid-year measure and an end-of-year measure before the state assessment.</p> <p>5- The school system will also contract with the Georgia Center for Assessment to have writing assesslets administered in grades 2-8 for all three genres. The Georgia Center for Assessment will score the assesslets and provide the professional learning to the teachers based on the data from the students.</p> <p>6- After the reading screener and benchmarks have identified students who struggle with reading and ELA, the teachers will use instructional supports such as I-Ready, Wilson Reading, and Read 180 to address the learning deficits.</p>	<p>Teachers</p> <p>Leaders</p> <p>Georgia Center for Assessment</p> <p>Consultant</p>	<p>2017-18 school year</p>

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<p>During the 2017-2018 school year, Commerce City Schools will administer screeners at every grade level in grades K-8 using Reading Inventory. This data will be collected to identify students who are performing below grade level. Those students will be identified for specific instructional supports to address their deficits. The teachers in grades 1-4 will have access to ELA test bank items through the Georgia Center for Assessment to create benchmarks to be administered two times during the year. During administrative meetings the principals, along with a hired consultant, will review the results from the screeners and benchmarks to measure growth. Finally, the school system will contract with GCA to administer the writing assesslets in all three genres for grades 1-8.</p>	<p>Teachers Principals System Leaders Consultants</p>	<p>2017-18 school year</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>Based on the subgroup breakdown of students scoring below grade level with their Lexile score and the initial reading screener, students will be tracked by screener and benchmark data to measure growth in the area of reading. Effectiveness will be measured by the amount of growth shown between the initial screener and the two benchmarks throughout the year.</p>	<p>Teachers Principals System Leaders Consultants</p>	<p>2017-18 school year</p>
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
<p>Federal and state funds will be used to pay for the professional learning, software, and GCA support.</p>		