

3. FY18 LEA EQUITY ACTION PLAN

District Name	Crisp County
District Title II, Part A Coordinator	Christopher Leonard

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: All 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: All
		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)	Student achievement: ELA & mathematics
Equity Intervention Selected to Address Equity Gap #1 (from 3.3)	EI-1 monitored 3X/yr by school leadership, student data

DISTRICT IMPROVEMENT PLAN

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
<p>To meet the diverse needs of our student population, Crisp County will implement the following procedures to address the identified equity gaps (student achievement in ELA & mathematics)</p> <ol style="list-style-type: none"> 1. Job-embedded PL for teachers, leaders, & paraprofessionals in differentiated instructional strategies 2. Weekly RTI interventions 3. Universal reading screener to measure student growth at least 3X per year resulting in timely interventions 4. Standards-based classrooms 5. Effectively integrating technology into the classroom 6. Students effectively using instructional technology in the classroom 7. Curriculum planning 8. Curriculum vertical alignment 9. Collaborative planning scheduled into the academic day by content/grade level 10. Data analysis & root cause analysis 11. Classroom management 12. Support PL/PLCs to enhance teachers' content knowledge/skills in all academic content, poverty, pedagogical practices, and other work-related PL/PLCs 13. Support PL/PLCs for school leadership to increase student achievement, leadership skills, school climate and other work-related PL/PLCs 	<ol style="list-style-type: none"> 1. Academic Coaches 2. RTI Coordinator 3. Academic Coaches 4. School Leadership 5 & 6 7, 8, 9, 10 Academic Coaches 11 principals 12 & 13 Title II-A Director 	<p>2017-2018 school year</p> <ol style="list-style-type: none"> 1. Quarterly 2. Weekly 3-Aug. Jan, May 4. Daily 5. Weekly 6. Weekly 7. Winter, Spring 8. Winter, Spring 9. Weekly 10. Quarterly 11. Daily 12. Monthly 13. Monthly

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<ol style="list-style-type: none"> 1. TKES evaluations 2. Formal & Informal walk throughs along with feedback 3. Classroom-based data (report cards, class work, performance tasks, benchmarks, classroom assessments) 4. Universal screener data 5. Achievement data 6. RTI data 7. Math consultant feedback 	<ol style="list-style-type: none"> 1. School Leadership 2. School Leadership & Academic Coaches 3, 4, & 5 Academic Coaches 6. RTI Coordinator 7. Title II-A Director 	2017-2018 school year
Data to be collected to measure the <u>effectiveness</u> of implementation and district ability to reduce equity gap	Position/Role Responsible	Timeline
<ol style="list-style-type: none"> 1. TKES evaluations 2. Formal & Informal walk throughs along with feedback 3. Classroom-based data (report cards, class work, performance tasks, benchmarks, classroom assessments) 4. Universal screener data 5. Achievement data 6. RTI data 	<ol style="list-style-type: none"> 1. School Leadership 2. School Leadership & Academic Coaches 3, 4, & 5 Academic Coaches 6. RTI Coordinator 7. Title II-A Director 	2017-2018 school year
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
Universal Screeners - Title I; Math Consultant - Title II-A; Curriculum Planning - Title I; Instructional Technology Training - Title II-A; Technology Instructional Coach - Title I		

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)	Discipline: Non SWD OSS 10 days or less
Equity Intervention Selected to Address Equity Gap #2 (from 3.3)	EI-1

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
<p>To meet the diverse needs of our student population, Crisp County will implement the following procedures to address the identified equity gap for discipline: OSS for non-SWD students:</p> <ol style="list-style-type: none"> 1. Provide PL/PLCs for working with poverty students and provide interventions/strategies to prevent & address unwanted behaviors associated with poverty 2. Improve school climate & school-parent communication skills to help school teachers & leaders communicate inappropriate behaviors to parents in such a way that parents recognize the importance of intervening and supporting the school in stopping the inappropriate behavior(s) 3. Discipline data analysis and root cause analysis 4. Provide classroom management strategies and behavior interventions as needed/identified 5. Discipline will be monitored 4 times per year and problems addressed as needed 6. Frequent and consistent recognition for good behavior 	<ol style="list-style-type: none"> 1. Academic Coaches 2. School Leadership & Parent Engagement Facilitators 3. School Leadership 4. Academic Coaches & Principals 5. School Leadership 6. School Leadership & Teachers 	<ol style="list-style-type: none"> 1. Quarterly 2. Daily 3. Quarterly 4. Weekly or as needed 5. Quarterly 6. Quarterly

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<ol style="list-style-type: none"> 1. Sign-in sheets, agendas for off-site PL 2. sign-in sheets, agendas, & presentation materials/handouts for on-site PL 3. Discipline data 4. Counselor referrals 5. RTI data 6. STAR data 	<ol style="list-style-type: none"> 1. PL Admin. 2. Academic Coaches 3. Principals 4. Counselors 5. RTI Coordinator 6. STAR officers 	<ol style="list-style-type: none"> 1. Weekly 2. Weekly 3. Quarterly 4. Daily 5. Weekly 6. Weekly
Data to be collected to measure the <u>effectiveness</u> of implementation and LEA ability to reduce equity gap	Position/Role Responsible	Timeline
<ol style="list-style-type: none"> 1. Discipline data 2. Counselor referrals 3. RTI data 4. STAR data 5. Professional Learning (PL) 	<ol style="list-style-type: none"> 1. School Leaders 2. Counselors 3. RTI Coordinator 4. STAR officers 5. Academic Coaches 	<ol style="list-style-type: none"> 1. Quarterly 2. Daily 3. Weekly 4. Weekly 5. Quarterly
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
Professional Learning - Title II-A; Parent Engagement - Title I		