

3. FY18 LEA EQUITY ACTION PLAN

District Name	DeKalb County Schools
District Title II, Part A Coordinator	Eric Porter

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: <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: <input type="checkbox"/> Subgroup: <input type="checkbox"/>
				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)	Teacher Retention
Equity Intervention Selected to Address Equity Gap #1 (from 3.3)	EI-1

DISTRICT IMPROVEMENT PLAN

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
<ul style="list-style-type: none"> - As outlined in the DIP, DCSD has a new BOE approved curriculum that has been developed by teachers and instructional support personnel to align the DCSD units with the Georgia Standards of Excellence (GSE) to meet the Superintendent's rigorous lesson expectation. 	Chief Academic Officer (CAO)	Aug 2017-June -2018
<ul style="list-style-type: none"> - The district's new curriculum also has professional learning opportunities, and support for teachers such as Professional Learning Facilitators (PLF) who work with teachers in the implementation of the curriculum, Academic Coach Coordinators (ACC) who support Title I schools' Academic Coaches within an evidence based coaching model to enhance teacher and coaches capacities, and Content Coordinators (CC) who design and support the curriculum. 	Regional Supt. EDs Curriculum, Professional Learning, Federal Programs	Aug 2017-June -2018
<ul style="list-style-type: none"> - The TAPP program for SWIS wavier teachers and personnel meeting DCSD minimum professional qualifications to prepare them for the transition to the district's teacher induction program with the ultimate goal to meet GaPSC teacher requirements. 	ED of Professional Learning	Aug 2017-June -2018
<ul style="list-style-type: none"> · Conduct data meetings to discuss, analyze, determine root causes, and identify professional learning needed for teachers 	Chief Academic Officer, Regional Supt., ED of RAG, Curriculum	Aug 2017-June -2018
<ul style="list-style-type: none"> · Implement a district level professional learning plan to support areas of need such as the literacy and math initiative, deep teaching and learning, and the new curriculum 	CC, PLF, ACC	Aug 2017-June -2018
<ul style="list-style-type: none"> - Continuous job-embedded professional learning on evidence based "best practices" to address the academic needs of the diverse population to support out of field teachers along with all teachers. 	Principals CC, PLF, ACC	Aug 2017-June -2018

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<ul style="list-style-type: none"> - Formative data such as MAP, common assessments, and benchmark assessments and summative data - PD schedule, attendance, evaluations, walkthrough data to ensure translation of skill to practice in the classroom. - Support logs from Content Coordinators, PLFs, and ACC to determine additional needs to support teachers - Teacher feedback to new curriculum units and assessments. - TKES 	<p>Central office leadership and principals</p> <p>Central office leadership</p> <p>Principals</p>	<p>On-going through the school year</p> <p>On-going through the school year</p> <p>On-going</p>
Data to be collected to measure the <u>effectiveness</u> of implementation and district ability to reduce equity gap	Position/Role Responsible	Timeline
<ul style="list-style-type: none"> - Disaggregate MAP, benchmarks and summative data for teachers out of field and all teachers to review trends. - Triangulate the TKES data, walkthrough data, and student achievement data to determine effectiveness of PD and teachers supports offered. - Review feedback to the units offered by teachers to ensure the feedback strengthens the units and teaching. - Utilize data from the Coaches' Impact cycle to address teacher goals that impact student acadmeic needs. 	<p>Regional Supt., CAO, ED RAG, ED PL</p> <p>Regional Supt., CAO, ED RAG, ED PL</p> <p>CAO</p> <p>ACC</p>	<p>July 17 - June 18</p>
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
General, Title I, Title II		

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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)	District Mean Growth Percentile (MGP)
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
- As outlined in the DIP, DCSD has a new BOE approved curriculum that has been developed by teachers and instructional support personnel to align the DCSD units with the Georgia Standards of Excellence (GSE) to meet the Superintendent's rigorous lesson expectation.	Chief Academic Officer (CAO)	July 17 - June 18
- The district's new curriculum also has professional learning opportunities, and support for teachers such as Professional Learning Facilitators (PLF) who work with teachers in the implementation of the curriculum, Academic Coach Coordinators (ACC) who support Title I schools' Academic Coaches within an evidence based coaching model to enhance teacher and coaches capacities, and Content Coordinators (CC) who design and support the curriculum.	Regional Supt. EDs Curriculum, Professional Learning, Federal Programs	July 17 - June 18
- Conduct data meetings to discuss, analyze, determine root causes, and refine classroom instructional and identify appropriate interventions for select students.	Chief Academic Officer, Regional Supt., ED of RAG, Curriculum	July 17 - June 18
- Based on the SSIP, schools have been provided 4 areas in which to request training and support from the special education department: discipline of students with disabilities, writing and implementing IEPs with fidelity, co-teaching with fidelity, and implementing specialized instruction. Schools will request this support based on their data and continuous improvement plans.	Special Education and	July 17 - June 18
- The district will implement SIOP training to fidelity. The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model consists of eight interrelated components.	EL Department	July 17 - June 18

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<ul style="list-style-type: none"> · Formative data such as MAP, common assessments, and benchmark assessments, walkthroughs, and TKES - Special education staff (Coordinators and LTSEs) will monitor implementation using identified tools such as behavior intervention plan reviews, IEP due process checklists, learning walk tools for co-teaching and monitoring reports from fill-the-gap software implementation. Based on a review of the tools, technical assistance/coaching will be provided to the teacher/staff and the tool will be used again until proficiency is demonstrated. - The EL Studies Program will coordinate with the school administration to conduct focus walks. These focus walks center teachers' implementation of selected SIOP components. Also the local administrative team conducts formal observations. 	<p>Central office leadership, Principals</p> <p>Special Education</p> <p>EL Department</p>	<p>July 17 - June 18</p> <p>July 17 - June 18</p> <p>July 17 - June 18</p>
Data to be collected to measure the <u>effectiveness</u> of implementation and LEA ability to reduce equity gap	Position/Role Responsible	Timeline
<ul style="list-style-type: none"> - Disaggregate MAP, benchmarks and summative data for teachers out of field and all teachers to review trends. - Triangulate the TKES data, walkthrough data, and student achievement data to determine effectiveness of PD and teachers supports offered. - Based on a review of the tools, technical assistance/coaching will be provided to the teacher/staff by Special Education staff and the tool will be used again until proficiency is demonstrated. The implementation of SIOP is measured through the ACCESS scores for EL's, and teacher effectiveness is measured through Professional Growth Plans and Teachers Keys. 	<p>Regional Supt., CAO, ED RAG, ED PL</p> <p>Regional Supt., CAO, ED RAG, ED PL</p> <p>Special Education</p> <p>EL Department</p>	<p>July 17 - June 18</p> <p>July 17 - June 18</p> <p>July 17 - June 18</p> <p>July 17 - June 18</p>
<p>Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps</p>		
<p>General, Title II, IDEA, Title III</p>		