

### 3. FY18 LEA EQUITY ACTION PLAN

District Name	Elbert County
District Title II, Part A Coordinator	Dr. Fran Floyd

#### 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: Minority Students
				Discipline OSS (p. 42) If selected, identify subgroup: <input type="checkbox"/>
	✓			Student Attendance (p. 43) If selected, identify subgroup: All Students
				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

### 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 Students
Equity Intervention Selected to Address Equity Gap #1 (from 3.3)	Teacher development - Content, pedagogy, and student supports

## DISTRICT IMPROVEMENT PLAN

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
1. Instructional leaders provide essential leadership for K-5 balanced literacy framework.	Principals/ ILTs	August 2017-May 2018
2. Use Performance Matters to monitor student progress, and to guide instruction for core subject areas.	Principals, Teachers	
3. Provide research-based interventions for subgroups not achieving at "Proficient Learner" level on ELA & Math state assessments.	RTI Coord/Tchrs	
4. Monitor the RTI processes to ensure Tiers II, and III interventions are provided to students on a daily basis.	Prin/RTI Coord.	
5. Utilize the most effective instructional models.	Dist Ldrs/Admin	
6. Provide academic support/interventions through after school and summer programs.	Fed Prog Dir/Tchrs	
7. Utilizing academic tutors to engage students while providing additional academic support.	Fed Prog Dir/Tchrs	
8. Provide rigor/relevance professional learning for administrators, and teachers to increase student achievement.	Principals/ District Leaders/ Teachers	
9. Implement Professional Learning Teams with fidelity to provide teachers with time to collaboratively plan and share instructional strategies.		
10. Develop a plan to include strategic actions and best practices to attract and retain a highly qualified, diverse workforce.	HR Director	
11. Provide parents with opportunities to access Infinite Campus to monitor student progress.	Fed Prog Dir/Prin	
12. Implement Academic Parent Teacher Teams at the middle school level to bridge the academic gap between home and school.		
13. Utilize parent resource coordinators to connect with parents and family members in order to meet the needs of the students and parents.	Fed Prog Dir/Principal PBIS Coord.	
14. Continue to implement PBIS with fidelity.	Instr Tech	
15. Provide technology job-embedded professional learning to all staff to engage all stakeholders.	Director	

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<ol style="list-style-type: none"> <li>1. ELA &amp; Math student data (Performance Matters)</li> <li>2. Lexile Scores</li> <li>3. RTI</li> <li>4. Walkthrough data (ICLE)</li> <li>5. Surveys (Parents, HR, professional learning)</li> <li>6. APTT</li> <li>7. PBIS/Behavior</li> </ol>	Admin. Teachers Admin. Teachers RTI Coord, Teachers Admin/Dist Leaders Fed. Prog., HR, Teach & Learn Dir Admin. Teachers PBIS Coaches	Aug 2017-May 2018
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"> <li>1. ELA &amp; Math state assessment data</li> <li>2. Lexile Scores</li> <li>3. PBIS/Behavior</li> </ol>	Admin. Teachers Admin. Teachers Admin. Teachers PBIS Coaches	Aug. 2017 - May 2018
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
General Fund, Title I, II, III, IV, V, IDEA		

# 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)	Student Attendance - All Students
Equity Intervention Selected to Address Equity Gap #2 (from 3.3)	Engagement /Education of parents, families, and community

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
<p>1. Ensure individual student's needs are met through differentiated instruction, enrichment, and interventions.</p> <p>2. Improve rigor and relevance for all students.</p> <p>3. Utilize the most effective instructional models and learning supports.</p> <p>4. Provide supervision/monitoring to ensure Grad First processes are implemented with fidelity.</p> <p>5. Establish district wide and school level attendance committees.</p> <p>6. Implement PBIS with fidelity, and develop strong positive relationships with parents and students.</p> <p>7. Provide Conscious Discipline professional learning for teachers to increase student engagement.</p> <p>8. Develop a EL program plan to support EL student's instructional needs.</p> <p>9. District and key community stakeholders meet regularly to review attendance data to identify and support collaborative action.</p> <p>10. Provide informational sessions for parents to discuss the importance of students attending school on a daily basis.</p>	<p>Admin, Teachers, Support Staff</p> <p>Superinten, Dir Teach &amp; Learning, Admin, Teachers</p> <p>Teachers, Support Staff</p> <p>Sped. Dir, Admin</p> <p>Superinten, Admin</p> <p>PBIS Coor, Fed. Prog. Dir, Admin, Teachers</p> <p>Sped. Dir, Admin</p> <p>Dir of Teach &amp; Learn, EL Teachers</p> <p>Superinten.</p> <p>Fed. Prog. Dir. Admin</p>	<p>August 2017 - May 2018</p>

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<ol style="list-style-type: none"> <li>1. RTI Attendance Data</li> <li>2. PLT weekly learning community minutes</li> <li>3. Attendance Committee meeting minutes</li> <li>4. PBIS Data/Discipline</li> <li>5. Sign-in sheets and minutes from parent meetings</li> <li>6. Parent surveys</li> </ol>	RTI Coor Admin, Teachers Superinten, Admin PBIS Coor, Admin Fed. Prog Dir, Admin Fed. Prog Dir, Admin	Aug 2017-May 2018
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"> <li>1. Student attendance</li> <li>2. PBIS/Discipline</li> <li>3. Parent Surveys</li> </ol>	RTI Coor, Admin PBIS Coor, Admin Fed. Prog Dir, Admin	Aug 2017-May 2018
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
General Fund, Title I, II, III, IV, V, IDEA		