

3. FY18 LEA EQUITY ACTION PLAN

District Name	Grady County
District Title II, Part A Coordinator	Janet Walden

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: Minority 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: <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 2.2)	Mean Growth Percentile (MPG).
Equity Intervention Selected to Address Equity Gap #1 (from 2.3)	EI-6 Schedule class size reduction teachers

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Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
<p>In order to decrease the equity gap in the mean growth percentile, specifically in the area of ELA (reading comprehension, Lexile Levels) and math (numbers and operations, problem solving), class size reduction will be utilized at the elementary level. As a result, this will allow teachers to implement the following:</p> <ol style="list-style-type: none"> 1. the ability to include innovative strategies, including cross-curricular activities 2. provide more frequent feedback 3. recognize learning problems more effectively 4. provide more individualized instruction <p>This also will ensure equitable class sizes at all schools.</p>	<p>Principal, Teachers, Title II Director</p>	<p>FY18, & FY19. The district will continue to analyze data over a three year period (FY17-19)</p>

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<p>Monthly monitoring of the effectiveness of implemented programs will be conducted at the school level and reported to the Title II Director for additional review. This monitoring will include reviewing data to determine if strategies that have been utilized are decreasing the equity gap in student achievement as reflected in the mean growth percentile. Schools will review the following data to make this determination: student achievement (9-weeks and midterm reports, formative and summative assessment results, GA Milestones), TKES evaluations and walk-through reports, and subgroup data analysis. Summaries of the results of the monthly monitoring meetings will describe the effect implemented strategies are having and/or changes that are needed.</p>	<p>Principal, Title II Director</p>	<p>FY18, & FY19. The district will continue to analyze data over a three year period (FY17-19)</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>Data collected from monthly monitoring reports will be used to determine the effectiveness of implemented programs to increase student achievement as reflected in the mean growth percentile. This includes student achievement data (CCRPI, GA Milestones, 9-week and mid-term grades, and formative and summative assessment results), TKES observations, administrative walk-throughs, and subgroup data analysis to monitor changes in the equity gap.</p>	<p>Title II Coordinator, Principal, Teachers</p>	<p>August - May</p>
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
<p>Title II, A funds will be used for salaries and benefits of class size reduction teachers.</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 2.2)	Discipline: Minority Out-of-School Suspension
Equity Intervention Selected to Address Equity Gap #2 (from 2.3)	EI-3 Provide professional learning opportunities

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
<p>In order to reduce the percentage of students who receive out-of-school suspension at all grade levels, professional learning opportunities will be developed to improve teacher effectiveness in the classroom. These professional learning opportunities include the following:</p> <ol style="list-style-type: none"> 1. increasing the use of differentiation 2. improving instruction to meet the diverse needs of students, and address specific needs as identified through the comprehensive needs assessment 3. meeting state certification requirements to ensure that all teachers have the qualifications to provide high quality instruction 4. implementing PBIS at all schools. 	<p>Title II Director, Assistant Superintendent of Curriculum and Learning, Principals, School Curriculum Coordinators</p>	<p>FY18, & FY19. The district will continue to analyze data over a three year period (FY17-19)</p>

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
<p>Professional learning opportunities will be evaluated in the following ways:</p> <ol style="list-style-type: none"> 1. Evaluations will be completed and reviewed by the Assistant Superintendent of Curriculum and Learning for each professional learning session. 2. Implementation of strategies will be monitored by school administrators and will be included in personnel evaluations. 3. Achievement data and discipline data will be reviewed and analyzed at the school level during monthly meetings and reported to the Title II director for additional review. <p>Data collected will be presented at Administrative meetings by the Title II director to analyze effectiveness and determine next steps. Data will include summaries of evaluations, student achievement data, discipline and attendance data collected monthly throughout the year.</p>	<p>Title II Director, Assistant Superintendent of Curriculum and Learning, Principals</p>	<p>FY18, & FY19. The district will continue to analyze data over a three year period (FY17-19)</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>Data collected during monthly meetings and after the completion of professional learning sessions will be used to determine the effectiveness of strategies implemented as a result of the trainings. This will include the following:</p> <ol style="list-style-type: none"> 1. Improved teacher effectiveness as determined by TKES evaluations, TAPP monitoring reports, GACE results, walk-throughs, and administrative observations. 2. Increased student achievement as determined by 9-weeks and midterm reports, formative and summative assessments, and standardized test results. 3. Improved student behavior as determined by discipline data (decreases in office referrals, out-of-school and in-school suspension rates). 4. A reduction in the equity gap as determined by an analysis of subgroup student achievement, discipline and attendance data. <p>Documentation will include sign-in sheets, agendas, minutes, evaluation summaries, and reports from professional learning opportunities; achievement and discipline data reports; sign-in sheets, agendas, and minutes from monthly monitoring meetings.</p>	<p>Title II Director, Assistant Superintendent of Curriculum and Learning, Principals</p>	<p>August - May</p>
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
<p>Title II, Part A funds - Professional learning workshops, TAPP and GACE fees, travel, materials, registration fees, substitutes, consultants.</p>		