



District Improvement Plan 2017-2018



3. FY18 LEA EQUITY ACTION PLAN

District Name	
District Title II, Part A Coordinator	

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:
				Discipline OSS (p. 42) If selected, identify subgroup:
				Student Attendance (p. 43) If selected, identify subgroup:
				Teacher days absent (p. 43)
				CCRPI Star Climate Rating (p. 43)
				Per pupil expenditure (p. 49)
				Student achievement (pp. 52-67) Content area: Subgroup:
				Lexile If selected, identify subgroup:
				Graduation rate (4 year cohort) (p. 68) If selected, identify subgroup:
				Graduation rate (5 year cohort) If selected, identify subgroup:
				Pathway completers (p. 68) If selected, identify subgroup:
				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)	
Equity Intervention Selected to Address Equity Gap #1 (from 3.3)	

DISTRICT IMPROVEMENT PLAN

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
Data to be collected to measure the <u>effectiveness</u> of implementation and district ability to reduce equity gap	Position/Role Responsible	Timeline
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		

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)	
Equity Intervention Selected to Address Equity Gap #2 (from 3.3)	

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
Data to be collected to measure the <u>effectiveness</u> of implementation and LEA ability to reduce equity gap	Position/Role Responsible	Timeline
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		