



# FY 24 Local Education Agency (LEA) Equity Action Plan

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Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

<b>Fiscal Year</b>	2024	<b>LEA Name</b>	City Schools of Decatur	<b>LEA Coordinator</b>	Willie Washington
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## Data Profile Variable and Equity Intervention Selected for Equity Gap #1

<b>Data Variable</b>	<b>STUDENT ACHIEVEMENT</b>
<b>Equity Intervention</b>	<b>EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS</b>
<b>If applicable, student achievement area of focus</b>	<b>MATHEMATICS</b>
<b>If applicable, grade level spans of focus</b>	<b>6-8</b>
<b>Indicate subgroup focus</b>	<b>MINORITY</b>
<p><b>Required Analysis:</b> Using the State Longitudinal Data System (SLDS), LEAs must briefly analyze the data variable selected for focus this fiscal year. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/ or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.</p>	<p>In City Schools of Decatur, middle school trends show significantly disproportionate outcomes in mathematics data between black and white students. Using our 2022- 2023 data disaggregated from SLDS, we see that 75% percent of all students that tested were proficient or distinguished in math. The breakdown for all students is as follows:</p> <p>Beginning Learner: 7.66%          Developing Learner: 17.34%          Proficient Learner: 36.26%          Distinguished Learner: 38.74%</p>
	<p>When disaggregated by race, the need for focused, immediate improvement becomes evident. For white students in mathematics, 83% of students scored proficient or distinguished. The breakdown is as follows:</p> <p>Beginning Learner: 2%          Developing Learner: 14%          Proficient Learner: 40%          Distinguished Learner: 43%</p>
	<p>That is in contrast to only 34% of black students scoring proficient or distinguished. For black students, the breakdown is as follows:</p> <p>Beginning Learner: 31%          Developing Learner: 35%          Proficient Learner: 29%          Distinguished Learner: 5%</p>
	<p>The action steps below are specifically intended to address these disproportionate outcomes.</p>

## Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).

<b>Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #1.</b>	<b>Data to be collected to monitor the IMPLEMENTATION of intervention</b>	<b>Data to be collected to measure the EFFECTIVENESS of</b>	<b>Describe how the LEA will ALLOCATE/COORDINATE Federal and/or nonfederal resources to implement</b>	<b>Personnel Responsible (by Position)</b>	<b>Timeline (Ex: weekly, monthly, quarterly)</b>
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	activities/strategies for Equity Gap #1.	intervention activities/strategies in reducing Equity Gap #1.	equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.		
<p><b>Increase 6th grade REP and Math Connections teachers' capacity and effectiveness</b></p> <p>Monthly professional development will be provided by the district and local school administrators with the goal to ensure that learning is purposefully planned each term to correspond with the grade level scope and sequence, while at the same time ensuring that prior concepts needed to achieve grade level mathematics are explicitly taught/ practiced during the class time.</p>	<p>-Monthly with STAR math</p> <p>- 6th grade common math assessments</p> <p>-MAP data will be monitored for mid year growth</p>	<p>Star/MAP/GMAS/ Formative Assessment Platform</p>	<p>Local and federal funds</p>	<p>School Administration, District Support</p>	<p>Monthly</p>
<p><b>Assessment alignment/Data Reviews/Reteaching</b></p> <p>Teams will work to review assessments to ensure clear alignment to GSEs, monitor class performance, and provide targeted reteach opportunities. PLC teams will monitor data to</p>	<p>-Monthly with STAR math</p> <p>- 6th grade common math assessments</p> <p>-MAP data will be monitored for mid year growth</p>	<p>Star/MAP/GMAS/ Formative Assessment Platform</p>	<p>Local funds</p>	<p>School Administration, District Support</p>	<p>Progress Monitoring- Star Monthly</p> <p>MAP- mid year</p> <p>GMAS- Annual</p>



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determine instructional needs.					
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Data Profile Variable Selected for Equity Gap #2					
<b>Data Variable</b>	<b>DISCIPLINE OSS</b>				
<b>Equity Intervention</b>	<b>EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS</b>				
If applicable, student achievement area of focus	<b>OTHER</b>				
If applicable, grade level spans of focus	<b>6-8</b>				
Indicate subgroup focus	<b>MINORITY</b>				
<p><b>Required Analysis:</b> Using the State Longitudinal Data System (SLDS), LEAs must analyze the data variable selected for focus. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/ or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.</p>	<p>Based on the unduplicated student count for discipline action in the student record data from the 2022-2023 school year, Black students disproportionately received a discipline consequence of OSS. While Black students represented <u>20%</u> of the student population at Beacon Hill Middle School, they made up <u>74%</u> of students assigned OSS during the 2022-2023 school year.</p> <p>Total # students assigned OSS - 34 (Grades 6-8)</p> <ul style="list-style-type: none"> <li>Black - 25 (74%)</li> <li>White - 7 (21%)</li> </ul> <p>Student Population (Grades 6-8)</p> <ul style="list-style-type: none"> <li>Black- 261 (20%)</li> <li>White - 845 (63%)</li> </ul> <p style="text-align: center;"><a href="#">Click Here to Enter Required Analysis</a></p>				
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).					
Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #2.	Data to be collected to monitor the <b>IMPLEMENTATION</b> of intervention activities/strategies for Equity Gap #2.	Data to be collected to measure the <b>EFFECTIVENESS</b> of intervention activities/strategies in reducing Equity Gap #2.	Describe how the LEA will <b>ALLOCATE/COORDINATE</b> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
CSD will strengthen the implementation and monitoring of PBIS throughout the district.	Meeting logs from monthly PBIS Coaches Meeting	<ul style="list-style-type: none"> <li>SWIS data</li> <li>TFI Score</li> </ul>	Local Funds	Director of Restorative Practices	Monthly PBIS meetings  TFI 3 times per year  Monthly SWIS data review
CSD will expand professional learning related to behavior	Sign-in sheets Exit tickets	<ul style="list-style-type: none"> <li>SWIS data</li> <li>IC referrals</li> </ul>	Local Funds	Behavior Interventionist	Twice per year



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support (i.e., Classroom management, De-escalation, etc.)					
CSD will expand Restorative Practices training to include training modules for teachers and PBIS team members	Sign-in sheets Exit tickets	<ul style="list-style-type: none"> <li>• SWIS data</li> <li>• IC referrals</li> </ul>	Local Funds	Director of Restorative Practices	Quarterly
CSD will implement an Assistant Principal PLC with a monthly focus on Restorative Practices and Behavior Support	Sign-in sheets Exit tickets Monthly assignments	<ul style="list-style-type: none"> <li>• SWIS data</li> <li>• IC referrals</li> <li>• Progress monitoring of suspension reduction goals</li> </ul>	Local Funds	Director of Restorative Practices  Equity Director  Associate Superintendent	Monthly



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### **FY 23 Equity Gap #1**

**Reflect on FY 23 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY23 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.**

*Intervention Effective - Adjust Activities/Strategies*

*Explanation: During the 2022-2023 school year, our focus in this gap area was to provide targeted teacher development on content, pedagogy, and student supports and interventions for 6th grade minority mathematics students. In reviewing the data, all students in 6th grade moved from 67% proficient/distinguished to 75% proficient/distinguished. In reviewing the racial breakdown data, we found that white students went from 63% to 83% proficient/distinguished while black students went from 17% to 33% proficient/distinguished. In this data we saw a need that when common assessments were done that we needed to improve how we were breaking down the data from these assessments for informing instructional practices. This will be one of our strategy adjustments for next year.*

### **FY 23 Equity Gap #2**

**Reflect on FY 23 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY23 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.**

*Intervention Not Effective - Adjust Activities/Strategies*

*Explanation: During the 2022-2023 school year, we implemented PBIS and a Suspension Prevention Task Force. We also initiated a professional learning series with Assistant Principals focused on Restorative Practices and Culturally Responsive Classroom management. Administrators reported having gains in knowledge related to Restorative Practices and implemented several new alternatives to suspension including Saturday detention and having students complete projects, reports, and assignments to demonstrate knowledge of new skills related to their behavior concerns. Although there was a significant decrease in total students assigned OSS (FY22- 152 to FY23- 34), disproportionality based on race remained evident. CSD plans to hire a staff member dedicated to overseeing the implementation of restorative practices and alternatives to suspension next school year. We will continue to expand professional learning opportunities for administrators and build their capacity to coach, train, and support teachers to reduce disproportionate discipline outcomes.*