



FY23 Local Education Agency (LEA) Equity Action Plan

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

Fiscal Year	2023	LEA Name	Cook County Schools	LEA Coordinator	Dr. Becky Ratts
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Data Profile Variable and Equity Intervention Selected for Equity Gap #1

Data Variable	STUDENT ACHIEVEMENT
Equity Intervention	EI-2 PROVIDE TARGETED SCHOOL LEADER DEVELOPMENT
If applicable, student achievement area of focus	ALL CONTENT AREAS
If applicable, grade level spans of focus	ALL GRADE LEVELS
Indicate subgroup focus	ALL SUBGROUPS
<p>Cook County's 2019 GMAS Content Mastery Performance Ratings were significantly below the State ratings across all content areas and grade levels except 8th grade Science and Social Studies. In Social Studies, the Cook 8th grade average was only 0.15 points below the State average. In Science, the Cook 8th grade average was 1.43 points above the State average.</p> <p>Required Analysis: 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>ELA Grades 3-5: Cook 49.80/GA 68.32 Grades 6-8: Cook 60.22/GA 67.59 9th Lit & American Lit: Cook 60.60/GA 75.77</p> <p>Math Grades 3-5: Cook 55.46/GA 72.71 Grades 6-8: Cook 60.21/GA 69.07 Algebra I & Geometry: Cook 53.27/GA 64.00</p> <p>Science 5th Grade: Cook 56.31/GA 64.25 8th Grade: Cook 62.45/GA 62.60 Physical Science & Biology: Cook 55.06/GA 67.07</p> <p>Social Studies 5th Grade: Cook 41.23/GA 61.89 8th Grade: Cook 69.62/GA 68.19 US History & Economics: Cook 70.65/GA 72.99</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 #1.	Data to be collected to monitor the IMPLEMENTATION of intervention activities/strategies for Equity Gap #1.	Data to be collected to measure the EFFECTIVENESS of intervention activities/strategies in reducing Equity Gap #1.	Describe how the LEA will ALLOCATE/COORDINATE Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)



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<p>Leaders will participate in a district-level PLC to analyze assessment, attendance, promotion, graduation, and survey data to identify trends and patterns.</p>	<p>Calendar of PLC meetings Meeting sign-in sheets, agendas, and handouts</p>	<p>Assessment data: GMAS, Lexiles,, Beacon, PALS, PPVT-4, Acadience, Student Growth Measure ELA, course grades, unit assessments Student attendance, promotion, and graduation data Stakeholder survey data</p>	<p>No resources required</p>	<p>PL Coordinator, Curriculum Director, District Leaders, Building Leaders</p>	<p>Monthly</p>
<p>Leaders will be trained in the Learning-Focused Schools (LFS) Framework, and they will redeliver this training to teachers during PLC meetings.</p>	<p>Calendar of PLC meetings Meeting sign-in sheets, agendas, and handouts</p>	<p>Classroom observation data Student achievement data</p>	<p>Title II-A funds will be used to provide Learning Focused Schools (LFS) training and materials for teachers and leaders.</p>	<p>PL Coordinator, Curriculum Director, District Leaders, Building Leaders</p>	<p>Monthly</p>



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Data Profile Variable Selected for Equity Gap #2					
Data Variable	STUDENT ACHIEVEMENT				
Equity Intervention	EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS				
If applicable, student achievement area of focus	READING/ LEXILES				
If applicable, grade level spans of focus	ALL GRADE LEVELS				
Indicate subgroup focus	ALL SUBGROUPS				
<p>Required Analysis: 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>Cook County's 2019 GMAS Lexile scores were significantly below the State scores across all grade levels.</p> <p>Percentage of students scoring above Lexile band in grades 3-5: Cook 36.28%/GA 53.24%</p> <p>Percentage of students scoring above Lexile band in grades 6-8: Cook 54.96%/GA 61.12%</p> <p>Percentage of students scoring above Lexile band in grades 9-12: Cook 55.38%/GA 67.02%</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 IMPLEMENTATION of intervention activities/strategies for Equity Gap #2.	Data to be collected to measure the EFFECTIVENESS of intervention activities/strategies in reducing Equity Gap #2.	Describe how the LEA will ALLOCATE/COORDINATE 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)
Teachers will be trained to support students in developing literacy goals and progress monitoring growth throughout the school year using tools selected by the district.	<p>Student goal and progress monitoring record sheets</p> <p>Teacher logs of student goals and progress monitoring scores</p> <p>Meeting sign-in sheets, agendas, and handouts</p>	<p>Acadience data</p> <p>Lexile data</p> <p>Literacy data</p> <p>Progress monitoring data</p>	<p>Title I-A, Title V-B, and L4GA funds will be used to purchase progress monitoring tools.</p>	<p>Curriculum Director, Building Leaders, Instructional Coaches, Teachers</p>	<p>August, December, May</p>
Teachers and leaders will participate in PLCs and vertical team meetings to implement best practices to meet the unique needs of all learners and increase student achievement, including literacy levels and Lexile scores.	<p>Calendar of PLC meetings</p> <p>Calendar of vertical team meetings</p> <p>Meeting sign-in sheets, agendas, and handouts</p>	<p>Lesson plans</p> <p>Classroom observation data</p> <p>Student achievement data</p> <p>Lexile data</p>	<p>Title II-A and L4GA funds will be used to provide LFS training and materials for teachers and leaders.</p>	<p>PL Coordinator, Curriculum Director, Building Leaders, Instructional Coaches, Teachers</p>	<p>Ongoing, August through May</p>



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		Growing Reader benchmark assessments			
		Literacy data			
Teachers will participate in off-site conferences and workshops, and they will redeliver new learning to their colleagues.	Meeting sign-in sheets, agendas, and handouts	Lesson plans Classroom observation data Student achievement data	Title II-A, Title III-A, Title IV-A, and L4GA funds will be used to pay registration fees and travel expenses for training.	PL Coordinator, Building Leaders	Ongoing, August through May



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FY22 Equity Gap #1

Reflect on FY22 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 FY22 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Leaders participated in district-level PLC meetings to analyze data trends and patterns, and they continued training for district-wide implementation of the Learning-Focused Schools (LFS) Framework. Leaders and Academic Coaches at all schools utilized LFS and TKES checklists to monitor classroom instruction and provided support and feedback to teachers. Leaders also monitored teacher-led two-way communication with families to support student learning and healthy development at home and at school. Review of 2019 GMAS scores indicates that implementation of these activities and strategies has led to higher levels of student achievement in all content areas across all grade levels except 8th grade Math decreased by 0.02 points.

FY22 Equity Gap #2

Reflect on FY22 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 FY22 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Teachers and students established literacy goals and monitored progress throughout the year using targeted, evidence based literacy assessment tools. Teachers participated in PLCs to continue district-wide implementation of the Learning-Focused Schools (LFS) Framework to meet the unique needs of all learners and increase student achievement. Teachers also participated in off-site conferences and workshops, and they redelivered new learning to their colleagues. Teachers and leaders monitored student achievement, including Lexile and literacy growth, and reported to stakeholders throughout the year. A Reading Specialist was hired at Cook High School through L4GA funds to assist in these literacy efforts. A Reading Specialist Consultant was also hired through L4GA funds to implement a framework for leveled literacy to teachers in grades K-3. Teachers, leaders, and Parent & Family Engagement Coordinators also provided activities to educate families in ways to impact student achievement, including literacy growth. In the spring, K-8 building level plans were developed to participate in Academic Parent Teacher Teams (APTT) in the 2022-2023 school year. Review of 2019 GMAS scores indicates that implementation of these activities and strategies has led to higher levels of student achievement, including Lexile growth, across all grade levels.