



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

FY20 Local Education Agency (LEA) Equity Action Plan
Document must be uploaded as an attachment to the CLIP.

Fiscal Year	2020	LEA Name	Calhoun City Schools	LEA Coordinator	Kelli Kendrick
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Data Profile Variable and Equity Intervention Selected for Equity Gap #1

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	ELA
If applicable, grade level spans of focus	ALL GRADE LEVELS
Indicate subgroup focus	ALL SUBGROUPS
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.	Gaps exist between LEA ELA data and GA ELA Data

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)
1) Teachers will develop standards based lesson plans that have rigor, relevance, and include differentiation of instruction.	Lesson Plans	TKES Evaluation	Fund 150	School Admin	Weekly



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<p>2) Professional learning for teacher in:</p> <ul style="list-style-type: none"> • EL methods and strategies • Gifted methods and strategies • Differentiation for students with disabilities • Understanding economically disadvantaged students • Using MAP data to differentiate instruction 	<p>Agendas, Materials, Sign-in sheets from professional learning</p>	<p>TKES Evaluation</p>	<p>Fund 150</p>	<p>School Admin T/L Specialist IT Specialist ESS Specialist</p>	<p>Monthly</p>
<p>3) Opportunity for teachers to complete the Rigor Redefine doffered by NWGA RESA</p>	<p>NWGA RESA Registrations for Rigor Redefined</p>	<p>TKES Evaluation</p>	<p>Fund 150</p>	<p>CAO</p>	<p>Quarterly</p>
<p>4) Job-embedded professional development through professional learning communities that focus on formative assessments and effective literacy strategies. Schools will expand the use of evidence based reading strategies</p>	<p>Minutes from PLC meetings</p>	<p>Benchmark Data from nwea MAP and Navvy</p>	<p>Fund 150</p>	<p>School Admin T/L Specialist IT Specialist ESS Specialist</p>	<p>Monthly</p>
<p>5) Schools will provide a Parent Resource Center with information and learning materials for parents.</p>	<p>Sign-in sheets from Parent Resource Center</p>	<p>Survey Data</p>	<p>Fund 150</p>	<p>School Admin Family Engagement Coordinator</p>	<p>All Year</p>



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Data Profile Variable Selected for Equity Gap #2	
Data Variable	DISCIPLINE ISS
Equity Intervention	EI-9 EVALUATE AND MONITOR THE WORKING ENVIRONMENT IN SUPPORT OF A POSITIVE SCHOOL CLIMATE
If applicable, student achievement area of focus	ALL CONTENT AREAS
If applicable, grade level spans of focus	ALL GRADE LEVELS
Indicate subgroup focus	ECONOMICALLY DISADVANTAGED
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.	Percentage of ISS less than 10 days has increased for Economically Disadvantaged

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)
1) Fully implement PBIS in all schools	PBIS FY19 District Implementation Plan	Monthly SWIS summary data reports and root cause analysis	Fund 150	PBIS Coordinator	Monthly
2) Professional learning for teacher in: <ul style="list-style-type: none"> o PBIS o Building relationships o Classroom Management 	Agendas, materials and Sign-in sheets from professional learning	Survey data from professional development	Fund 150	School Admin T/L Specialist	Monthly



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3) Connect families to community resources to provide assistance in basic needs	Log for family assistance	Parent survey data	Fund 150	Director of Student Services	Annually
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FY19 Equity Gap #1

Reflect on FY19 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 FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation:

ELA gains were made by the LEA in FY19. Students in grades 1-6 and 9-10 met or exceeded Expected Growth on nwea MAP Reading Spring Benchmark.

The following were completed as outlined in the FY19 Equity Gap #1:

- Through the FY19 TKES process, Administrators documented: Teachers developed standards based lesson plans that have rigor, relevance, and include differentiation of instruction.
- During FY19, Professional learning opportunities were offered to teacher in the following areas:
 - EL methods and strategies – This information was shared during grade level meetings and email
 - Gifted methods and strategies – 4 teachers completed the Gifted Endorsement Program
 - Differentiation for students with disabilities – ESS Power Hours were conducted monthly
 - Understanding economically disadvantaged students – Capturing Kids' Hearts was implemented district wide
 - Using MAP data to differentiate instruction – Training was conducted by Director of Technology and Instructional Technology Specialist
- 9 teachers completed the Reading Endorsement through NWGA RESA.
- Agendas and Sign-in sheets as well as TKES observations were collected to document job-embedded professional development through professional learning communities that focus on formative assessments and effective literacy strategies.
- School Administration and teachers participated in professional learning that would expand the use of evidence based reading strategies and continued the implementation of Lucy Calkins Units of Writing.
- During FY19, schools provided a Parent Resource Center with information and learning materials for parents.



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FY19 Equity Gap #2

Reflect on FY19 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 FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation:

The LEA Total ISS discipline percentage decreased. However, Economically Disadvantaged percentage increased, so the LEA is focusing on the subgroup in FY20.

The following were completed as outlined in the FY19 Equity Gap #2:

- Professional learning for teacher in:
 - PBIS – Each school implemented a PBIS team that met monthly
 - Building relationships – Capturing Kids' Hearts was implemented district wide
 - Classroom Management – Teacher/Leader Specialist worked with individual teachers who needed strategies for improvement in this area

- Connect families to community resources to provide assistance in basic needs – Director of Student Services provided this assistance and kept a log.