

FY23 Local Education Agency (LEA) Equity Action Plan

Document must be uploaded as an attachment to the CLIP.

Fiscal Year	2023	LEA Name	Jefferson City Schools	LEA Coordinator	Tom Parker
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Data Profile Variable and Equity Intervention Selected for Equity Gap #1																																																																																																								
Data Variable	STUDENT ACHIEVEMENT																																																																																																							
Equity Intervention	EI-7 PROVIDE EQUITABLE ACCESS TO STUDENT SUPPORT PROGRAMS AND INTERVENTIONS																																																																																																							
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>Teachers, school administrators, and district personnel analyzed student performance on state assessments made available in SLDS. This data was disaggregated into subgroups to allow for review of performances by all students. The reading specialist, data specialist, and administrators analyzed local data (e.g., universal screener, JMAP, Reading Inventory, etc.) to determine student strengths and weaknesses, including individual and subgroup performance, in order to monitor interventions and to improve student performance</p> <p>Sample Data for Elementary Grade 2 (Literacy Screeners, Star, & MAPs) *Spreadsheet can be sorted by any column (e.g. gender, SpEd, EL, Race, gifted, etc.)</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>	<table><tr><th>Last</th><th>First</th><th>HR Teacher</th><th colspan="2">SpEd</th><th>Race</th><th>Gifted</th><th>ELA CSA Pts. / Weight (100/25%)</th><th>Guided Reading Level Max Pts. / Weight (16/25%)</th><th>DIBELS ORF (Raw Score) Max Pts./Weight (213/20%)</th><th>Star Reading % Max Pts./Weight (99/30%)</th><th>Eureka Module 6 Max Pts. / Weight (100/ 25%)</th><th>Eureka Module 7 Max Pts./ Weight (100/25%)</th><th>Eureka Module 8 Max Pts. / Weight (100/25%)</th><th>Star Math % Max Pts./Weight (99/25%)</th></tr><tr><td></td><td></td><td>Massey, Lauren</td><td>M</td><td>W</td><td></td><td>1</td><td>100</td><td>16</td><td>176</td><td>99</td><td>98</td><td>96</td><td>100</td><td>98</td></tr><tr><td></td><td></td><td>Cramsey, Andrea</td><td>F</td><td></td><td>A</td><td>1</td><td>100</td><td>16</td><td>201</td><td>99</td><td>98</td><td>97</td><td>96</td><td>87</td></tr><tr><td></td><td></td><td>Dye, Christy</td><td>M</td><td></td><td>W</td><td>1</td><td>100</td><td>16</td><td>158</td><td>99</td><td>100</td><td>98</td><td>97</td><td>99</td></tr><tr><td></td><td></td><td>Massey, Lauren</td><td>M</td><td></td><td>W</td><td></td><td>100</td><td>16</td><td>185</td><td>98</td><td>96</td><td>98</td><td>94</td><td>97</td></tr><tr><td></td><td></td><td>Massey, Lauren</td><td>F</td><td></td><td>W</td><td>1</td><td>100</td><td>16</td><td>167</td><td>96</td><td>100</td><td>98</td><td>100</td><td>96</td></tr></table>														Last	First	HR Teacher	SpEd		Race	Gifted	ELA CSA Pts. / Weight (100/25%)	Guided Reading Level Max Pts. / Weight (16/25%)	DIBELS ORF (Raw Score) Max Pts./Weight (213/20%)	Star Reading % Max Pts./Weight (99/30%)	Eureka Module 6 Max Pts. / Weight (100/ 25%)	Eureka Module 7 Max Pts./ Weight (100/25%)	Eureka Module 8 Max Pts. / Weight (100/25%)	Star Math % Max Pts./Weight (99/25%)			Massey, Lauren	M	W		1	100	16	176	99	98	96	100	98			Cramsey, Andrea	F		A	1	100	16	201	99	98	97	96	87			Dye, Christy	M		W	1	100	16	158	99	100	98	97	99			Massey, Lauren	M		W		100	16	185	98	96	98	94	97			Massey, Lauren	F		W	1	100	16	167	96	100	98	100	96
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	GKIDS 2.0																																																																																																							
	Percentage of Students Meeting and Exceeding																																																																																																							
Learning Progressions	2021-2022																																																																																																							
ELA																																																																																																								
Phonemic Awareness	80																																																																																																							
Phonics	85																																																																																																							
High-Frequency Words	77																																																																																																							
Comprehension	75																																																																																																							

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Conventions of Writing	67
Spelling	70
Communication of Ideas	71
Average	75
Math	
Shapes	81
Counting-Number	85
Counting-Objects	89
Compare	85
Addition and Subtraction	74
Average	82.8

Grades K–2 iRead Student Progress

Placement and Current Skills Mastery of Students by Grade Level

Unit	Series In Unit	Topics In Unit	Unit Description	Grade K Initial	Grade K Current	Grade 1 Initial	Grade 1 Current	Grade 2 Initial	Grade 2 Current
1	1-3	16	Uppercase Letter Recognition	208	4	52	0	4	0
2	4-6	16	Lower Case Letter Recognition	0	4	1	2	0	0
3	7-12	36	Letter Sounds	39	6	83	6	7	0
4	13-18	35 [103]	Introduction to Blending and Segmentation	6	55	20	18	6	3
5	19-25	46	Reactivate CVCs, Read Words With Blends and Final Consonants	0	123	63	48	37	3
6	26-27	11	Consonant Digraphs and Multisyllabic Words	0	19	0	23	14	1
7	28-30	18	Long Vowels (CVs)	0	15	69	26	29	5
8	31-32	13	Long Vowel Digraphs	0	13	1	12	19	5
9	33	6	r-Controlled Vowels	0	3	0	11	8	5
10	34-35	11	More Multisyllabic Words	0	3	0	18	17	2
11	36	7 [112]	Diphthongs & Variant Vowels	0	2	0	8	8	5
12	37-40	25	Short Vowels Reactivate & Extend	0	4	0	28	50	10
13	41-48	51	Long Vowels Reactivate & Extend	0	1	0	40	43	31
14	49	7	Reactivate Diphthongs & Variant Vowels	0	0	0	0	2	3
15	50-51	12 [95]	Reading & Spelling Challenges	0	1	0	49	0	171
Totals				253	253	289	289	244	244

Star Data 2020-2021

Grade	Percent Proficient- Reading		
	Fall	Winter	Spring
K	53	77	79

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1	64	84	84
2	60	77	80

Star Data 2021-2022

Grade	Percent Proficient- Reading		
	Fall	Winter	Spring
K	54	76	84
1	53	73	78
2	54	75	76

Dibels 2020-2021

Grade	Percent Proficient- Reading		
	Fall	Winter	Spring
K	59	79	86
1	64	79	80
2	71	81	80

Dibels 2021-2022

Grade	Percent Proficient- Reading		
	Fall	Winter	Spring
K	62	79	85
1	77	80	76

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	2	75	81	76	
	STAR Reading				
	Third Grade				
	Proficiency Level	Fall	Winter	Spring	
	Beginning	20%	14%	14%	
	Developing	25%	25%	25%	
	Proficient	34%	39%	38%	
	Distinguished	20%	22%	24%	
	Fourth Grade				
	Proficiency Level	Fall	Winter	Spring	
	Beginning	16%	9%	8%	
	Developing	28%	22%	23%	
	Proficient	42%	51%	53%	
	Distinguished	14%	17%	16%	
	Fifth Grade				
	Proficiency Level	Fall	Winter	Spring	
	Beginning	13%	8%	7%	
	Developing	34%	23%	28%	
	Proficient	44%	59%	53%	
	Distinguished	10%	11%	12%	
	STAR Math				
	Third Grade				
	Proficiency Level	Fall	Winter	Spring	

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		Beginning	14%	9%	10%	
		Developing	36%	31%	29%	
		Proficient	44%	46%	48%	
		Distinguished	6%	14%	13%	
	Fourth Grade					
		Proficiency Level	Fall	Winter	Spring	
		Beginning	8%	5%	3%	
		Developing	34%	27%	29%	
		Proficient	47%	54%	44%	
		Distinguished	10%	14%	25%	
	Fifth Grade					
		Proficiency Level	Fall	Winter	Spring	
		Beginning	8%	5%	6%	
		Developing	42%	28%	23%	
		Proficient	32%	35%	40%	
		Distinguished	19%	31%	31%	
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)	
Literacy intervention, iStation, in grades K-3 that will provide personalized instruction for all	iStation usage reports TKES observation data	ISIP student growth (iStation formative assessment) –	Funds are allocated based on needs identified in the continuous school improvement process. This process provides	JCS Reading Specialist, Principals, Instructional Services Staff	Quarterly	

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students based on their profile	will be used to monitor usage during literacy block	Fall, Winter, & Spring Star Data – Fall, Winter, & Spring	the basis for developing school level SIPs and the district CLIP. The allocation of Federal and local resources are budgeted based on guidelines set forth in the district federal programs handbook which are aligned to all state and federal regulations. For this equity gap, the district will plan to utilize local resources and the following grants: Title II, Part A GEER II		
Develop and implement strategies and interventions to decrease absenteeism in students and staff	PRIDE Calendars (e.g., student SEL and accountability lessons) Grade Level/Content Meetings School Leadership Teams District Leadership Teams	Student attendance reports; Staff attendance reports (e.g., Substitute Teacher usage reports); Attendance Review Board Report	Funds are allocated based on needs identified in the continuous school improvement process. This process provides the basis for developing school level SIPs and the district CLIP. The allocation of Federal and local resources are budgeted based on guidelines set forth in the district federal programs handbook which are aligned to all state and federal regulations. For this equity gap, the district will plan to utilize local resources and the following grants: Title I, Part A Title II, Part A Title IV, Part A	Graduation/ Success Coaches, Counselors, Student Services Support Staff, Principals, Instructional Services Staff	Monthly

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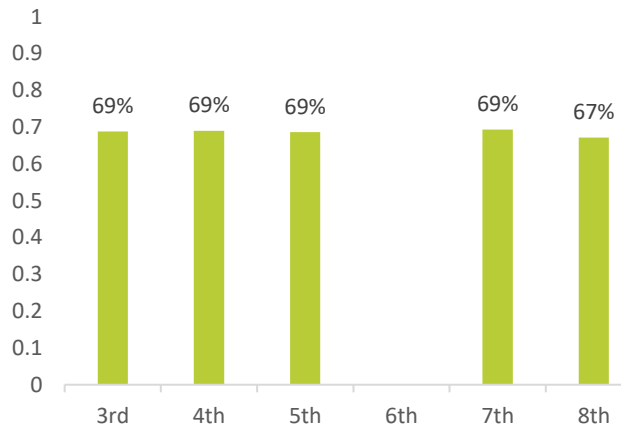
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Data Profile Variable Selected for Equity Gap #2	
Data Variable	STUDENT ACHIEVEMENT
Equity Intervention	EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS
If applicable, student achievement area of focus	ALL CONTENT AREAS
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>Teachers, school administrators, and district personnel analyzed student performance on state assessments made available in SLDS. These data was disaggregated into subgroups to allow for review of performances by all students. The data team's helped to clarify the school's data use, vision, and model used to make instructional decisions, and encouraged other staff to use data to improve instruction. The school system has employed a Data Management Specialist and additional MTSS coordinators to provide ongoing support to administrators and teachers on analyses of data to determine student strengths and weaknesses, including individual and subgroup performance, in order to improve student performance.</p> <p>Longitudinal Sample data review from courses (JMAP) and GMAS: Grade 8 Students – Comparing Program Support Areas (EL, MTSS, Gifted, 504, and no-support/need)</p>

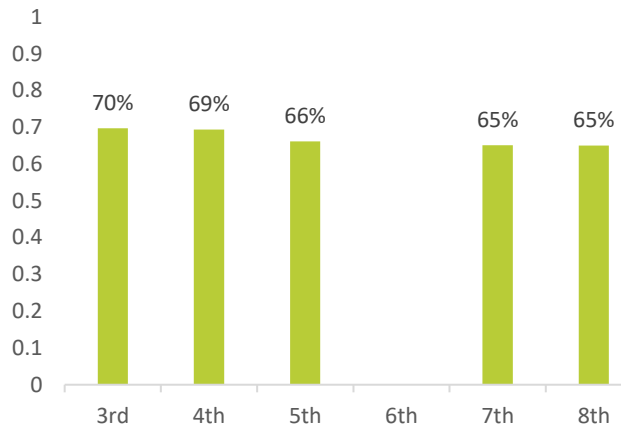
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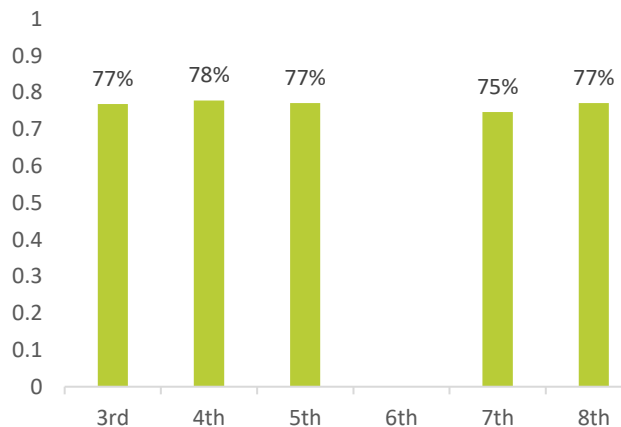
Average Points Possible - EOG Math
IEP Students



Average Points Possible - EOG Math
MTSS Students

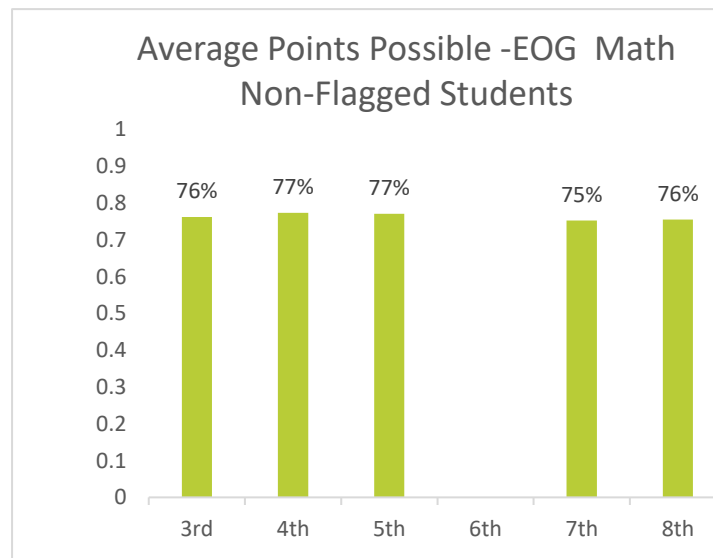
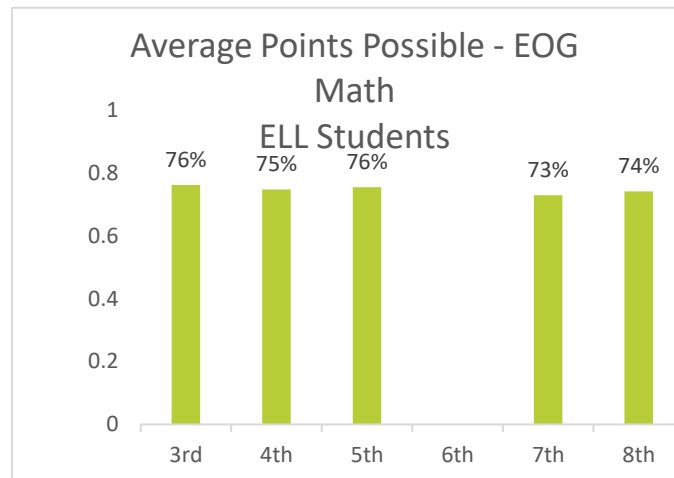


Average Points Possible - EOG Math
504 Students



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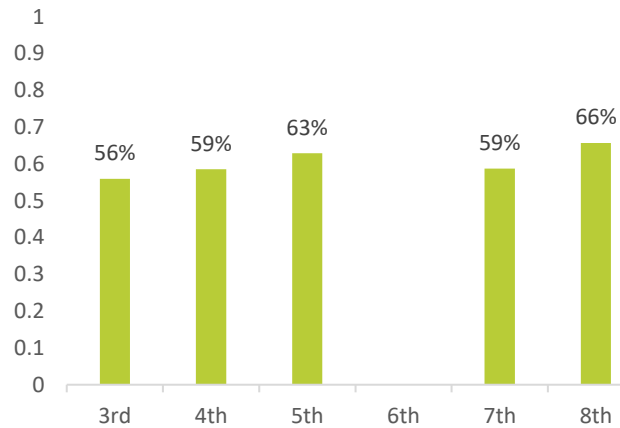
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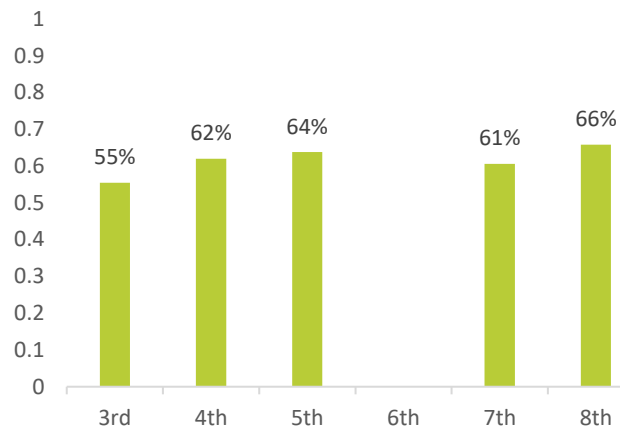
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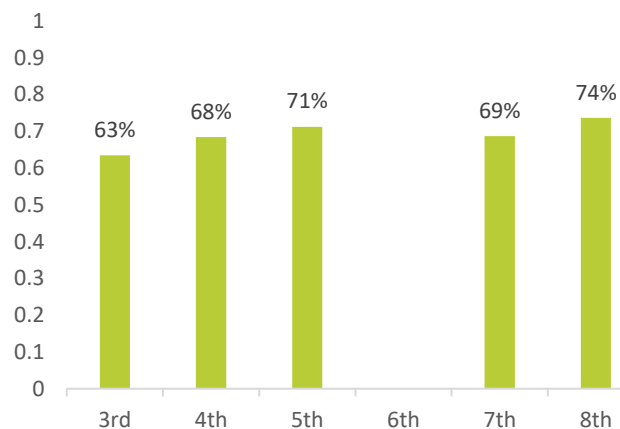
Average Points Possible - EOG ELA
IEP Students



Average Points Possible - EOG ELA
MTSS Students



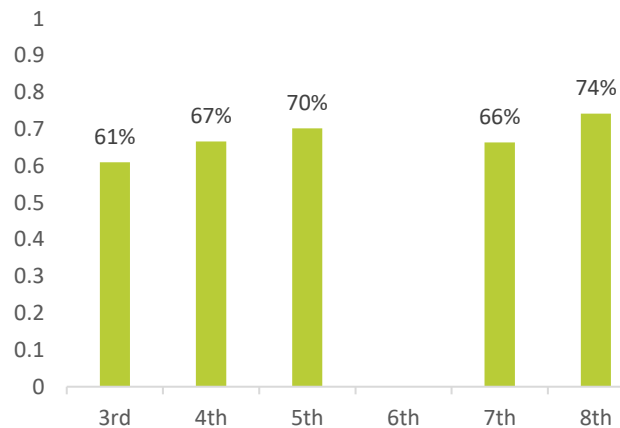
Average Points Possible - EOG ELA
504 Students



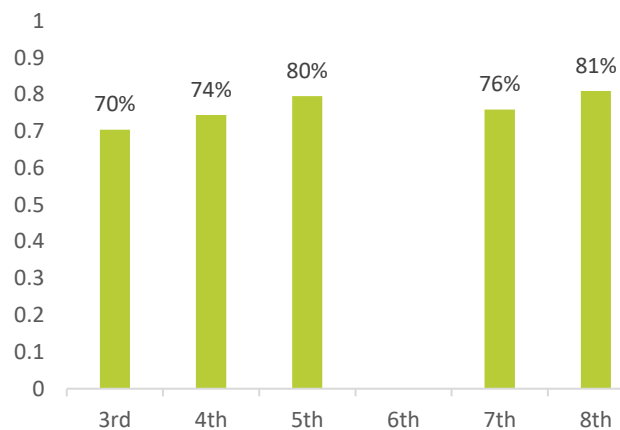
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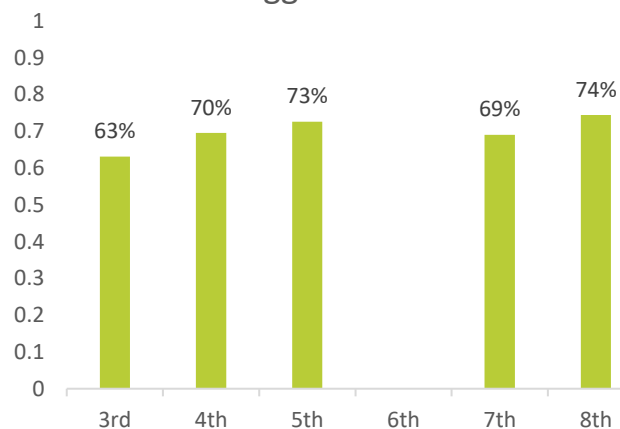
Average Points Possible - EOG ELA
ELL Students



Average Points Possible - EOG ELA
Gifted Students



Average Points Possible - EOG ELA
Non-Flagged Students



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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 <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #2.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #2.	Describe how the LEA will <u>ALLOCATE/COORDINATE</u> 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)
Consistent process to continue K-12 vertical alignment and understanding of curriculum, instruction, and assessment (collaboration) and continuity with data management (utilize guided reading strategies, Dibels Next, common assessment data, data teams, extended learning time); refine data teams process to focus on diagnostic approach to identifying and addressing students' academic, social, and emotional needs due to COVID-19 slide	Agendas; Sign-in Documents Data Team Meetings K-12	Jefferson Measures of Academic Performance; performance results from diagnostic assessments	Funds are allocated based on needs identified in the continuous school improvement process. This process provides the basis for developing school level SIPs and the district CLIP. The allocation of Federal and local resources are budgeted based on guidelines set forth in the district federal programs handbook which are aligned to all state and federal regulations. For this equity gap, the district will plan to utilize local resources and the following grants: Title I, Part A Title II, Part A Title IV, Part A	Principals, Department/Grade Level Chairs, Instructional Services Staff	Quarterly
1:1 technology phase-in approach - teachers participate in professional learning facilitated by the digital learning specialist based on individual need	Agendas; Sign-in Documents TKES observation data will be used to determine progress toward this goal; individual school improvement plans will be used to gauge sustainability and refinement	Jefferson Measures of Academic Progress, Survey Data, and Teacher Perception Data and TKES observation data	Funds are allocated based on needs identified in the continuous school improvement process. This process provides the basis for developing school level SIPs and the district CLIP. The allocation of Federal and local resources are budgeted based on guidelines set forth in the district federal programs handbook	Principals, Director of Technology and Digital Learning Specialist	Monthly

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	of instructional technology and impact on teaching and learning		which are aligned to all state and federal regulations. For this equity gap, the district will plan to utilize local resources and the following grants: Title II, Part A IDEA Perkins		
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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 - Adjust Activities/Strategies

Explanation:

The Jefferson City School System's FY2022 Equity Plan addressed improvement of data teams and literacy on all content area student achievement. In analyzing data, JCS experienced an improvement in universal screener data for reading from the beginning of the year to the end. However, the data teams and administration still identified evidence of decreases in overall trends from the current school year to those prior to the closures created by COVID-19. To address this Equity Gap in FY2023, we plan to continue our focus on Equity Interventions (EI-7 Provide Equitable Access To Student Support Programs and Interventions). Our district will continue to support all students based on needs provided by the collection and analysis of data through our school and district continuous improvement process. These strategies will continue to support the overarching needs and related goals from the schools system's FY21 - FY 23 DIP Goal #1, Goal #2, and Goal #3.

The Jefferson City School System was able to provide 180 days of in-person instruction during FY 2021 and 2022. This provided many opportunities that were not available during the school closure at the end of the FY 2020 school year. During the 2021-2022 school year, many aspects of assessment, data teams, and intervention implementation were still prevented or needed modification due to the need to maintain safety protocols and the increase of social-emotional support needed by students. These modifications and increasing needs prevented many of the opportunities for the interventions to reach and maximize the potential learning capabilities of all students.

The continuous improvement process alongside the comprehensive needs assessment identified the necessity to adjust our interventions by adding additional layers of staff and MTSS procedures. The school system has increased the support for students and staff by adding counseling staff and graduation and success coaches. The additional staff along with the evolving strategies and monitoring protocols will allow better support for increasing student achievement, engagement, and attendance. Federal waivers and other factors surrounding the state assessment programs have impacted scores and analysis. These considerations along with the learning loss and attendance issues have provided context for interpreting the scores with new lenses. Our district had approximately 98% of students attending in-person instruction during 2020-2021 and effectively 100% during the 2021-2022 school year. This has provided local student performance data and state assessments that have been analyzed at all levels to determine learning loss and unfinished learning in the areas of mathematics, reading, writing, and other content areas. We still acknowledge the need to emphasize literacy. Analysis of data outside of academics revealed factors that were determined to be contributing to the learning loss and achievement levels. The pandemic and the associated safety measures have created a decreased emphasis on attendance for both students and staff. Through the effectiveness analysis processes this year, it was determined by all stakeholders that attendance by employees and students was not monitored and evaluated with the required criteria to maintain an environment of excellence that is valued by our school district. The increased focus on engagement and attendance will support the equitable service of all students and the district goals.

The district will focus its strategies for increasing student achievement and maintaining equity through literacy programs and attendance. The school system has employed a reading specialist to provide ongoing professional

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development to K-12 teachers on the development and implementation of effective literacy strategies and interventions designed to improve performance and proficient mastery of content standards in ELA, mathematics, social studies, and science. Through the influence of a variety of stakeholders, the literacy interventions for K-3 were determined to have an opportunity to reach a variety of learners and possibly identify needs with more efficiency by adopting new programs. The GEERs grant for Dyslexia provided funding for the use of Istation for all students in grades K-3 during literacy blocks. This program was evaluated by teachers, administrators, and the reading specialist to ensure its cohesiveness within our current literacy block. In addition, the program provides computerized screening for Dyslexia which will allow our staff to determine the effectiveness of current processes for identification. This program will be provided to students each during a literacy block for 20 minutes.

The decrease in attendance rates by student and staff has been monitored through the closures during the Spring 2020. The district used various coding protocols within the SIS to help provide insight into the reasons surrounding a student or staff member's absences. This protocol along with consistent monitoring of data at various meetings led to the association of absenteeism and achievement. There are circumstances when a student or staff member needs to be absent from school; however, it was determined that there was an increase of missed days for reasons that were not associated with safety and/or personal/family needs. The district will utilize structured time within school schedules to provide interventions and strategies for attendance. There will be lessons through PRIDE (Promoting Responsibility In Dragon Excellence) sessions that focus on attendance and achievement along with policies, procedures, and incentives from each school.

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 - Adjust Activities/Strategies

Explanation:

The Jefferson City School System's FY2022 Equity Plan addressed 1:1 technology and professional development to improve student achievement. In analyzing data, it is to be noted that universal screener has improved from the beginning of the year to the end. In addition, GKIDs 2.0, Georgia Milestones, GAA 2.0, and Access for ELLs continued to provide evidence of gains by a variety of learners. In FY 2022, JCS was able to continue the phase in approach of meeting the 1:1 access to technology for all students. To address this Equity Gap in FY2023, we plan to continue our focus on Equity Intervention (EI-1 Provide Targeted Teacher Development on Content, Pedagogy and Student Supports and Interventions). Our district will continue to provide professional development based on survey needs provided by teachers and supported by data through our district professional development plan and related initiatives in our FY21 - FY 23 DIP Goal #1, Goal #2, and Goal #3.

The Board of Education has employed a digital learning specialist to work directly with teachers on implementing technology in the classroom. Teachers participate in ongoing professional development aligned to their content/grade level in an effort to improve practices and positively impact student learning. All students in grades 3-12 have 1:1 access to Google Chromebooks, and each classroom in grades K-2 is equipped with a minimum of 12 Chromebooks in order to provide increased access to technology. Pre-K classrooms have also been given sets of Chromebooks to help prepare students for their future educational experiences. Google classroom provides an easy to use management tool for housing curriculum to ensure all students have access to curriculum at all times. The goal in using technology is to enhance not to replace effective instruction. The school system has upgraded its infrastructure and expanded access to

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the internet, including hot spots on some buses, to ensure all students enrolled in the school system have equitable access to online curriculum.

The continuous improvement process alongside the comprehensive needs assessment warranted adjustments to our interventions by adding additional technology and support for engagement and attendance of students and staff. The superintendent and board of education continued their support of decreasing class sizes in an effort to maximize relationships, rigor, and relevance for students. The district leadership team maintained its desire to provide and enhance technology. The school district began the process of replacing all LCD projectors with LED interactive panels. The LED panels provided a new approach to teaching and learning in classrooms. The Digital Learning Specialist provides professional learning for staff on the interactive panels and integrated use into the curriculum. In addition, the stakeholders identified engagement of students as an area of need. The use of technology along with the safety protocols has created an unintended barrier between students and staff. The school and district staff plan to utilize engagement through authentic learning experiences and technology to improve achievement and attendance of students. The impact of COVID-19 protocols and additional support for increased academic and emotional needs of students on professional learning during FY 2021 and FY 2022 school years was tremendous. Visitor entry protocols were tightened and staff interactions were decreased.

The large amounts of technology present in the district provided students and staff with opportunities for learning beyond the classroom. This access was helpful in maintaining learning opportunities when social interactions were limited. The Jefferson City School System is still committed to increasing the availability of technology at the elementary level, replacing devices as they become obsolete, and continuing the phases of meeting the 1:1 goal. In addition, the district will continue to provide each grade level/content team with ongoing, sustained professional development in the use and integration of relevant technologies into their professional and classroom settings. This will be measured by the number of Google classrooms created as well as measured through TKES observation data. This will improve the digital learning experience for all teachers and students in the event of additional classroom or school closures to ensure equitable learning experiences for all subgroups of students.

System and school leaders are working with teachers to refine the JMAP assessment practices to include a diagnostic approach to identifying and addressing student needs including those associated with the COVID-19 slide. As a result of COVID-19 school closures and COVID-19 protocols during the last two years, student performance data show more students needing academic support to address learning loss. Although technology has lessened the effect of the COVID-19 protocols, its uses need continuous review and modifications to ensure effectiveness. The achievement gap among subgroups of students has widened due to COVID-19; therefore, it is critical that procedures and processes are in place that allow teachers to regularly analyze and disaggregate student achievement data at the individual level to ensure all students are making academic progress and growth. Reading scores have increased, but the gaps have had a negative impact on performance in all content areas. It is important that administrators, teachers, and support staff understand the necessity of high expectations for all students and to include the rigor that students will experience on state assessments. Continuing the process of vertical/horizontal alignment K-12 will ensure that student expectations are aligned to rigorous standards and helping all students be college and career ready. Through the curriculum revisions and collaboration, focus will be placed on creating engaging lessons and activities for students. Authentic learning activities will be emphasized to create a welcoming environment for students and staff to engage in educational experiences that encourage students to be present in addition to being challenged academically.

Professional learning on the use of data teams to drive instruction is still needed. While teachers engage in the data teams process, more work needs to be done to equip teachers with knowledge and skills needed to drill data down at the classroom and individual student level, creating and maintaining a climate conducive to learning for adults and children. The employment of a data management specialist has enabled administrators and teachers to focus more on diagnosing student needs based on review of data. System efforts are centered on a diagnostic, growth mindset, constantly focusing on how individuals and subgroups of students are progressing, given the extenuating circumstances of spring 2020 and the COVID-19 slide. Our academic focus must continue to be based on high expectations and



FY23 Local Education Agency (LEA) Equity Action Plan

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

equitable learning experiences for all students, regardless of instructional delivery. Professional learning is content-focused, teacher- and student-centered, instructionally relevant and actionable.