



Georgia Department of Education

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

FY25 Local Education Agency (LEA) Equity Action Plan

Document must be uploaded as an attachment to the CLIP.

Fiscal Year	2025	LEA Name	Bibb County School District	LEA Coordinator	Dr. Shandra Yarbrough
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Data Profile Variable and Equity Intervention Selected for Equity Gap #1	
Data Variable	TEACHER RETENTION
Equity Intervention	EI-5 SUPPORT THE RETENTION OF EFFECTIVE TEACHERS & EFFECTIVE SCHOOL LEADERS
If applicable, student achievement area of focus	CLICK HERE TO SELECT AREA OF FOCUS
If applicable, grade level spans of focus	CLICK HERE TO SELECT GRADE LEVEL SPANS
Indicate subgroup focus	MINORITY
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.	Each year BCSD teacher retention has declined. New Teacher Orientation (NTO) data reveal the following. In FY15-16, 193 teachers attended NTO. FY16-17, 206 teachers attended NTO In FY17-18, 242 teachers attended NTO. For FY18-19 over 300 teachers attended NTO. For FY19-20, over 300 teachers attend NTO. For FY21-22, 300 teachers attended NTO. For FY22-23, 277 teachers attended NTO. For FY23-24, 223 teachers attended NTO. For FY24-25, it is projected that nearly 200 teachers will attend NTO. Thus, a focus on retention using Title IIA funding will continue in order to ensure that individuals recruited remain in the district.

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. Offer professional learning to support to support the needs of beginning teachers (Get Better Faster Training, classroom management, High Leverage Practices/TPRP and IDEA Due Process, etc.) effective teacher retention practices training sessions outlining the teacher Induction Guidance; roles and	The data that will be collected to monitor the implementation of the interventions include: 1. District and School Administrators Monthly Meeting Notes 2. Coaching Notes	The data that will be collected to measure the effectiveness of intervention activities/strategies include: 1. New Teacher Orientation (NTO) Retention Data TAPS and Munis Data	Use Title II A Funds for release for beginning teachers to complete Induction Action Plans; Use Title IIA Funds for stipends for mentors working to ensure support to beginning teachers; Use Title II A Funds for funding to support teacher/ leader opportunities. PL Funds; American Rescue Funds and IDEA to provide training.	Assistant Superintendent of T&L PL Department Coordinators Content Coordinators District Coaches Talent Management and Recruitment	June 2024- August 2025



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<p>responsibilities of District level components; The Vision; Mission; and goals of BCSD Induction Program; Leadership and Organizational structure guidelines; mentoring guidelines; orientation guidelines; ongoing performance assessment guidelines; professional learning guidelines; program evaluation guidelines; and Special Education Cohort, Case Management training, High Leverage Practices/TPRP and IDEA Due Process, etc.</p>	<p>3. Beginning Teachers PL sign-in sheets from Get Better Faster Sessions</p> <p>4. Assessment and evaluation results</p> <p>Completed Induction Action Plans on/before deadline</p>			<p>HR</p> <p>Executive Director for the Exceptional Children</p>	
<p>2. Professional learning to address the first 90 days of Get Better Faster in five phases overview (Instant Immersion) and Special Education Cohort Case Management training, High Leverage Practices/TPRP and IDEA Due Process, etc.</p>	<p>The data that will be collected to monitor the implementation of the interventions include:</p> <p>1. District and School Administrators Monthly Meeting Notes Monthly Meeting Notes</p> <p>2. Coaching Notes</p> <p>3. Beginning Teachers PL sign-in sheets from Get Better Faster Sessions</p> <p>4. Assessment and evaluation results</p> <p>Completed Induction</p>	<p>The data that will be collected to measure the effectiveness of intervention activities/strategies include:</p> <p>1. New Teacher Orientation (NTO) Retention Data</p> <p>TAPS and Munis Data</p>	<p>Use Title II A Funds for release for beginning teachers to complete Induction Action Plans; Use Title IIA Funds for stipends for mentors working to ensure support to beginning teachers; Use Title II A Funds for funding to support teacher/ leader opportunities. PL Funds; American Rescue Funds and IDEA to provide training</p>	<p>PL Department Coordinators</p> <p>Content Coordinators</p> <p>District Coaches</p> <p>Principals</p> <p>TSC Team</p> <p>PEC Department Leadership and Coaches</p>	<p>July – September 2024</p>



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	Action Plans on/before deadline				
<p>3. Professional learning to address days 31-60 of Get Better Faster Getting into Gear and Special Education Cohort Case Management training, High Leverage Practices/TPRP and IDEA Due Process, etc.</p>	<p>The data that will be collected to monitor the implementation of the interventions include:</p> <ol style="list-style-type: none"> 1. District and School Administrators Monthly Meeting Notes 2. Coaching Notes 3. Beginning Teachers PL sign-in sheets from Get Better Faster Sessions 4. Assessment and evaluation results <p>Completed Induction Action Plans on/before deadline</p>	<p>The data that will be collected to measure the effectiveness of intervention activities/strategies include:</p> <ol style="list-style-type: none"> 1. New Teacher Orientation (NTO) Retention Data <p>TAPS and Munis Data</p>	<p>Use Title II A Funds for release for beginning teachers to complete Induction Action Plans; Use Title IIA Funds for stipends for mentors working to ensure support to beginning teachers; Use Title II A Funds for funding to support teacher/ leader opportunities. PL Funds; American Rescue Funds and IDEA to provide training</p>	<p>PL Department Coordinators; Content Coordinators District Coaches Principals TSC Team PEC Department Leadership and Coaches</p>	<p>September-October 2024 November-December 2024</p>
<p>4. Professional learning to address days 61-90 of Get Better Faster and Special Education Cohort Case Management training, High Leverage Practices/TPRP and IDEA Due Process, etc.</p>	<p>The data that will be collected to monitor the implementation of the interventions include:</p> <ol style="list-style-type: none"> 1. District and School Administrators Monthly 	<p>The data that will be collected to measure the effectiveness of intervention activities/strategies include:</p> <ol style="list-style-type: none"> 1. New Teacher Orientation (NTO) Retention Data 	<p>Use Title II A Funds for release for beginning teachers to complete Induction Action Plans; Use Title IIA Funds for stipends for mentors working to ensure support to beginning teachers; Use Title II A Funds for funding to support teacher/ leader opportunities. PL Funds;</p>	<p>PL Department Coordinators; Content Coordinators District Coaches Principals TSC Team</p>	<p>January – May 2025</p>



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	<p>Meeting Notes Monthly Meeting Notes</p> <p>2. Coaching Notes</p> <p>3. Beginning Teachers PL sign-in sheets from Get Better Faster Sessions</p> <p>4. Assessment and evaluation results</p> <p>Completed Induction Action Plans on/before deadline</p>	<p>TAPS and Munis Data</p>	<p>American Rescue Funds and IDEA to provide training</p>	<p>PEC Department Leadership and Coaches</p>	
<p>5. Induction Program: <i>See It, Name It, Do It</i>, Reflection Sessions to ensure that the Induction Action Plan is being implemented with fidelity and Special Education Cohort Case Management training, High Leverage Practices/TPRP and IDEA Due Process, etc.</p>	<p>The data that will be collected to monitor the implementation of the interventions include:</p> <p>1. District and School Administrators Monthly Meeting Notes Monthly Meeting Notes</p> <p>2. Coaching Notes</p> <p>3. Beginning Teachers PL sign-in sheets from Get Better Faster Sessions</p> <p>4. Assessment and evaluation results</p> <p>Completed</p>	<p>The data that will be collected to measure the effectiveness of intervention activities/strategies include:</p> <p>1. New Teacher Orientation (NTO) Retention Data</p> <p>TAPS and Munis Data</p>	<p>Use Title II A Funds for release for beginning teachers to complete Induction Action Plans; Use Title IIA Funds for stipends for mentors working to ensure support to beginning teachers; Use Title II A Funds for funding to support teacher/ leader opportunities. PL Funds; American Rescue Funds and IDEA to provide training</p>	<p>PL Department Coordinators;</p> <p>Content Coordinators</p> <p>District Coaches</p> <p>Principals</p> <p>TSC Team</p> <p>PEC Department Leadership and Coaches</p>	<p>June 2024- May 2025</p>



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	Induction Action Plans on/before deadline				
6. Recruit and train Teacher Support Candidates (TSC) with the TSC Endorsement	<p>The data that will be collected to monitor the implementation of the interventions include:</p> <ol style="list-style-type: none"> 1. District and School Administrators Monthly Meeting Notes Monthly Meeting Notes 2. Coaching Notes 3. Beginning Teachers PL sign-in sheets from Get Better Faster Sessions 4. Assessment and evaluation results <p>Completed Induction Action Plans on/before deadline</p>	<p>The data that will be collected to measure the effectiveness of intervention activities/strategies include:</p> <ol style="list-style-type: none"> 1. New Teacher Orientation (NTO) Retention Data <p>TAPS and Munis Data</p>	<p>Use Title II A Funds for release for beginning teachers to complete Induction Action Plans; Use Title IIA Funds for stipends for mentors working to ensure support to beginning teachers; Use Title II A Funds for funding to support teacher/ leader opportunities. PL Funds; American Rescue Funds and IDEA to provide training</p>	<p>PL Department Coordinators;</p> <p>Content Coordinators</p> <p>District Coaches</p> <p>Principals TSC Team</p>	<p>June 2024 – August 2025</p>

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Data Profile Variable Selected for Equity Gap #2					
Data Variable	GRADUATION RATE (4 YR COHORT)				
Equity Intervention	EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS				
If applicable, student achievement area of focus	CLICK HERE TO SELECT AREA OF FOCUS				
If applicable, grade level spans of focus	CLICK HERE TO SELECT GRADE LEVEL SPANS				
Indicate subgroup focus	MINORITY				
<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>Behavior, Milestone, SLDS, Curriculum, and Observational data sources reveal that the Graduation rate of Students with Disabilities is a gap. That stated BCSD PEC Department will collaborate with High Schools to create action plans to increase each school's graduation rate for SWD. High Schools will utilize the data tracking sheet with ABC data to develop action plans for students with disabilities to increase course completion to increase the students with disabilities graduating with their peers from 66% to 69%.</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)
1. Provide training for middle and high school teacher co-teach teams in co-teaching models and content specific instructional strategies.	<p>The data that will be collected to monitor the implementation of the interventions include:</p> <p>1. Course completion tracking sheet and action plans record for SWD's</p> <p>2. IEP Progress Meeting Records</p>	<p>Behavior, SLDS, Milestones, and Curriculum and Observational Data will be collected to measure the effectiveness of interventions. Timeline Reports, Paperwork review, and training recommendations and feedback will be examined. Additionally, performance measure data,</p>	<p>Blending of funds from IDEA and Title II, Part A will be used to provide training and release costs for Targeted Teacher Coaching and Professional Development on content, pedagogy, and student supports and interventions.</p>	<p>Academic Coaches</p> <p>PEC Dept. (executive Director, Coaches, Coordinators)</p> <p>Content Coaches</p> <p>Counselors</p> <p>Grad. Coaches and Advisors</p>	<p>August 2024-May 2025 Every 4-9 weeks</p> <p>Monitoring the implementation of the interventions every 4-9 weeks from August 2024-June 2025</p> <p>Effectiveness of the interventions quarterly PEC meetings from</p>



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	<p>3. Sign-in roster for MS</p> <p>4. HS Co-Teacher Team training</p> <p>5. Data Tracking Sheets</p> <p>Additionally, BCSD PEC Department Zone Coordinators will meet with the school-based team at least once a month to examine and discuss progress on individual student tracking sheets. The PEC department works collaboratively to develop additional PL if needed to address school needs monthly.</p>	<p>Coteach model data, walkthrough data, and progress assessment data will be analyzed for level of effectiveness.</p>		<p>Principals and School PEC Lead</p>	<p>August 2024-June 2025</p>
<p>2. The PEC Zone Coordinator, Executive Director and other team members meet with the school principals individually to develop action plans. During this meeting, the team works to identify/track two to three SMART goals. The action plan will identify the additional support from the PEC Department to include: Behavior support, transition professional learning, course tracking, co-teaching, high leverage practices,</p>	<p>The data that will be collected to monitor the implementation of the interventions include:</p> <ol style="list-style-type: none"> 1. Course completion record for SWD's 2. IEP Progress Meeting Records <p>3. Sign-in roster for MS</p>	<p>The data that will be collected to measure the effectiveness of intervention activities/strategies include: Behavior, SLDS, Milestones, Curriculum and Observational Data will be collected to measure the effectiveness of the interventions. Timelines Reports, Paperwork reviews, and training recommendations and feedback will be examined</p>	<p>Blending of funds from IDEA and Title II, Part A will be used to provide training and release costs for Targeted Teacher Coaching and Professional Development on content, pedagogy, and student supports and interventions</p>	<p>Academic Coaches</p> <p>PEC Coaches</p> <p>PEC Dept. (Executive Director, Coordinators, coaches)</p> <p>Content Coaches</p> <p>Counselors</p> <p>Grad. Coaches and Advisors</p>	<p>August 2024-May 2025 Every 9 weeks</p> <p>Monitoring the implementation of the interventions every 4-9 weeks from August 2024 – June 2025</p> <p>Effectiveness of the interventions quarterly PEC meetings from August 2024 – June 2025</p>



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<p>and pathway completion. Monitoring of SMART goals completed every 4-9 weeks. Additional small group courses have been added for the coming year to increase access to specialized instruction.</p>	<p>4. HS CO-Teacher Team Training</p> <p>5. Data Tracking Sheets</p> <p>Additionally, BCSD PEC Department will meet at least once a month to examine and discuss the progress towards goal attainment</p>	<p>Additionally, performance measure data, Co- teach model data, walkthrough data, and progress assessment data will be analyzed for level of effectiveness</p>		<p>Principals and School PEC Lead</p>	
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FY24 Equity Gap #1

Reflect on FY24 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 FY24 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation:

Each year BCSD teacher retention has declined. New Teacher Orientation (NTO) data reveal the following. In FY15-16, 193 teachers attended NTO. FY16-17, 206 teachers attended NTO. In FY17-18, 242 teachers attended NTO. For FY18-19 over 300 teachers attended NTO. For FY19-20, over 300 teachers attend NTO. For FY21-22, 300 teachers attended NTO. For FY22-23, 277 teachers attended NTO. For FY23-24, 223 teachers attended NTO. For the FY24-25 school year, it is projected that nearly 200 teachers will attend NTO. Thus, a focus on retention using Title IIA funding will continue in order to ensure that individuals recruited remain in the district. The steps were effective. BCSD will maintain using Title IIA in order to ensure that individuals who are recruited remain in the district. The PL Department, Principals, District Coaches, and TSCs will continue using Get Better Faster Mentor training and support (release and stipends). Beginner support (stipends and release provided to mentees to visit other classrooms and to endorse mentors in each building), BCSD will maintain New Teacher Orientation strategies to provide new teachers with District expectations aligned to BCSD Strategic Plan and Priorities Support from Teaching & Learning; Professional Learning; Human Resources; Federal Programs and District Effectiveness. BCSD will maintain and continue annual Recruitment Fairs and District Local, State, Regional, National Recruitment Partnerships to attract teachers. BCSD will maintain and continue providing stipends.

FY24 Equity Gap #2

Reflect on FY 24 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 FY24 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation:

The BCSD PEC Department continues to focus on reading to increase achievement and impact the graduation rate of SWDs. The PEC Department aligned strategic reading initiatives including the Sunday reading program, Orton-Gillingham Approach, Achieve3000, FastForward, and small group SDI classes. The data shows increases in Lexile levels of almost all student participants. Over the course of the next 10 years, the Sunday reading program, Orton-Gillingham Approach, Achieve3000, and FastForward will have a tremendous impact, thus increasing the graduation rate of SWDs. Continued implementation strategies include new teacher Orton-Gillingham training; monthly meetings for SUNDAY teachers; PEC instructional Coach observation, feedback and coaching for each.