



Georgia Department of Education
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	2021	LEA Name	Haralson County School District	LEA Coordinator	Janet Goodman
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Data Profile Variable and Equity Intervention Selected for Equity Gap #1

Data Variable	STUDENT ATTENDANCE
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	ALL SUBGROUPS
<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>Absence count rate under 5 days ALL students for FY18 was 50.43% which is slightly higher than the state rate of 48.93%. While this is a slight upward trend from FY16 and FY17, Haralson County strives to have a positive school climate to ensure students are in attendance as much as possible and engaged in learning.</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)
All schools will continue to implement with fidelity PBIS strategies across all grade levels. All PBIS teams will	The PBIS school teams, principals, and district PBIS coordinator will review data quarterly and will have annual	Student attendance for ALL students absent less than 5 days will improve by at least .2% from FY18. We will	Title IV-A, Title II-A funds, Title I- A funds, Title V-B, IDEA, State PL funds, and local funds will be used to pay:	Principals, faculty and staff PBIS District	Strategies - Ongoing throughout the year from



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<p>examine data from walk-throughs, TIC, BOQ, climate surveys, attendance and discipline data, and any other data related to PBIS.</p> <p>Staff will regularly attend PBIS trainings and workshops in order to maintain and increase knowledge of PBIS strategies.</p>	<p>checks by the special ed director, Chief Administrative Officer, and GADOE PBIS personnel.</p>	<p>examine PBIS reports and ratings to show where we are in implementation of PBIS strategies and to identify areas of improvement.</p>	<ul style="list-style-type: none"> Professional learning travel, registrations, subs and stipends for PBIS teams, teachers and leaders to attend training in positive behavior interventions and strategies. <p>Materials for support personnel, teachers, and leaders to redeliver trainings to teachers on positive behavior interventions and strategies.</p>	<p>and school teams CAO, Special Education Director</p>	<p>August 2019- May 2020; quarterly walk-throughs; monthly district PBIS meetings July - June; quarterly school level team meetings; trainings as they occur throughout the year Quarterly walkthroughs by PBIS teams, annually by district and state personnel</p>
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Data Profile Variable Selected for Equity Gap #2					
Data Variable	DISTRICT MEAN GROWTH PERCENTILE (MGP)				
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				
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 style="text-align: center;">Currently our district MGP is 48.5, which is 1 point below the state's MGP of 49.5. To improve Mean Growth Percentile by 1 percentile point for all age groups for students (ALL) since our district is 71.09% poverty rate this also impacts ED students, SWD, and minority students.</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)
All faculty will participate in training related to curriculum alignment, differentiation and activities to provide rigor for all students at all grade levels; some faculty will participate in	Assistant superintendent will conduct quarterly conferences with administration to review data on individual school improvement plan initiatives	Data from annual equity data profile, CCRPI, formative and summative test data will be examined to ensure progress from FY18 and throughout the FY20 school year.	Title IV-A, Title II-A funds, Title I- A funds, Title V-B, IDEA, State PL funds, and local funds will be used to pay: <ul style="list-style-type: none"> • salaries of the system and math 	Assistant Supt. System Intervention and Math Intervention Specialists,	Ongoing training July 2019-May 2020 done through monthly



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<p>gifted and STEM related training.</p>	<p>and progress using formative assessments to ensure that teachers are implementing effective strategies in all content areas.</p> <p>District implementation team will meet monthly to discuss district-wide initiatives and progress towards meeting annual academic achievement goals for all students and particular subgroups.</p>		<p>intervention specialists and academic coaches,</p> <ul style="list-style-type: none"> professional learning travel, registrations, subs and stipends for support personnel (academic coaches, system and math interventions), teachers and leaders to attend training in differentiation, STEM initiatives, and rigor for all students. <p>Materials for support personnel, teachers, and leaders to redeliver trainings to teachers on differentiation, math and ELA initiatives, STEM initiatives, and rigor for all students.</p>	<p>principals, academic coaches</p> <p>District Implementation Team</p>	<p>professional learning communities and job-embedded, needs-based professional learning</p> <p>Monthly meetings July 2019-June 2020</p>
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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: Our PBIS system seems to be working to improve school climate and culture and engage students in attending school as much as possible. While we currently are 1 percentage point above the state attendance average, we feel we could further improve attendance to ensure that every student is engaged in the instructional process every day which is why we chose to continue attendance and the PBIS initiatives on the FY20 Equity plan.

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 - Adjust Activities/Strategies

Explanation: While we improved in many grade levels in math in our MGP, our ELA MGP dropped. We need to continue to use the strategies we have in place and to reorganize the academic coach team to be more focused on ELA, including changing personnel to in those positions to ensure we have the right leadership and expertise to help all our students improve in ELA.