



FY22 Local Education Agency (LEA) Equity Action Plan
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Richard Woods, Georgia's School Superintendent
 "Educating Georgia's Future"

Fiscal Year	2022	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 FY20 was 62.92% which is slightly higher than the state rate of 58.69%. While this is a slight upward trend from FY18 and FY9, 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 examine data from walk-throughs, TIC, BOQ, climate surveys, attendance and discipline data, and any	The PBIS school teams, principals, and district PBIS coordinator will review data quarterly and will have annual checks by the special ed director, Chief Administrative Officer, and	Student attendance for ALL students absent less than 5 days will improve by at least 2% from FY20. We will examine PBIS reports and ratings to show where we are in implementation	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"> Professional learning travel, registrations, subs and stipends for PBIS teams, teachers and leaders to attend 	Principals, faculty and staff PBIS District and school teams CAO, Special Education Director	Strategies - Ongoing throughout the year from August 2021-May 2022; quarterly walk-throughs; monthly



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other data related to PBIS.	GADOE PBIS personnel.	of PBIS strategies and to identify areas of improvement.	<p>training in positive behavior interventions and strategies.</p> <ul style="list-style-type: none"> • Materials for support personnel, teachers, and leaders to redeliver trainings to teachers on positive behavior interventions and strategies. 	<p>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	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>	Haralson County School District Achievement levels are currently				
		Prof. and above	Prof. and above	Dev. and above	Dev. and above
		ELA - All	Math - All	ELA - SWD	Math - SWD
	HCHS	50.00%	21.79%	0.00%	40.00%
	HCMS	31.66%	41.40%	21.37%	52.99%
	BES	25.82%	36.90%	28.23%	43.55%
WHES	20.50%	22.78%	24.66%	39.73%	
	Our goal is to improve each category, % Proficient and above for ALL students and % Developing and above for SWD, by 3 percentage points in both ELA and math.				

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)
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 gifted and STEM related training.	Assistant superintendent will conduct quarterly conferences with administration to review data on individual school improvement plan initiatives and progress using formative assessments to ensure that	Data from annual equity data profile, CCRPI, formative and summative test data will be examined to ensure progress from FY21 and throughout the FY22 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 intervention specialists and academic coaches, professional learning travel, 	Assistant Supt. System Intervention and Math Intervention Specialists, principals, academic coaches	Ongoing training July 2021-May 2022 done through monthly professional learning communities and job-embedde



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	<p>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>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> <ul style="list-style-type: none"> 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>District Implementation Team</p>	<p>d, needs-based professional learning</p> <p>Monthly meetings July 2021-June 2022</p>
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FY21 Equity Gap #1

Reflect on FY21 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 FY21 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 4 percentage points 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 FY22 Equity plan.

FY21 Equity Gap #2

Reflect on FY21 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 FY21 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Equity Gap Eliminated

Explanation: MGP was not calculated for FY21 because of COVID-19 closures. We have moved to examining GMAS test scores FY22 in hopes to improve achievement scores for all students.