

Treutlen County School District Equity Plan

FY2015

Introduction

I.1 Describe the LEA

The Treutlen County School District is a rural district comprised of 1189 students enrolled in Pre-K through grade 12. Data (March, 2014) reflects that the student population is 54% White, 41% Black, 1% Hispanic, 3% Multi-Racial, and 1% Asian. Special Education services are provided to 11 % of the student population. 100% of the students qualify for free/reduced lunch. The district consists of one elementary school (Pre-K - 5) and one middle/high school (6 - 12). Both are school-wide Title I.

I.2 Provide LEA Equity Belief Statement

The Treutlen County School District realizes that one of the most important factors in raising student achievement is a highly qualified and highly effective teacher. Research shows that teacher subject-matter knowledge is greatly associated with student learning. In this era of high standards and high expectations, having a highly qualified and highly effective teacher has never been more important. It is critical for all students to have equitable access to highly qualified and effective teachers. Research has shown that teacher effectiveness has a significant impact on student achievement. Our mission is to empower all students to achieve academic excellence, graduate from high school, and become successful lifelong learners.

Annual Needs Assessment Including Required Equity Components

II.1 Provide a summary of how the needs assessment is conducted.

The district leadership team (superintendent, director of curriculum & instruction, federal programs director, special education director, technology director, building principals, instructional coordinators, financial director, student data specialist and assistant principals), conducts its annual needs assessment in the late winter or early spring by gathering data from the following sources: Georgia Professional Standards Commission HiQ and Equity Reports, Stakeholder surveys, School Improvement Plans, and CCRPI Reports. The ETA data from the PSC website is reviewed annually to determine retention

and recruitment needs. The system will continuously monitor, through data collection and analyses, that poor and minority students are not being taught at higher rates than other students by inexperienced and/or unqualified teachers. The district leadership team meets monthly; therefore, data is continuously monitored throughout the year. Since Treutlen County School System has one school per level of instruction, students' assignments will be monitored within the schools to ensure there is not a higher concentration of poverty or minority children in any one classroom, e.g. within the third grade student population, the eighth grade language arts classrooms, or the physical science classes at the high school.

II.2 Identify data sources used

The district conducts its annual needs assessment by gathering data from the following sources: Georgia Professional Standards Commission HiQ and Equity Reports, Stakeholder surveys, School Improvement Plans, student assessment scores and CCRPI reports.

II.3 Briefly summarize findings for:

a. Recruitment

The School District makes efforts to recruit highly qualified teachers; however, due to decreases in the budget there are no incentives (i.e. signing bonuses) currently utilized. The district will continue to utilize a variety of avenues to recruit highly qualified and highly effective teachers for employment. District office administrators and/or school level administrators and teachers will participate in on-site recruitment fairs at colleges and universities within the state. Advertisements of staff openings will be placed in the local newspaper, on the system website, and Teach Georgia website. Colleges and universities offering education degrees will be contacted by letter, telephone, or email to request a roster of education degree candidates for graduation. Furthermore, advertisements will be forwarded to Heart of Georgia RESA member systems and surrounding school systems regarding available positions.

b. Retention

Treutlen County School District has an annual teacher retention rate of 81.3% during FY13. The district anticipates a need to recruit highly qualified and highly effective teachers in the areas of mathematics, social studies (grades 6-12), early childhood, music (K-12), business/vocational (6-12), and media for the FY15 school year. The district also anticipates a need to recruit highly effective leaders at the district and building levels for the FY15 school year.

c. Professional learning and training for teachers, paraprofessionals, and school leaders, including meeting diverse student needs

The teacher and paraprofessional needs assessments indicate a need for additional training in the differentiating of instruction in order to enhance the performance of diverse groups of learners; technology for teachers and paraprofessionals; interpreting and utilizing data; co-teaching and inclusion; and classroom management. Also the needs assessment results indicate a need for additional training in the core academic content subjects with emphasis on math, reading/ELA, science and social studies. Further, endorsements in gifted, ESOL, etc. are needed to provide necessary and effective instructional strategies for Gifted and Talented Children, as well as ELL students. Additional training is also needed in Advanced Placement (AP) courses for high school teachers.

d. HiQ status of teachers

Treutlen County School District had 100% highly qualified teachers during FY14.

e. HiQ status of paraprofessionals

Treutlen County School District had 100% highly qualified paraprofessionals during FY14.

f. Teacher experience

Treutlen County School District had the following average teaching experience during FY14: 8.33% of the teachers had low-level experience (less than 3 years); 62.5% of the teachers had mid-level experience (between 3 and 20 years); and 29.17% of the teachers had high-level experience (greater than 20 years).

g. Class Size

Upon a review of class size data, the district determined a need to continue the implementation of class size reductions at the elementary and middle/high school levels.

II.4 List Prioritized Needs

After a complete analysis of the data, the district develops a list of prioritized needs and an action plan. The prioritized needs for FY15 include: 1) Narrow the achievement gap between subgroups in all content areas (meeting diverse needs of students), 2) Decrease core-academic class sizes at TES and TMS/THS, 3) Increase support for new teachers and administrators, 4) increase student achievement in the areas of mathematics, ELA/Reading,

science and social studies, and 5) provide professional learning in the areas of technology, classroom management, and interpreting & utilizing data.

Equity of Stakeholder Involvement

III.1 Identify Stakeholder groups (internal and external)

- District and school level administrators
- Teachers
- Paraprofessionals
- Instructional coaches
- Support staff
- Parents
- School Council members
- Business/Community Partners
- HG RESA
- Institutions of higher learning: Southeastern Technical College, Georgia Southern University, Valdosta College, Brewton Parker College

III.2 Describe how internal and external stakeholders are involved in the planning process to:

a. Accomplish annual needs assessment

To accomplish an annual needs assessment, needs prioritization, and action plans that address these equity components, the planning process has and will continue to include information gathered during an administrator retreat/meetings, staff surveys, faculty meetings, networking with HGRESA, and Title IIA consultant assistance. Further collaboration will also be conducted through community and personnel surveys, student surveys administered at school, questionnaires presented during Parent meetings, School Council meetings, Leadership/Design Team meetings, and/or Family Connections meetings.

b. Prioritize needs

The district formed a strategic planning team comprised of school administrators, teachers, classified staff members, parents, community members, business leaders, and students. The team utilized a SWOT analysis and root cause analysis, reviewed student achievement data, and analyzed stakeholder surveys to determine prioritized needs.

c. Identify actions or strategies contributed to equity plan.

The team identified goal areas and objectives, identified strategies to address the needs, and developed strategy maps for continuous improvement processes. The team will reconvene periodically to review/revise the plan and the implementation processes.

Highly Qualified Educator Equity

IV.1 Provide the teacher HiQ Percentage for the current year %

IV.2 Provide the paraprofessional HiQ Percentage for the current year %

IV.3

a. Describe how a remediation plan is developed in accordance with the guidelines in Section V of the Title II, Part A Handbook for each non-highly qualified teacher and paraprofessional.

When a teacher or paraprofessional becomes non-highly qualified, a written remediation plan will be developed immediately in collaboration with the teacher/paraprofessional, the building level principal, and the Title II-A coordinator.

b. Describe the monitoring process to ensure each non-HiQ teacher and paraprofessional is implementing the remediation plan and making progress toward HiQ status.

Monitoring Procedure for Remediation Plans of Non-HiQ Teachers:

- HiQ Remediation Plans will be developed and signed by the teacher, principal, and Title II-A Director.
- Title II-A Director and principal will meet with the teachers quarterly to ensure teachers are making progress toward becoming highly qualified.

- Study sessions for all GACE tests will be offered at the school site or at Heart of Georgia RESA.
- Upon completion of taking the GACE tests, a copy of the registration form will be submitted to the Title II-A director and registration fees will be reimbursed according to the following guidelines:
 - 1) If a teacher is hired in a non-HiQ position, reimbursement of GACE registration fees will be issued upon the teacher receiving a passing score in the required content area.
 - 2) If a teacher was previously assigned to a HiQ position and was moved by the school administration to a position where they are not HiQ, reimbursement of GACE fees will occur upon completion of the GACE assessment in the required content area.
- The Title II-A Director and Superintendent will meet with principals and non-HiQ teachers in March to review their progress toward meeting qualifications to be considered highly qualified and make recommendations based on that progress.

IV.4

a. Describe how a remediation plan is developed in accordance with the guidelines in Section V of the Title II, Part A Handbook for each teacher who does not hold a clear renewable certificate.

When a teacher is hired who does not hold a clear renewable certificate, a written remediation plan will be developed immediately in collaboration with the teacher/paraprofessional, the building level principal, and the Title II-A coordinator.

b. Describe the monitoring process to ensure each teacher who does not hold a clear renewable certificate is implementing the remediation plan and making progress toward obtaining a clear renewable certificate.

Monitoring Procedure for Remediation Plans of Teachers who do not hold a clear renewable Certificate:

- Remediation Plans will be developed and signed by the teacher, principal, and Title II-A Director.
- Title II-A Director and principal will meet with the teachers quarterly to ensure teachers are making progress toward meeting the requirements to obtain a clear renewable certificate. Requirements may include 1) Content Knowledge assessments, 2)

Recency of Study/Experience, 3) Special Education – Exceptional Child Course, 4) Completion of a state-approved program, and/or 5) Pedagogy.

- When and if deemed necessary, the teacher will be provided with professional learning supports to assist with meeting the requirements to obtain a clear renewable certificate.
- The Title II-A Director and Superintendent will meet with principals and teachers who hold NR certificates in March to review their progress toward meeting the requirements for a clear renewable certificate and make recommendations based on that progress.

IV.5 Describe how LEA monitors HiQ assignment of teachers based on student demographics and diverse needs of students.

Through continuous analysis of the system’s HiQ data, as determined through the Professional Standards Commission information, central office personnel will strive to ensure that all teachers and paraprofessionals are highly qualified, especially teachers of core subjects. The classroom demographics of any personnel determined as non-HiQ will also be monitored regularly to ensure that poor and/or minority students are not inequitably enrolled in the classroom.

IV.6 Describe how Title II-A or other appropriate funds support the remediation of plans.

Not applicable for 2014.

Teacher Experience and Effectiveness Equity

V.1 Describe how the LEA assesses teacher effectiveness

Treutlen County School District utilizes TKES, student achievement data, the State Longitudinal Data System (SLDS), and formal/informal classroom observations to determine teacher effectiveness.

V.2 Describe how the LEA plans to address any identified inequities in teacher experience across schools and classrooms in the system and within its schools and programs.

Teachers will complete a Title II-A Equity Determination form that includes teacher’s years of experience, certificate level, class size, student performance level, student demographics,

and student percentage of academic growth. Principals will use this information to assign students to classes. Students who were previously taught by an inexperienced or ineffective teacher will be assigned to an experienced/effective teacher.

V.3 Describe how the LEA plans to address any identified inequities in teacher effectiveness within its schools and programs.

The Teacher Keys Effectiveness System (TKES) data will be utilized to determine teacher effectiveness. Principals will utilize these results to ensure that students who were previously taught by an ineffective teacher will be assigned to a more effective teacher. The Title II-A Coordinator and/or superintendent will meet with the building principal to address any identified inequities in teacher effectiveness.

V.4 Describe the procedure to ensure that no student will receive an inexperienced, ineffective teacher two years in a row.

Classroom assignment of students will be done on a random basis whenever possible at all grade levels at all schools and will not be determined by the experience level of the teachers. The only students not randomly placed in their classes will be those that require certain criteria such as: Gifted at all levels, EIP classes at the elementary school, remedial classes at the middle school and high school, and elective classes for which students register at the high school. It is the custom of the system administrators to monitor classroom assignments in order to ensure that new and/or inexperienced teachers are not given higher percentages of poor or minority students, or more challenging classes. Teachers will complete a Title II-A Equity Determination form that includes teacher's years of experience, certificate level, class size, student performance level, student demographics, and student percentage of academic growth. Principals will use this information to assign students to classes. Students who were previously taught by an inexperienced or ineffective teacher will be assigned to an experienced/effective teacher.

Class Size Equity

VI.1 Describe how the LEA plans to address identified inequities in class sizes across schools in the system and within its schools.

Treutlen County School System is a relatively small school system consisting of one school at each level; elementary and middle/high school. The student population of each grade will be equally divided among its assigned teachers without regard to the students' minority or income status. Equity will also be used in student assignments to classes that

are subject to additional rules; such Gifted, EIP, remedial, AP classes, and various lab classes at the high school. The annual needs assessment will include references to class size. The Treutlen County Board of Education passed an official resolution that authorizes the Superintendent to establish maximum class sizes at the maximum limits allowed by law for all grades and courses as provided by the State Board of Education.

Teacher Preparation and Ability to Meet Diverse Needs of Students

VII.1 Describe the process the system uses to assess teacher ability to differentiate instruction based on diverse needs of their student population.

In order to meet the needs of the diverse population of students, an assessment of teachers' abilities in the area of their certification, classroom management, differentiated instruction, and/or other professional development areas will be determined through individual observations and conferences with the school administrators. Teachers will also be able to express their own concerns through a locally developed staff survey. Professional Learning Communities have become a part of faculty development through involvement in the Comprehensive School Reform at the high school and the Reading First initiative at the elementary school. Teachers in need of professional learning will be provided the opportunity with the assistance of the school Instructional Coordinators and the system Professional Learning Coordinator. All professional training received by system personnel is documented electronically via an online portal, printed annually, filed and reported to the PSC.

Retention of Highly Qualified, Effective Teachers

VIII.1 Describe the teacher retention program that includes specific plans for schools and/or programs that have been identified with retention needs.

Retention of highly-qualified and experienced teachers is of utmost importance for the Treutlen County School System. All certified staff members respond to a locally developed questionnaire. In this survey teachers have the opportunity to critique any professional learning opportunities in which they participated within the last year and to offer suggestions for future professional learning. They also have the opportunity to state concerns about any other school or system issue. New and less experienced teachers are required to participate in our induction program in which they are assigned a mentor within their school who assists them throughout the year with day to day issues as well as the Teacher Assessment Performance Standards (TAPS). Experienced teachers are given

the opportunity to serve as lead teachers, grade chairpersons, or subject area chairpersons, and are routinely asked to serve on school and/or system level committees; thus giving them the opportunity to advance their skills.

VIII.2 Describe how Title II-A or other appropriate funds are used to support retention efforts.

Not applicable for 2014.

Recruitment and Placement of Highly Qualified, Effective Teachers

IX.1 Describe how the system plans for recruitment and placement of highly qualified, effective teachers to improve or maintain equivalent teacher experience at all grade levels and all content areas.

Treutlen County School System uses numerous avenues to recruit highly qualified teachers for employment. Central office and school administrators are involved in onsite recruitment fairs at colleges throughout the state. Advertisements of staff openings are placed in the local newspaper, on the system website, and TeachGeorgia website and letters are sent to colleges which offer education degrees. When applications are received they are scrutinized for qualifications, experience and/or degree, which make the applicant the person best suited for the job for which they apply. As a result, the system successfully recruits highly qualified, effective teachers and makes equitable placements so that all students in all schools and all programs are served by the highest qualified and effective teachers available.

IX.2 Describe how Title II-A or other appropriate funds are used to support recruitment efforts.

Not applicable for 2014

Summary of Impact for the Fiscal year 2013 selected Equity Indicator(s)

X.1 Prepare a brief Summary of Impact that describes the actions taken to reach "target" and the LEA's evidence of success in reaching "target".

During FY14, non-highly qualified teachers were provided additional support to help them become highly qualified. The teacher passed the GACE assessment upon his/her first attempt.

X.2 Prepare a brief summary describing the LEA's Evidence of Success. What data SUPPORTS THE RATING OF "target"? Or if the LEA did not reach "target," what prevented the LEA from doing so?

The district was successful in meeting the goal of 100% highly qualified teachers. The district developed a remediation plan for a non-highly qualified teacher. The teacher was provided additional support to assist him/her in obtaining a passing score on the GACE assessment. The teacher was reimbursed for GACE fees.

Equity Indicator Selected for Fiscal year 2014 Focus

XI.1.A Identify at least one equity indicator that will be a focus for movement to "target"

Teacher preparation and ability to meet the diverse needs of all learners

XI.1.B Provide a statement identifying the Actions/Strategies/Interventions or Programs for the selected equity indicator as a focus for next year.

The district will provide differentiation professional learning for 90% of certified staff. A select group of teachers will attend the "Train the Trainer" differentiation sessions at Heart of Georgia RESA. The teachers will be required to redeliver the training to the remaining teachers. Furthermore, building level administrators and selected district level staff will attend the Differentiation session for administrators. Teachers who are new to the district will be provided with the training during teacher induction.

XI.2.A Identify at least one equity indicator that will be a focus for movement to "target"

Prioritized Needs and Impact of Spending for Fiscal year 2012 Focus

XII.1.A What were your prioritized needs in fiscal year 2012 (July 1, 2011 through September 30, 2012)?

Indicate no more than five identified needs in the order of priority with number one being the greatest priority.

1. Highly Qualified Status
2. Professional Learning for Teachers
3. Assessing Teacher Effectiveness
4. Class Size Reduction
5. Retention

