



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

FY17 Local Education Agency (LEA) Equity Action Plan

The contents of this template were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement.

Fiscal Year	2017	LEA Name	Treutlen County	LEA Coordinator	Regina Harris
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Gap 1: CCRPI		
Equity Intervention Selected to Address Equity Gap #1		
PL-4: Offer Professional Growth Opportunities Designed to Produce Teachers and/ or School Leaders Prepared to Promote the Success of All Students		
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. The description should include the personnel responsible by position and timeline for implementing, monitoring, and analyzing data to determine effectiveness of implementation. It should also include the data that will be gathered and analyzed to determine effectiveness.		
	Personnel Responsible	Timeline
Implementation		
<ul style="list-style-type: none"> Literacy: School leaders and Teachers will participate in training sessions with the Georgia Southern University Writing Project and Heart of Georgia RESA Writing sessions. The sessions will be facilitated by a GSU consultant and the Instructional Support specialists. Furthermore, teachers will redeliver PL to peer teachers. Rigor: School leaders and teachers will participate in training sessions on Rigor in the classroom. The sessions will be conducted by an outside consultant and the Instructional Support Specialists. Curriculum: Teachers will be trained to unpack the Georgia Standards of Excellence and to create formative assessments that are aligned with the DOK levels of the standards. 	<p>GSU Consultant; Building & System Admin., Instructional Support Specialists; Teachers</p> <p>Dr. Barbara Blackburn – Consultant; Building & System Admin, Instructional Support Specialists; Teachers</p> <p>HGRESA Consultants; Instructional Support Specialists</p>	<p>August 2016 – ongoing throughout the year.</p> <p>July 2016 – ongoing throughout the year.</p> <p>August 2016 – ongoing throughout the year.</p>



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Monitoring Implementation		
<ul style="list-style-type: none"> • Literacy: Instructional Support specialists will facilitate the work by meeting periodically with the PLC's. • Rigor: Instructional support specialists will guide the work in the schools and meet periodically with the content/grade level teams to examine student tasks and student work. 	Superintendent Asst. Supt. Principals	September 2016- ongoing throughout the year.
Measuring for Effectiveness of Implementation and Ability to Reduce Equity Gap		
<ul style="list-style-type: none"> • Lesson Plans and Student work will be reviewed and analyzed for evidence of DOK levels. • Data from classroom walkthroughs will be reviewed and analyzed. • Progress Monitoring throughout the year • Student Achievement data from Benchmarks assessments and Summative Assessments will be analyzed to monitor progress in closing the achievement Gap 	Support Specialists, Asst. Supt, Principals SPED Director	September 2016-ongoing throughout the year.
Allocation of Resources and/ or Coordination of Funds Required to Implement Equity Intervention		
Title II, Part A funds: Contracted professional learning services, professional learning fees & travel expenses, professional learning books, partial salaries for curriculum /data support specialist and instructional support specialists		



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Equity Gap #2		
(LEAs must select an Equity Gap that addresses the needs of poverty and minority students.)		
Gap 2: Discipline: Not SWD Out-of-School Suspension		
Equity Intervention Selected to Address Equity Gap #2		
PL-1: Provide Targeted School Personnel Training on Student Supports and Interventions		
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. The description should include the personnel responsible by position and timeline for implementing, monitoring, and analyzing data to determine effectiveness of implementation. It should also include the data that will be gathered and analyzed to determine effectiveness.		
	Personnel Responsible	Timeline
Implementation		
<ul style="list-style-type: none"> • PBIS: Continue the Implementation of Positive Behavior Intervention Supports (PBIS). • CLASSROOM MANAGEMENT: The district will utilize a blended model to provide professional learning in Classroom Management to all novice teachers and to teachers who are struggling with classroom management. The PL will be provided via a face-to-face model (HGRESA Consultants, Outside consultants, and Instructional Support specialists) and via EDIVATE, an on-demand web-based professional learning program. Cultural diversity training must be completed via EDIVATE by all school personnel. • LEADERSHIP DEVELOPMENT: School-wide Discipline Program training required for all District & School administrators; Legal Issues regarding student discipline training required for all school administrators. District & School administrators will participate in a book study on School Discipline Programs. 	<p>Director of Student Services; Building Level Administrators</p> <p>HGRESA Consultant; Asst. Superintendent; Support Specialists; Building Administrators, Teachers/Mentor Teachers</p> <p>District & School Administrators, Instructional Support Specialists</p>	<p>August 2016 – Ongoing throughout the year</p> <p>August 2016 – Ongoing throughout the year.</p> <p>September 2016 – Ongoing throughout the year</p>



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Monitoring Implementation		
<ul style="list-style-type: none"> PBIS Progress Reports will be shared during the monthly district leadership meetings. Quarterly Discipline Reports will be shared at the district leadership meetings. EDIVATE reports can be run by district and school level administrators. Sign-In sheets/Agendas will verify attendance for training sessions. 	Superintendent, Director of Student Services, Principals, Asst. Principals, Asst. Supt.	Aug. 2016 - Ongoing Throughout the school year.
Measuring for Effectiveness of Implementation and Ability to Reduce Equity Gap		
<ul style="list-style-type: none"> Decrease in number of discipline referrals; Decrease in the number of out-of-school suspensions. Increase in TKES Standard 7 (Positive Learning Environment) of Level 3 or higher 	Principals, Director of Student Services, Asst. Principals, Support Specialists	Aug. 2016 – Ongoing throughout the school year.
Allocation of Resources and/ or Coordination of Funds Required to Implement Equity Intervention		
Title II, Part A funds will be used for Professional Learning books, EDIVATE subscription, partial salaries for Instructional support specialists, and registration fees and travel expenses for off-site training.		