

FY19 Local Education Agency (LEA) Equity Action Plan

Document must be uploaded as an attachment to the FY19 CLIP.

Fiscal Year	2019	LEA Name	Turner County	LEA Coordinator	Zetta Daniels/Alan Smith
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Data Profile Variable Selected for Equity Gap #1

Discipline OSS

If applicable, indicate student achievement area of focus	Click Here to Select Area of Focus
If applicable, indicate grade level spans	All Grade Levels
If applicable, indicate subgroup focus	All Subgroups

<p>Using the State Longitudinal Data System (SLDS), LEAs must analyze the data variable selected for focus in FY19. 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>Turner County will continue to focus on identifying the causes that result in the assignment of OSS for economically disadvantaged and minority students and implementing an effective intervention program designed at improving student behavior and decreasing OSS assignments. Turner County Elementary and Turner County Middle School decreased the number of OSS days assigned to students in 2017-2018 as compared to 2016-2017. The middle school was moved to an independent facility as opposed to sharing a campus with the high school. This change, coupled with the implementation of PBIS, led to a reduction in OSS assignments. Turner County High School had an increase in the number of OSS assignments in 17-18 as compared to 16-17. This was concerning since the middle students were removed from this facility thus lowering the total number of students present on the campus. Gaps continue to exist between the percent of white students receiving OSS and the percent of black students receiving OSS. Turner County will continue to focus on the implementation of PBIS and will also provide additional professional learning to faculty and staff designed to increase staff collaboration and communication.</p>
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Equity Intervention Selected to Address Equity Gap #1

EI-1 Provide Targeted Teacher Development on Content, Pedagogy and 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.

Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #1.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
1. The school administration, faculty, and staff will participate in professional learning provided by Coastal Plains RESA staff to identify, implement, and evaluate interventions that will decrease	Title II-A Coordinator, Director of	Training will occur during pre-planning

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<p>major discipline incidents while also implementing interventions designed to increase student achievement.</p> <ol style="list-style-type: none"> The school administration, faculty, and staff will participate in continued PBIS training throughout the school term. Due to teacher turnover Turner County will provide beginning PBIS training to new staff members while simultaneously providing ongoing training for returning staff. Additionally, bus drivers will also participate in PBIS training. All district staff will participate in professional learning focused on Dave Weber's book, <i>Sticks and Stones Exposed: The Power of Our Words</i>. Weber will conduct a presentation to all staff members and then district staff and school leadership teams will participate in a guided book study. The Harvard Principals Center released this statement: "The most powerful predictor of student achievement is the quality of relationships among the staff." The implementation of PBIS coupled with the Dave Weber study shall be designed to decrease student suspension while increasing academic achievement. 	<p>Curriculum and Instruction, Special Education Director, Building Principals, Superintendent</p>	<p>and will also occur once per 9 week grading period.</p>
<p>Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #1.</p>	<p>Personnel Responsible (by Position)</p>	<p>Timeline (Ex: weekly, monthly, quarterly)</p>
<ol style="list-style-type: none"> School and district leadership teams will review data at each mid-quarter and at the conclusion of each 9 week grading period. This will allow for four data reviews per semester and 8 per year. During FY18 this was conducted at the end of each 9 week grading period and it was determined that additional designated review periods needed to occur, Data to be collected and analyzed is to include 1) PBIS agenda, sign-in sheets, and minutes, 2) SWIS reports, 3) Power School (SIS) reports, 4) Classworks data, 5) professional learning agendas, sign-in sheets, and minutes. The district staff and school leadership teams will participate in a book study designed to increase awareness of factors that can build cohesion among staff and de-escalate situations that may lead to student suspension. Data to be collected and analyzed is to include 1) book study agendas, 2) book study sign-in sheets, 3) book study minutes, 4) completion of book study written assignments. 	<p>Title II Director, Director of Curriculum and Instruction, Principals, School Leadership Team Chairs, Special Education Director, Superintendent</p>	<p>Data review will occur every 4.5 weeks during the school term.</p> <p>Book study will occur on a bi-monthly basis.</p>
<p>Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #1.</p>	<p>Personnel Responsible (by Position)</p>	<p>Timeline (Ex: weekly, monthly, quarterly)</p>
<ol style="list-style-type: none"> GMAS SWIS Data and Reports PowerSchool Data and Reports GRASP Data Subgroup discipline and academic data PL Sign In sheets and agendas STAR Reading and Math Data 	<p>Title II-A Director, Special Education Director, PBIS District Coordinator, Principals, Family Engagement Coordinator,</p>	<p>Discipline data review will occur every 4.5 weeks during the school term.</p> <p>Academic</p>

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<ul style="list-style-type: none"> 8. Classworks Data 9. Climate Surveys 10. Parent Engagement Surveys 		<p>based data will occur quarterly (at a minimum).</p>
<p>Describe how the LEA will <u>ALLOCATE/COORDINATE</u> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.</p>		
<p>The LEA will utilize available Title II, Title IV SSAE, Title V (REAP), and Title I funds to address the equity gap. Additionally, Coastal Plains RESA will work with the district to identify, coordinate, plan, and evaluate effective strategies designed at addressing the equity gap. Program directors meet no less than once per month to discuss system initiatives and to coordinate funds in order to maximize student success. Title II-A funds may be used to fund RESA registration and fees, travel fees, contracted consultant services, the utilization of substitute teachers for professional learning/training. Title IV SSAE will be used to fund Dave Weber providing training to faculty and staff and for resources to conduct the book study. Title V funds will be used to purchase STAR Reading and Math, ClassWorks, and BrainPop. Local and general funds will be used to provide additional materials for professional learning. Title I funds will be used to fund class size reduction teachers.</p>		

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Data Profile Variable Selected for Equity Gap #2		
District Mean Growth Percentile (MGP)		
If applicable, indicate student achievement area of focus	All Content Areas	
If applicable, indicate grade level spans	All Grade Levels	
If applicable, indicate subgroup focus	All Subgroups	
<p>Using the State Longitudinal Data System (SLDS), LEAs must analyze the data variable selected for focus in FY19. 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>Turner County, during FY19, will continue to focus efforts on improving the district mean growth percentile in all academic content areas for all identified subgroups. Turner County conducted a strategic planning session in June 2018 led by a former Coastal Plains RESA School Improvement Specialist. This training provided district and school leadership teams to analyze the most recent testing data to determine strengths, concerns, and potential trends regarding student achievement. SLDS is lagging data and while this was reviewed the focus was to take Spring 2018 data and to disaggregate in order to identify current trends. In essence, Turner County students are below the state and RESA average for subgroup and overall academic performance in all academic areas. The district did determine that growth occurred primarily at the elementary level with sporadic growth occurring at the middle and high level. Leadership teams postulated that growth was not consistent and seems to decline as students progress through the grade levels.</p>	
Equity Intervention Selected to Address Equity Gap #2		
EI-1 Provide Targeted Teacher Development on Content, Pedagogy and 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.		
Describe the intervention <u>ACTIVITIES/STRATEGIES</u> the LEA will implement to address Equity Gap #2.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
<ol style="list-style-type: none"> 1. An instructional coach will continue to be provided to improve effective instructional strategies to increase student academic achievement and student/school/district growth percentile. 2. Teachers will be provided job embedded professional learning in all academic core content areas to improve instructional strategies in order to increase student academic achievement and district/school/student growth percentile. Training will be provided for supporting effective Professional Learning Communities (PLC). 	<ol style="list-style-type: none"> (1) Title II-A Director, Principal (2) Inst. Coach, Principal (3) Title II-A 	<ol style="list-style-type: none"> Weekly Weekly Quarterly



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

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<ol style="list-style-type: none"> 3. Teachers will be provided the opportunity to complete ESOL Endorsement, Gifted Endorsement and Reading Endorsement to improve the academic achievement for the Economically Disadvantaged subgroup and the Minority subgroup. 4. Increase the number of Professionally Qualified teachers and paraprofessionals by providing financial incentives for tuition, GATAPP and GACE fees. 5. Teachers, principals and other school leaders will be provided PBIS training and updates during Pre-Planning and in the Fall to address behavior and academic interventions to increase student academic achievement and student growth percentile. 6. Hire a Director of Curriculum and Instruction to ensure that a viable and guaranteed curriculum exists for all students in all subjects. 7. Hire of Director of Instructional Technology Director to ensure that all teachers and students are provided instructional resources that have been vetted and approved. 	<p>Director, Principal</p> <p>(4) Superintendent, Principals, Title II-A Director</p> <p>(5) PBIS Coordinator, Principal, SPED Director</p> <p>(6 and 7) Superintendent</p>	<p>Monthly</p> <p>Quarterly</p> <p>July, 2018</p>
Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #2.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
<p>Professional Learning Agendas, Sign in Sheets, Minutes PBIS Training/Meeting Agendas, Sign in Sheets, Minutes PL Agendas, Sign in Sheets, Minutes TKES Reports Focus Walks Walk Through Teacher Feedback Percent of Teachers and Paraprofessionals obtaining Professional Qualifications Percent of Teachers and Paraprofessionals passing GACE Percent of Teachers completing endorsements</p>	<p>*Title II Director *Site based Professional Learning Coordinator *Special Education Director *Director of Curriculum and Instruction *PBIS Coordinator *Principal</p>	<p>PBIS – once per 4.5 weeks.</p> <p>Leadership team meetings twice per month.</p> <p>District meetings once per month.</p> <p>Professional learning – quarterly.</p>
Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #2.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
<p>Student Growth Percentiles on Georgia Milestones, SLO's GMAS Local Assessment Data and Benchmarks STAR Reading Data, STAR Math Data, STAR Early Literacy Data GRASP Data Subgroup Data SWIS Data and Reports</p>	<p>*Title II Director *Site based Professional Learning Coordinator *Special Education</p>	<p>PBIS Data review – once per 4.5 weeks.</p>

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ClassWorks Data and Reports PowerSchool Data and Reports CCRPI	Director *Director of Curriculum and Instruction *PBIS Coordinator *Principal	
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