



Georgia Department of Education
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	Coffee County	LEA Coordinator	Kim Miller
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Equity Gap #1		
(LEAs must select an Equity Gap that addresses the needs of poverty and minority students.)		
Gap 1: Teacher Retention (all schools; particularly secondary)		
Equity Intervention Selected to Address Equity Gap #1		
P-2: Support the Retention of Effective Teachers		
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"> New Teacher Academy (for teachers new to system, field, or position) Title IIA Coordinator and HR Director work together to coordinate the New Teacher Academy which includes managing the school environment, building relationships, fostering instructional development, and facilitating a supportive school context. The academy includes 3 days (Two during preplanning; One in January) Mentor Program (for teachers/leaders new to system, field, or position) Title IIA Coordinator meets with school administrators to determine mentors and then meets with mentors/mentees to overview Mentor Program/Handbook. This program continues and expands the New Teacher Academy throughout the year and offers support in TKES/LKES standards. Mentors are required to meet weekly with mentees, observe and coach them in their classrooms, and provide an opportunity for the new teacher/leader to observe a veteran teacher/leader. New Teacher Incentives - provided for the most effective new teachers (1-3 years) at each level: elementary, middle, high school 	HR Director Title IIA Coordinator Asst. Superintendent PL Coordinator Principals/APIs Mentors	New Teacher Academy – July, January Mentors – Monthly August – May Job embedded coaching – Monthly August – May Annually



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Monitoring Implementation		
<ul style="list-style-type: none"> New Teacher Academy – school leadership will monitor new teacher progress through TKES, walk-throughs, and lesson plans. Mentor Program – Title IIA coordinator, school leadership, and academic coach will monitor implementation of the program through the quarterly documentation required in the Mentor Handbook. New Teacher Incentives – TKES, walk-throughs, growth measures 	HR Director Title IIA Coordinator A Superintendent Principals/APIs	New Teacher Academy – July, January Mentors – Monthly August – May
Measuring for Effectiveness of Implementation and Ability to Reduce Equity Gap		
<ul style="list-style-type: none"> Data from exit surveys; Mentor/Mentee Program Evaluations 2016-17 and 2017-18 Retention rate of teachers measured over 2 years (2016-17 and 2017-18) TKES data and annual student growth measures 	HR Director Title IIA Coordinator Principals/APIs	April – May 2017, 2018
Allocation of Resources and/ or Coordination of Funds Required to Implement Equity Intervention		
<ul style="list-style-type: none"> Title II, Part A - Induction activities (NTA, Mentor Program, Incentives) stipends, contracted services, and PL books required for training. State Staff Dev funds – Induction activities (NTA and Mentor Program) stipends, contracted services, and PL books required for training (for Title II, Part A non-allowable staff) Local funds – Supplies for implementing action plans 		



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Equity Gap #2		
(LEAs must select an Equity Gap that addresses the needs of poverty and minority students.)		
Gap 2: Mean Growth Percentile - LEA		
Equity Intervention Selected to Address Equity Gap #2		
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"> GLISI – target 2 schools yearly (teacher and leader training) Oct/Nov PLCs/RESA/LEA Trainings – specialized training in core content, standards, data use, rigor, DI TKES/LKES/CCRPI – additional support/training Diverse Learners – Incorporate strategies to meet the needs of at-risk and high achieving learners including Gifted, EL, STEM, Migrant, at-risk, ED, SWD Student engagement/classroom management – implement PBIS, Habitudes Academic coaches – provide academic coaches at every school 	Superintendent Title IIA Coordinator Principals/APIs Academic Coaches	Monthly (July-June)
Monitoring Implementation		
<ul style="list-style-type: none"> GLISI school action plan; PLC minutes/agendas; Training PowerPoints/sign in sheets; PBIS and Habitudes Implementation Plans; formative data; summative data; 	Title IIA Coordinator Principals/APIs Academic Coaches	Monthly (July-June)
Measuring for Effectiveness of Implementation and Ability to Reduce Equity Gap		
<ul style="list-style-type: none"> Formative data (benchmarks, CBMs, Lexiles, midterms/finals) 	Title IIA Coordinator Superintendent	Quarterly (July-June)



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<ul style="list-style-type: none"> Summative (EOG and EOC), Endorsement data, lesson plans 	Asst. Superintendent Principals/APIs Academic Coaches	
Allocation of Resources and/ or Coordination of Funds Required to Implement Equity Intervention		
<ul style="list-style-type: none"> Title II, Part A funds – GLISI, core content training, rigor/relevance, data use, DI, additional support for TKES/LKES/CCRPI, Diverse Learners State Staff Dev funds/ Title I, Part A (Title II, Part A non-allowable staff) - GLISI, core content training, additional support for TKES/LKES/CCRPI, Habitudes GaDOE – PBIS implementation, training and support Local funds – Supplies for implementing action plans 		