

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	Lowndes County	LEA Coordinator	Herb Hamilton
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Equity Gap #1 (LEAs must select an Equity Gap that addresses the needs of poverty and minority students.)

Gap 1: Discipline: SWD In-school Suspension

- System approaches to student discipline (ISS for SWDs) provides the greatest area for growth. Consistently, our System ratings are not as favorable as compared to those of the State in handling behavior issues with the SWDs. Though consistent throughout the system, the implementation of dispositions for student disciplinary actions across the system seems to be the root cause for the increased data as compared to the State averages.
- What is not reflected in the equity data is that a large portion of the behaviors that resulted in ISS occurred during transitional times/settings, not necessarily instructional time. Lunchroom, hallway, and playground settings along with bus referrals are at the heart of many of these referrals for SWDs.

Equity Intervention Selected to Address Equity Gap #1

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"> • Positive Behavior Intervention & Supports (PBIS). https://www.pbis.org/research • Each school implementing PBIS will designate a PBIS Team consisting of teachers, an Administrator, and a PBIS Coach. Some schools have elected to involve bus drivers, as well. • PBIS schools will design a recognition/reward system for the students at their school. Their specific design will differ based on the needs and available resources. At the heart of each will be a designed system of student recognition for good/"positive" behaviors to reinforce acceptable student conduct. • Specific PL concerns related to PBIS will be addressed at the monthly meetings held at each school. 	School-level PBIS teams, PBIS Coach, Administrator	Monthly meetings throughout the 2016-2017 year



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Monitoring Implementation		
<ul style="list-style-type: none"> Discipline techniques and student recognition/incentives designed through the PBIS work will be implemented at the school level during the 2016-2017 school year. Each school-based team will conduct monthly meetings to evaluate student discipline data and to diagnose effective practices from the implementation and possible trends in student behavior. For some schools who have teachers/administrators who have not been trained in PBIS, there is 3-day training for school-level PBIS team members provided by the GaDOE. Data will be kept using the School-wide Information System (SWIS) that is designed specifically for PBIS implementation. In conjunction with the monthly school-level meetings, the Director of Student Services will meet with the Administration/Coach to analyze data and identify trends. 	<p>School-level PBIS teams, Administration, Director of Student Services</p> <p>School-level PBIS teams,</p> <p>Personnel receiving PBIS training, Director of Student Services, PL Coordinator</p> <p>Director of Student Services</p> <p>Director of Student Services</p>	<p>School year 2016-2017</p> <p>Monthly school PBIS Team meetings</p> <p>1-day in August, September, and November 2016</p> <p>Monthly</p> <p>Monthly meeting with school personnel</p>
Measuring for Effectiveness of Implementation and Ability to Reduce Equity Gap		
Comparative monthly data will be compared from the Discipline component of the Student Information System (SIS) and SWIS	School- level PBIS team, School Administration, SIS Coordinator	Monthly data review



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Allocation of Resources and/ or Coordination of Funds Required to Implement Equity Intervention		
Title II, Part A Funds: <ul style="list-style-type: none">• Annual fee for SWIS subscription for data gathering/analysis• 3-day training/travel for school-level PBIS team members provided by the GaDOE		



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Equity Gap #2		
(LEAs must select an Equity Gap that addresses the needs of poverty and minority students.)		
<p>Gap 2: Teacher Retention</p> <p>LCSS demonstrates a high percentage of maintaining Highly Qualified, highly effective teachers. Though recent data reflects that LCS has not achieved 100% HiQ status among certified employees, the percentage has consistently grown and remained very high for the last several years.</p>		
Equity Intervention Selected to Address Equity Gap #2		
P-2: Support the Retention of Effective Teachers		
<p>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.</p>		
	Personnel Responsible	Timeline
Implementation		
<ul style="list-style-type: none"> • LCSS will use an approach called Supporting, Encouraging, Educating, and Demonstrating for Success (SEEDS) program. SEEDS is a year-long, internal mentoring effort by veteran teachers of the LCSS with new employees. Veteran teachers meet consistently throughout the school year with new hires to provide guidance in job-related supervision to help them matriculate into the new role and to help retain teachers in our system. Though not always possible, it is preferred that Mentees are paired with grade-alike/content-alike Mentors to help make their instructional transition easier. • Periodic meetings for the new teachers will be held throughout the school year. The Director of Student Support Services directs this effort. Meetings may be designed specifically for the new employees or for both the new hires and their Mentors. This process is initiated during New Teacher Orientation and continues throughout the school year. • Mentors and Mentees meet throughout the year to discuss strategies, protocols, and requirements of the LCSS and content areas of instruction. 	<p>Director of Student Services, PL Coordinator, Mentors, Mentees</p>	<p>Eight (8) meetings throughout the year with the Director of Student Services (almost monthly)</p>



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Monitoring Implementation	Director of Student Services, Mentors, Mentees	In addition to the meetings above, Mentors are required to meet with Mentees at least ONE hour/month
Agendas and sign-in sheets are maintained for all meetings held throughout the year. New teachers must complete the entire process or may be required to participate a second year.		
Measuring for Effectiveness of Implementation and Ability to Reduce Equity Gap	Director of Student Services	Monthly reports/logs from Mentors
Year-long participation is mandatory for new teachers. Records of attendance and participation are maintained to demonstrate compliance by the new employees. LCSS has a good reputation as a school system and teacher retention is a contributing factor to that success.		
Allocation of Resources and/ or Coordination of Funds Required to Implement Equity Intervention		
Title II, Part A will fund stipends for core academic mentors for teachers of core academic content.		