



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

FY20 Local Education Agency (LEA) Equity Action Plan

Document must be uploaded as an attachment to the CLIP.

Fiscal Year	2020	LEA Name	Barrow County Schools	LEA Coordinator	Ms. Ginger Crosswhite
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Data Profile Variable and Equity Intervention Selected for Equity Gap #1

Data Variable	STUDENT ACHIEVEMENT
Equity Intervention	EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS
If applicable, student achievement area of focus	ELA
If applicable, grade level spans of focus	ALL GRADE LEVELS
Indicate subgroup focus	ALL SUBGROUPS
<p>Required Analysis: Using the State Longitudinal Data System (SLDS), LEAs must briefly analyze the data variable selected for focus this fiscal year. 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>Barrow County's ELA percentage of proficient students is 38% compared to the state average of 39%. While this is a not a true gap, it is the subject area where we are closest to the state average. For this reason, Barrow County Schools will focus on ELA as an area for continuous improvement.</p>

Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).

Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #1.	Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #1.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #1.	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.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
1) BCSS will employ a district literacy specialist.	Activities and startegies will be monitored for	The effectivness of the implementation will be measured by examining and	Federal, Local, and State funds will be utilized to implement equity interventions.	Asst. Super for Teacher and	Weekly



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<p>2) All K-8 schools will employ an instructional coach to support teachers in all content areas.</p> <p>3) Provide high quality research-based professional learning related to ELA instruction based on data/needs.</p>	<p>implementation by collecting sign in sheets and agendas, conducting walk throughs, classroom observation, coaching cycles, and instructional rounds and teacher feedback around trainings.</p>	<p>analyzing student achievement results, classroom observations, TKES, survey results and impact checks with district staff.</p>		<p>Learning, District Literacy Specialist, Instructional Improvement Coordinator, School level Administrations and Instructional Coaches</p>	<p>Weekly</p> <p>Weekly</p>
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<p>instructional coach to support teachers in all content areas.</p> <p>3.) Provide high quality research-based professional learning related to math instruction based on data/needs</p>	<p>observation, coaching cycles, and instructional rounds and teacher feedback around trainings</p>	<p>impact checks with district staff.</p>		<p>Coordinator, School level Administrations and Instructional Coaches</p>	<p>Weekly</p>
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Georgia Department of Education
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FY19 Equity Gap #1

Reflect on FY19 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation: The BCSS Equity plan address English Language Arts for all grade levels and all sub groups. To address ELA, BCSS has hired a District Literacy Specialist that supports district leaders, school leaders and teachers. Additionally, Instructional Coaches are employed at all school grades K-8. The Elementary Director, Secondary Director and the Instructional Improvement Coordinator support the work of the Instructional Coach in each building. District level phonics instruction will be provided to Instructional Coaches to redeliver to teachers K-2 in each building. This instruction happens at the monthly Instructional Coach meeting. Within each school, vertical and horizontal PLCs are held to support job-embedded professional learning for the teachers.

FY19 Equity Gap #2

Reflect on FY19 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Adjust Activities/Strategies

Explanation: The second Equity Gap addressed is Mathematics for all grade levels and sub groups. To address Math, BCSS has hired a District Math Specialist that supports district leaders, school leaders and teachers. Additionally, Instructional Coaches are employed at all school grades K-8. The Elementary Director, Secondary Director and the Instructional Improvement Coordinator support the work of the Instructional Coach in each building. Within each school, vertical and horizontal PLCs are held to support job-embedded professional learning for the teachers District level Math PLC's are led by the District Math Specialist in grades 6-8.