Banks
FY19 Equity Plan

Identify Needs
Select Interventions
Implement Plan
Examine Progress
Effective Leadership
Family & Community Engagement
Coherent Instructional System
Professional Capacity
Supportive Learning Environment

Whole Child
READY TO LEARN
READY TO LEAD
READY TO LIVE
2. DISTRICT IMPROVEMENT GOALS

2.2 Overarching Need # 1

Overarching Need

<table>
<thead>
<tr>
<th>Overarching Need as identified in CNA Section 3.2</th>
<th>The Banks County School System will emphasize mental health awareness to support a positive learning environment and culture for students, staff, and community members.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Need # 1 also an Equity Gap?</td>
<td>Yes</td>
</tr>
<tr>
<td>Root Cause # 1</td>
<td>Banks County School System student population is nearly 70% lower socioeconomic status. There exist a wide resource gap that attributes to some of the mental health issues of our students. Additionally, changes in the social culture of today’s youth has created a negative environment for our students. Positive relationships are missing for many of our students attributing to behaviors that result in disciplinary actions, such as in and out of school suspensions.</td>
</tr>
<tr>
<td>Goal</td>
<td>Banks County Schools will decrease the percentage of students who report suicidal thoughts and self-harming tendencies over a five year span of time.</td>
</tr>
</tbody>
</table>

Equity Gap

<table>
<thead>
<tr>
<th>Equity Gap</th>
<th>Student achievement identify subgroups, grade level span and content area(s)</th>
</tr>
</thead>
</table>
| Content Area(s) | ELA  
Mathematics  
Science  
Social Studies  
Other :  
N/A |
| Grade Level Span(s) | K  
1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
NA |
| Subgroup(s) | Economically Disadvantaged  
Race / Ethnicity / Minority |
| Equity interventions | EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions |
### Action Step # 1

<table>
<thead>
<tr>
<th>Action Step</th>
<th>In an effort to provide wrap around services, Banks County Schools will provide mental health training to staff, students, and community to assist in identifying at-risk behaviors through PLCs and book studies and professional service agencies.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title II, Part A |
| Subgroups | N/A  
Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Professional Capacity  
Family and Community Engagement  
Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Professional meeting agendas, sign in sheets, and minutes of meetings  
Student surveys and feedback, parent and teacher surveys and feedback, Georgia Health Survey |
| Position/Role Responsible | Social worker, assistant superintendent, curriculum director, school administration, teachers |
| Timeline for Implementation | Monthly |

### Action Step # 2

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Banks County Schools will implement a Universal Health Screener (pilot year 2018-2019 with grade 6) to identify students with at-risk needs for wraparound services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>Title I, Part A</td>
</tr>
</tbody>
</table>
| Subgroups | N/A  
Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Family and Community Engagement  
Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | meeting agendas and sign in sheets for preparing for implementation  
Universal Health Screener administration |
| Position/Role Responsible | assistant superintendent, social worker, curriculum director, school administration, school information specialist |
| Timeline for Implementation | Quarterly |
### Action Step # 3

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Banks County Schools will explore additional curriculum to be added to PBIS to teach coping strategies and skills at all grade levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>Title I, Part A</td>
</tr>
<tr>
<td>Subgroups</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Systems | Coherent Instruction  
Family and Community Engagement  
Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | sign in sheets and agendas, implementation (purchase) of curriculum and lesson plans |
| Position/Role Responsible | assistant superintendent, social worker, curriculum director, school administration, school information specialist |
| Timeline for Implementation | Monthly |

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | Pioneer RESA, Project Aware, Georgia State University, GADOE |
2. DISTRICT IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

<table>
<thead>
<tr>
<th>Overarching Need as identified in CNA Section 3.2</th>
<th>The Banks County School System will encourage differentiated instruction to focus on individual student needs and ensure students are college and career ready.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Need # 1 also an Equity Gap?</td>
<td>Yes</td>
</tr>
<tr>
<td>Root Cause # 1</td>
<td>Many students are exhibiting foundational skill gaps in reading and math. We are utilizing reduced class size, additional supportive personnel, supportive programs focusing on foundational skill practice, as well as ongoing assessment to monitor and instructionally address skill mastery.</td>
</tr>
<tr>
<td>Goal</td>
<td>Evaluate, adopt and implement a framework regarding best instructional practices.</td>
</tr>
</tbody>
</table>

Equity Gap

<table>
<thead>
<tr>
<th>Equity Gap</th>
<th>Student achievement identify subgroups, grade level span and content area(s)</th>
</tr>
</thead>
</table>
| Content Area(s)                                 | ELA  
Mathematics  
Science  
Social Studies  
Other :  
N/A                                                                |
| Grade Level Span(s)                             | K  
1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
NA                                                              |
| Subgroup(s)                                     | Economically Disadvantaged  
Race / Ethnicity / Minority |
| Equity interventions                            | EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions                           |
### Action Step # 1

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide professional development in technology use in the classroom, appropriate homework assignments, software programs- vocabulary and math, writing instruction, Class Size reduction strategies, STEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>Title II, Part A</td>
</tr>
</tbody>
</table>
| Subgroups | N/A  
Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Coherent Instruction  
Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | Professional development logs  
lesson plans and benchmark assessments |
| Position/Role Responsible | Curriculum director, teachers, administration |
| Timeline for Implementation | Weekly |

### Action Step # 2

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Continue to utilize class size reduction in grades k, 2, 4, and reading in middle grades (with specific strategies) to reduce skill gaps.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title II, Part A |
| Subgroups | N/A  
Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation and Effectiveness | Lesson plans, walk thrus, planning conferences with teachers, professional learning logs benchmark assessment scores |
| Position/Role Responsible | Curriculum director, teachers, administration, assistant superintendent |
| Timeline for Implementation | Weekly |

2.3 Overarching Need # 2
### Action Step # 3

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Recruit teachers to become gifted certified to meet higher level learner needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>Title II, Part A</td>
</tr>
</tbody>
</table>
| Subgroups | N/A  
Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Coherent Instruction  
Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | Gifted course roster and completion  
Lesson plans, walk thurs, benchmark assessments |
| Position/Role Responsible | Curriculum director, teachers, administration, assistant superintendent |
| Timeline for Implementation | Monthly |

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

Pioneer RESA to provide gifted training

### Action Step # 4

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Ensure staff collaboration to plan for technology use and homework practices and other best practices. (Plcs and book studies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>Title II, Part A</td>
</tr>
</tbody>
</table>
| Subgroups | N/A  
Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Coherent Instruction  
Effective Leadership  
Professional Capacity  
Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | professional learning logs  
and achievement scores on benchmark assessments |
### Action Step # 4

<table>
<thead>
<tr>
<th>Position/Role Responsible</th>
<th>curriculum director, administration, teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline for Implementation</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

The school system will utilize Pioneer RESA to provide some trainings regarding Cybersafety. Alice Keeler will provide training regarding technology and appropriate homework.

### Action Step # 5

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide learning opportunities to parents and community members regarding safe technology use, homework resources, other best practices as necessary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>Title I, Part A</td>
</tr>
</tbody>
</table>
| Subgroups   | N/A  
Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems     | Coherent Instruction  
Effective Leadership  
Professional Capacity  
Family and Community Engagement  
Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | parent feedback, teacher feedback, surveys |
| Position/Role Responsible | Parent involvement coordinator, teacher, building administration |
| Timeline for Implementation | Quarterly |

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

The school system will utilize Pioneer RESA to provide some trainings regarding Cybersafety. Alice Keeler will provide training regarding technology and appropriate homework.