

FY17 Local Education Agency (LEA) Equity Action Plan

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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.

**Equity Gap #1
(LEAs must select an Equity Gap that addresses the needs of poverty and minority students.)**

Retention of Highly Effective Teachers

Equity Intervention Selected to Address Equity Gap #1

The system will seek to retain highly effective teachers by utilizing the Towns County Schools New Teacher Mentor Program, focusing on becoming effective professional learning communities, and providing personalized professional learning opportunities.

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.

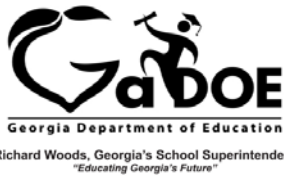
	Personnel Responsible	Timeline
<p>Implementation</p> <p>1. Teachers new to the profession with three or less years of experience and teachers new to the system will be assigned a mentor who will support them throughout the year. The Towns County Schools New Teacher Mentor Program handbook provides a list of suggested activities for support.</p> <p>2. The system will focus on becoming an effective professional learning community through an online PLC course provided by Edviate, book study of <u>Learning By Doing</u> with an online discussion via group discussion board within the Edviate platform, and participation in an assigned PLC.</p>	<p>1. Stephanie Moss (Title II A Coordinator, Personnel Director), principals</p> <p>2. Stephanie Moss (Title II A Coordinator, Professional Learning Director), principals</p>	<p>1. August 2016-May 2017</p> <p>2. August 2016-May 2017</p>

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Monitoring Implementation	<ol style="list-style-type: none"> 1. Stephanie Moss (Title II A Coordinator, Personnel Director), principals 2. Stephanie Moss (Title II A Coordinator, Professional Learning Director), principals 	<ol style="list-style-type: none"> 1. August 2016- May 2017 2. August 2016- May 2017 3. June 2017
<ol style="list-style-type: none"> 1. Mentor Log, feedback forms, notes from mid- year and end of the year mentor program meeting, and the end of the year evaluation survey. 2. Edivate course reports, group discussion thread reports, minutes from PLCs, professional growth ratings on TKES evaluation, and classroom observations. 		
Measuring for Effectiveness of Implementation and Ability to Reduce Equity Gap	Stephanie Moss	As available through state reporting
1, 2: Survey responses and participants receiving renewal of contracts for the 17-18 school year and Summative Performance Evaluation Ratings within the proficient range as measured by TKES.		
Allocation of Resources and/ or Coordination of Funds Required to Implement Equity Intervention		
Mentors for core content teachers-Title II Part A Mentors for non-core content teachers-state professional learning		



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Equity Gap #2
(LEAs must select an Equity Gap that addresses the needs of poverty and minority students.)
 Discipline: SWD Out of School Suspension

Equity Intervention Selected to Address Equity Gap #2
 Towns County Schools will 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 Professional learning opportunities will be provided related to behavior management and behavior intervention strategies including focused instruction on behavior management of SWD students. An introduction to PBIS (Positive Behavior Interventions and Supports.)	Stephanie Moss (Title II Part A Coordinator, Professional Learning Coordinator), Pioneer RESA, Conference presenters, GaDOE	August-May 2016-2017
Monitoring Implementation 1. The professional learning coordinator/Title II Part A Coordinator will monitor professional learning requests for prior approval via email and absence requests through Frontline Absence Management and monitor professional learning budgets. Additionally, agendas and professional learning feedback forms will be monitored. Sign in sheets and agendas for in house activities will be monitored as well.	Stephanie Moss (Title II Part A Coordinator, Professional Learning Coordinator)	August-May 2016-2017
Measuring for Effectiveness of Implementation and Ability to Reduce Equity Gap <ul style="list-style-type: none"> Analysis of professional learning feedback forms and observation information from TKES related to positive learning environment. TKES Evaluation ratings and observation commentary Discipline Data from each school Behavior management plans for SWD students 	Stephanie Moss (Title II Part A Coordinator, Professional Learning Coordinator, System Test Coordinator) Building Admin., Special Education Director	August-May 2016-2017



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Richard Woods, Georgia's School Superintendent
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Allocation of Resources and/ or Coordination of Funds Required to Implement Equity Intervention

Title II Part A funds for registration, travel, and substitute expenses related to professional learning that is allowable under Title II Part A guidelines.



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