



Georgia Department of Education

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

FY 24 Local Education Agency (LEA) Equity Action Plan

Document must be uploaded as an attachment to the CLIP.

Fiscal Year	2024	LEA Name	Barrow County Schools	LEA Coordinator	Amy Wright
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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	READING/ LEXILES
If applicable, grade level spans of focus	ALL GRADE LEVELS
Indicate subgroup focus	ALL SUBGROUPS
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.	Barrow County Schools had 35% of the 3-8 students score at the Beginner Learner level on the 2021-22 GMA's in ELA for End of Grade assessments. The State of Georgia average is 30%. BCSS has only 30% of the 3-8 students scoring at proficient or better while the State average is 38%. Our economically disadvantaged students scoring the beginner level is 40%, mimicking the state average for ELA. BCSS had 24% of ED students scoring proficient or higher while the state average was slightly above at 26%. Considering the demographics we serve, Barrow should be performing better than the State on both of these metrics.

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)
BCSS will employ a district literacy specialist. All K-8 schools will employ an instructional coach to support teachers in all content areas. Provide high quality research-based professional learning related to ELA instruction based on data/needs	Activities and strategies will be monitored for implementation by collecting sign in sheets and agendas, conducting walk throughs, classroom observations, coaching cycles, and instructional rounds and teacher feedback around trainings	The effectiveness of the implementation will be measured by examining and analyzing student achievement results, classroom observations, instructional rounds, and progress checks with district staff	Federal, Local, and State funds will be utilized to implement equity interventions	Asst. Super for Teacher and Learning, District Literacy Specialist, School level Administrators and Instructional Coaches	Weekly, monthly



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Data Profile Variable Selected for Equity Gap #2					
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	MATHEMATICS				
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 analyze the data variable selected for focus. 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 Schools had 26% of 3-8 students score at the Beginner Learner level on the 2021-22 GMA in Math for End of Grade assessments. The State of Georgia average was 28%. BCSS has 33% of the students scoring at proficient or better while the State average is 38%. Our economically disadvantaged students scoring the beginner level is 30%, while the state average is higher at 38% for math. The state average of ED students scoring proficient or higher is 24% while BCSS students were slightly above the state at 27%. Considering the demographics we serve, Barrow should be performing better than the State on both of these metrics.</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 #2.	Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #2.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #2.	Describe how the LEA will <u>ALLOCATE/COORDINATE</u> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
BCSS will employ a district Math specialist. All K-8 schools will employ an instructional coach to support teachers in all content areas. Provide high quality researchbased professional learning related to Math instruction based on data/needs.	Activities and startegies will be monitored for implementation by collecting sign in sheets and agendas, conducting walk throughs, classroom observations, coaching cycles, and instructional rounds and teacher feedback	The effectiveness of the implementation will be measured by examining and analyzing student achievement results, classroom observations, instructional rounds, and progress checks with district staff	Federal, Local, and State funds will be utilized to implement equity interventions.	Asst. Super for Teacher and Learning, District Math Specialist, School level Administrators and Instructional Coaches	Weekly, monthly



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FY 23 Equity Gap #1

Reflect on FY 23 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 FY23 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation: : The BCSS Equity plan addresses English Language Arts for all subgroups in grades K-8 (All grades was chosen previously on the form because it is not possible to select both K-5 and 6-8 or K-8). The percent of grade 3-8 students scoring beginner learner level in 2019 was 22%, then in 2021 increased to 30% and in 2022, it continued to rise to 35%. To continue addressing ELA needs, BCSS employs a District K-5 Literacy Specialist that supports school leaders, instructional coaches and teachers. For FY24, the district is adding a 6-12 Literacy Specialist as well as a District Science and Social studies specialist. Additionally, Instructional Coaches are employed at all schools grades K-8. The content specialists and school instructional coaches will work to imbed reading and writing across the curriculum and provide targeted professional learning to meet the needs of teachers. The Elementary Director, Secondary Director and Federal Programs Director support the work of the Instructional Coach in each building through professional learning and school improvement monitoring. Within each school, vertical and horizontal PLCs are established to support job-embedded professional learning for the teachers. Common assessment data will foster collaboration across content areas and grade levels during PLCs. Common curricula (Units of Study K-8 and Benchmark Phonics K-5) have been implemented, along with tier 2 and 3 intervention programs. Instructional rounds and walkthroughs will be conducted at each school throughout the year to determine the effectiveness of the implementation, consistency of practice and continual targeted professional learning opportunities.

FY 23 Equity Gap #2

Reflect on FY 23 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 FY23 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation: The second Equity Gap addressed is mathematics for all grade levels and subgroups. The percent of grade 3-8 students scoring beginner learner level in 2019 was 16%, then in 2021 increased to 25% and in 2022, it continued to rise to 26%. To continue addressing math needs, BCSS employs a District K-5 Math Specialist that supports district leaders, school leaders and teachers. A 6-12 District Math Specialist was hired for the 2022-2023 school year to support secondary teachers and for FY24, the district is also hiring a District Science and Social studies specialist. The content specialists and school instructional coaches will work to imbed math across the curriculum and apply it in real world applications. Additionally, Instructional Coaches are employed at all school grades K-8. The Elementary Director, Secondary Director and Federal Programs Director support the work of the Instructional Coach in each building through professional learning and school improvement monitoring. Within each school, vertical and horizontal PLCs are held to support job-embedded professional learning for the teachers. The district level math specialists provided school specific professional learning and support to all schools at the elementary and secondary levels. Common assessment data will allow collaboration across content areas and grade levels during PLCs. Instructional rounds and instructional strategies walk-throughs were conducted at each school to determine the effectiveness of program implementation in math. Targeted professional learning was created as a result of the walkthroughs. The district has identified and purchased a new math curriculum (HMH Math) for K-5 schools for FY2023-2024. Professional learning will be provided by the K-5 District Math Specialist and building level instructional



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coaches beginning this summer and throughout the school year. Instructional rounds and walkthroughs will be conducted at each school throughout the year to determine the effectiveness of the implementation, consistency of practice and continual targeted professional learning opportunities.