



**LEA SELF-REVIEW OF SYSTEM EQUITY PLAN
POOR AND MINORITY STUDENT EQUITY RUBRIC
And
LEA EQUITY PLAN TEMPLATE FY12**

System: Buford City School System **Date Submitted:** June 10, 2011

Reviewer: _____ **Date Approved:** _____

Title II-A of NCLB requires that all students, including poor and minority, have equitable opportunities with respect to quality instruction, teachers’ instructional experience, class size, and teachers’ ability to meet the diverse learning needs of all students. The following rubric is designed to help LEAs assess the extent to which they are providing equity for poor and minority students as part of their annual improvement processes. Title II-A funds are flexible and have broad application but the funds *must* be applied to support equity needs as they are identified in the areas of teacher quality, teacher experience, class size, teacher ability to teach diverse students, recruitment and retention of highly qualified teachers for all students. Equity is defined as impartial, fair opportunities for all children, including poor and minority students, to have access to highly qualified, effective teachers.

| Equity Indicator / Plan Criteria | LEA Equity Plan Rubric Rating and Supporting Evidence for Equity Plan Components | | | | Criteria Met / Suggestions for Revision <i>For GaPSC only</i> |
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| <p>I. Introduction</p> <ul style="list-style-type: none"> Describe the LEA. | <p>The Buford City School System (BCSS) enrollment in kindergarten through twelfth grade is just over 3100. This smaller student population makes BCSS unique among school systems in the region. For the parents of many of the 700+ students who live out of district but have qualified for non-resident status, this smaller setting is one of their most frequently offered reasons for making application to Buford City Schools.</p> <p>In the past decade, the BCSS minority population has grown, with a significant increase in the number of Hispanic students and a diminishing African American population. Previously, African American students were the largest minority group. Caucasian students comprise the majority in BCSS, with over 50% identifying as white, not Hispanic.</p> <p>Another ongoing shift is occurring in the economic sector. An increasing number of students are now applying for free or reduced meals, with more than half of BCSS students qualify for free or reduced meals. These socioeconomic statistics explain the fact that Buford Elementary School and Buford Academy are identified as Title I School-wide Programs and Buford Middle School is a Targeted Assistance School.</p> <p>The configuration of grade-span groupings in BCSS allows the system to serve its students with only one school for each span, thus eliminating potentially thorny issues involving zoning and school-to-school equity. Buford Elementary School serves kindergarten and first grade. Buford Academy serves second through fifth grades, Buford Middle School serves sixth through eighth grades, and Buford High School serves ninth through twelfth grades.</p> | | | | |
| <ul style="list-style-type: none"> Provide LEA Equity Belief Statement. | <p>It is the mission of Buford City School System to provide opportunities for all students to become critical thinkers, innovative problem solvers, responsible individuals, productive citizens, and life-long learners.</p> | | | | |
| <p>II. Annual Needs Assessment Including Required Equity Components</p> <p>[X] Rate the LEA's current level on the continuum for this Equity Indicator.</p> | <p>INADEQUATE []</p> | <p>MINIMAL []</p> | <p>ADEQUATE []</p> | <p>TARGET [X]</p> | |
| | <p>The LEA does not have a written plan based on a needs assessment that</p> | <p>The LEA conducts an annual needs assessment that includes equity</p> | <p>The LEA's annual needs assessment includes all of the following equity</p> | <p>The LEA's annual needs assessment and planning address all</p> | |

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| | <p>includes an equity assessment of highly qualified teacher status, highly qualified paraprofessional status, teaching experience, teacher training to meet special needs of students, and class size; or the assessment is not administered annually.</p> | <p>assessments; however, the needs assessment does not address <i>all</i> of the following: (a) equitable access to highly qualified teachers, paraprofessionals; and school and system leaders; (b) equity in teacher experience and effectiveness; (c) equity in teacher training to meet diverse needs of students, (d) equity in class sizes; and (e) recruitment and retention of highly qualified teachers; or the needs assessment is not reflected in a written plan to address equity deficits.</p> | <p>components of: a) equitable access to highly qualified teachers, paraprofessionals; and school and system leaders; (b) equity in teacher experience and effectiveness; (c) equity in teacher training to meet diverse needs of students; (d) equity in class sizes; and (e) recruitment and retention of highly qualified teachers and is reflected in a written plan that describes how the LEA will address all identified inequities.</p> | <p>components of: a) equitable access to highly qualified teachers, paraprofessionals; and school and system leaders; (b) equity in teacher experience and effectiveness; (c) equity in teacher training to meet diverse needs of students; (d) equity in class sizes; and (e) recruitment and retention of highly qualified teachers <i>and the system can document that each equity indicator is assessed in a written assessment.</i></p> | |
| <ul style="list-style-type: none"> ● Provide a summary of how the needs assessment is conducted to include: <ul style="list-style-type: none"> ○ Identify data sources used; | <p>The annual needs assessment is conducted through teacher and paraprofessional surveys in May, at the July meeting of the system-wide Administrative Leadership Team (ALT), at which time a thorough review of the most current equity data is conducted, and the key components of the written plan are outlined, and through parent surveys conducted in June. During the leadership assessment, the team uses the GAPSC HiQ report to do a final review of the HiQ status of teachers and paraprofessionals in the previous year, as well as local documents in anticipation of assessing HiQ status for the coming year. ETA documents are reviewed by the team so that comparisons</p> | | | | |

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| | <p>among the four schools can be made with regard to minority and economically disadvantaged enrollment, as well as teacher certification levels, average years of teaching experience, annual teacher retention rates, and teacher and principal experience continuity ratios. In addition, local documentation and FTE data are used to review equity with regard to class sizes.</p> | |
| <ul style="list-style-type: none"> ○ Briefly summarize findings for: <ul style="list-style-type: none"> ▪ HiQ status of teachers ▪ HiQ status of paraprofessionals ▪ Teacher experience ▪ Teacher training to meet diverse student needs ▪ Class size ▪ Retention ▪ Recruitment. | <p>For FY11, three of the four schools were 100% HQ, and Buford High School had one teacher who was not HiQ for part of the school day. Without exception, all paraprofessionals are HiQ.</p> <p>In the past, one of the greatest needs apparent in the ETA report was in the area of certification level at Buford Elementary School. Just two years ago, almost 41% of the BES teaching staff held only Level 4 certification, while only 21.3% of BA teachers, 20.4% of BMS teachers, and 28.3% of BHS teachers held only Level 4 certification. However, this inequity has been addressed through a Masters cohort program which began onsite in June, 2009. Since the inception of the cohort programs, equity has been established with regard to certification levels.</p> <p>The majority of teachers at all four schools are Mid-Level Experienced Teachers, with only Buford Elementary School having more than 15% of teachers with fewer than three years experience. That being said, however, the average number of years' experience at BES is 10.4, with teachers with seniority balancing and mentoring teachers with fewer years' experience.</p> <p>With all four schools having relatively high numbers of economically disadvantaged students, professional learning experiences designed to meet their unique needs has been an on-going part of the system's professional learning plan for the past five years. In addition, the significant number of Hispanic students entering the school system has prompted a major initiative in the area of meeting the needs of English Language Learners. Finally, disaggregating test data has led to specific training at each school (e.g., lower academic achievement among African American males at Buford Academy prompted the forming of a book group which focused on the unique needs of that segment of the school's population).</p> <p>No class size inequities exist within grade-levels or programs.</p> <p>The annual retention rate for the school system is 92.1%, significantly higher than the state average. Retention and recruitment of Highly Qualified teachers has not proven a problem, with a plethora of applicants for each job opening.</p> | |
| <ul style="list-style-type: none"> ● List Prioritized Needs. | <p>Teacher training to meet diverse students needs</p> <ul style="list-style-type: none"> ● economically disadvantaged students ● students with disabilities | |

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| III. Equity of Stakeholder Involvement | INADEQUATE [] | MINIMAL [] | ADEQUATE [X] | TARGET [] | |
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| <p><input checked="" type="checkbox"/> Rate the LEA's current level on the continuum for this Equity Indicator.</p> | <p>Administration of the needs assessment, prioritization of needs, and action planning to ensure equity are conducted by central office administrators with little or no involvement of other stakeholders.</p> | <p>Administration of the needs assessment, prioritization of needs, and action planning to ensure equity are conducted by central office administrators with some input from stakeholders; however, not all stakeholders are involved; their opportunity for input is minimal.</p> | <p>Central office administrators annually involve school administrators and representatives from all other stakeholder groups in the needs assessment, prioritization of needs, and action planning to ensure equity; however, stakeholder involvement is minimal in some cases.</p> | <p>Central office administrators collaborate with school administrators and representatives from all other stakeholder groups, including teachers, paraprofessionals, parents, business partners, and other relevant personnel, to accomplish an annual needs assessment, prioritization of needs, and action planning that addresses all equity components.</p> | |
| <ul style="list-style-type: none"> Identify stakeholder groups (internal and external). | <p>Teachers Paraprofessionals Administrators Central Office Personnel Parents</p> | | | | |

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| <ul style="list-style-type: none"> • Describe how internal and external stakeholders are involved in the planning process to: <ul style="list-style-type: none"> ○ Accomplish annual needs assessment; ○ Prioritize needs; ○ Identify actions or strategies contributed to equity plan. | <p>Teachers, paraprofessionals, and parents are surveyed in May and June for feedback regarding system performance and needs.</p> <p>Parent input is solicited in the system-wide Parent Involvement meeting in mid-July, at which the Title I, Parent Involvement, and Equity Plans are subjected to a work session and, where appropriate, revised.</p> | | | | |
| <p>IV. Highly Qualified Teacher Equity</p> <p>[X] Rate the LEA's current level on the continuum for this Equity Indicator.</p> | <p style="text-align: center;">INADEQUATE []</p> | <p style="text-align: center;">MINIMAL []</p> | <p style="text-align: center;">ADEQUATE []</p> | <p style="text-align: center;">TARGET [X]</p> | |
| | <p>The LEA does not have a process in place to monitor systematically the HQ assignment of teachers based on student demographics (poverty level, minority, etc); and/or all non-HQ teachers do not have a written remediation plan that is monitored by the LEA and supported with appropriate funds.</p> | <p>The LEA has a process in place to monitor systematically the HQ assignment of teachers based on student demographics (poverty level, minority, etc) and a written remediation plan is in place; however, the LEA is not systematically monitoring the HQ status of teachers based on student demographics and/or non-HQ teachers are not adequately supported with Title</p> | <p>The LEA systematically monitors the HQ assignment of teachers based on student demographics (poverty level, minority, etc) and a written remediation plan is in place for each non-HQ teacher that is monitored regularly and supported with Title II-A funds or other appropriate funds.</p> | <p>The LEA systematically monitors the HQ assignment of teachers based on student demographics and <i>all core academic subjects are taught by highly qualified, effective teachers.</i></p> | |

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| | | <p>II-A funds or other appropriate funds to achieve HQ status.</p> | | | |
| <ul style="list-style-type: none"> • Provide FY11 teacher HiQ percentages. | <p>Highly Qualified Teachers: 99.4%</p> | | | | |
| <ul style="list-style-type: none"> • Provide FY11 paraprofessional HiQ percentages. | <p>Highly Qualified Paraprofessionals: 100%</p> | | | | |
| <ul style="list-style-type: none"> • Describe how a remediation plan is developed for non-HiQ teachers, non-HiQ paraprofessionals, and teachers who hold a non-renewable certificate. | <p>The BCSS personnel director meets with any teacher or paraprofessional who is non-HiQ, and develops and documents a plan for achieving HiQ status. She continues to monitor the steps in the plan, with a minimum of quarterly contact with the teacher/paraprofessional.</p> | | | | |
| <ul style="list-style-type: none"> • Describe the monitoring process to ensure each non-HiQ teacher, non-HiQ paraprofessional, and teacher with a non-renewable certificate is implementing the remediation plan and making progress toward HiQ status or clear renewable certification. | <p>A locally developed checklist is completed by the personnel direction in cooperation with any non-HiQ staff member. The progress toward completion of the required steps is monitored quarterly (at a minimum), and reported to the Federal Programs coordinator.</p> | | | | |
| <ul style="list-style-type: none"> • Describe how the LEA monitors HiQ assignment of teachers based on student demographics and diverse needs of students. | <p>Although the superintendent recommends prospective teachers for school board approval, local principals have a strong voice in the recommendations, and are charged with maintaining a balance of staff members who meet the needs of the schools’ student populations and the diverse learning needs of the students. The LEA monitors that balance through such instruments as the ETA report, and through a practice rare in today’s schools: the superintendent and assistant superintendent conduct of final interview for all prospective candidates. At that final interview, the two lead administrators for the district assess a variety of attributes in each candidate, with one of the primary attributes being his or her contribution to the school’s equity needs.</p> <p>Further, the annual review of equity reports is factored into the placement of students onto the rosters of returning teachers.</p> <p>Finally, the principals and their designees at Buford Elementary School, Buford Academy, and Buford Middle School hand schedule each student. This practice ensures that no student will receive an inexperienced, ineffective teacher two years. in a row. Similarly, at Buford High School, “bubble” students and students who are performing below expectations are monitored through the RTI process, and their schedules receive additional scrutiny. Finally, although nothing but time will take care of inexperience, steps can and will be taken to remediate ineffective</p> | | | | |

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| | <p>teachers. A teacher who is ineffective in his or her first year is given intensive professional development opportunities. If he or she does not show significant progress in the second year, he or she is not offered a third contract.</p> | | | | |
| <ul style="list-style-type: none"> Describe how Title II-A or other appropriate funds support the remediation plans. | <p>Title II-A and Title I Professional Development funds are used to support strong professional learning communities within our system and each of our schools. These communities are among Buford’s most valuable retention tools, as the professional learning and the collegial support they provide make the work environment and the school culture one in which teachers choose to stay.</p> | | | | |
| <p>V. Teacher Experience and Effectiveness Equity</p> <p><input checked="" type="checkbox"/> Rate the LEA’s current level on the continuum for this Equity Indicator.</p> | <p>INADEQUATE []</p> | <p>MINIMAL []</p> | <p>ADEQUATE []</p> | <p>TARGET [X]</p> | |
| | <p>The LEA does not include teacher experience and effectiveness in the annual needs assessment to ensure equal access to effective teachers.</p> | <p>The LEA assesses equity in teacher experience and effectiveness within the system; however, the annual equity plan does not address teacher effectiveness or equity <i>within schools or classrooms</i> to ensure equal opportunity for all students.</p> | <p>Teacher experience and effectiveness are included in the LEA’s annual needs assessment, and the LEA has a written plan that addresses equity of effective teachers across schools and classrooms in the system and within its schools.</p> | <p>The LEA includes teacher experience and effectiveness in its annual needs assessment and has a written plan to ensure continued equal access to effective teachers for all students. <i>As a result, all students in all of the LEA’s schools and classrooms have effective teachers regardless of demographics of the students served.</i></p> | |
| <ul style="list-style-type: none"> Describe how the LEA assesses teacher effectiveness. | <p>Data gleaned from student performance assessments are scrutinized at four levels: district, local school, grade, and individual teacher level. Comparisons are made between assessment scores and classroom final grades (to ensure integrity in grading), and principals share with teachers the data reflecting their students’ performance, comparing their outcomes with the outcomes of their colleagues.</p> | | | | |

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| | Specific steps taken to remediate ineffective teachers, including the development of professional development plans. A teacher who is ineffective is given intensive professional development opportunities. If he or she does not show significant progress, he or she is terminated. | | | | |
| <ul style="list-style-type: none"> Describe how the LEA plans to address any identified inequities in teacher experience across schools and classrooms in the system and within its schools and programs. | No inequities identified. | | | | |
| <ul style="list-style-type: none"> Describe how the LEA plans to address any identified inequities in teacher effectiveness within its schools and programs. | All teachers were given satisfactory annual evaluations. However, a number were given specific instructions regarding areas in which their effectiveness warrants improvement efforts. Plans and support were designed for each teacher's unique areas of weakness. | | | | |
| <ul style="list-style-type: none"> Describe the procedure to ensure that no student will receive an inexperienced, ineffective teacher two years in a row. | The principals and their designees at Buford Elementary School, Buford Academy, and Buford Middle School hand schedule each student. This practice ensures that no student will receive an inexperienced, ineffective teacher two years in a row. | | | | |
| <p>VI. Class Size Equity</p> <p>[X] Rate the LEA's current level on the continuum for this Equity Indicator.</p> | <p>INADEQUATE</p> <p>[]</p> | <p>MINIMAL</p> <p>[]</p> | <p>ADEQUATE</p> <p>[]</p> | <p>TARGET</p> <p>[X]</p> | |
| | <p>The LEA does not include class size in the annual needs assessment to ensure equal opportunity for all students.</p> | <p>The LEA assesses class size within the system; however, the annual equity plan does not address class sizes or equity in class sizes <i>within schools</i> to ensure equal opportunity for all students.</p> | <p>Class size is included in the LEA's annual needs assessment, and the LEA has a written plan that addresses equity in class sizes across schools in the system and within its schools.</p> | <p>The LEA includes class size in its annual needs assessment and has a written plan to ensure continued equity in class sizes for all students. <i>As a result, class sizes are comparable in all schools and classrooms, regardless of demographics of the students served.</i></p> | |

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| <ul style="list-style-type: none"> Describe how the LEA plans to address identified inequities in class sizes across schools in the system and within its schools. | <p>No inequities were identified.</p> | | | | |
| <p>VII. Teacher Preparation and Ability to Meet Diverse Needs of Students</p> <p>[X] Rate the LEA's current level on the continuum for this Equity Indicator.</p> | <p>INADEQUATE []</p> | <p>MINIMAL []</p> | <p>ADEQUATE [X]</p> | <p>TARGET []</p> | |
| | <p>The LEA does not assess teachers' preparation and/or ability to differentiate instruction based on the diverse needs of their students.</p> | <p>The LEA assesses teachers' preparation and/or ability to differentiate instruction based on the diverse needs of their students; however, professional learning needs are not addressed in the LEA's plans and/or opportunities are not provided teachers as needs are identified.</p> | <p>Teacher preparation and the ability to differentiate instruction based on the diverse needs of students are assessed annually, and the LEA plans for and provides continued professional learning in this area.</p> | <p>The LEA assesses teachers' ability to differentiate instruction based on the diverse needs of their students, and plans for and provides continued professional learning in this area. <i>As a result, the LEA can document that all teachers have received training and can effectively differentiate instruction to meet the diverse learning needs of all students resulting in all subgroups making AMO.</i></p> | |
| <ul style="list-style-type: none"> Describe the process the system uses to assess teacher ability to differentiate instruction based on the diverse needs. | <p>All student performance data are disaggregated by subgroup and by strands within the content. Teachers work with leadership to identify areas of weakness in their approach to differentiation, and are mentored in strengthening those areas.</p> | | | | |

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| VIII. Retention of Highly Qualified, Effective Teachers | INADEQUATE [] | MINIMAL [] | ADEQUATE [] | TARGET [X] | |
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| <p><input checked="" type="checkbox"/> Rate the LEA's current level on the continuum for this Equity Indicator.</p> | <p>The LEA's annual needs assessment and/or written plan do not address retention of highly qualified, effective teachers in all schools; or Title II-A or other appropriate funds are not used to support teacher retention according to identified needs.</p> | <p>The LEA's annual needs assessment and written plan addresses retention of highly qualified, effective teachers; however, the plan is not implemented in all schools and in all programs of the LEA; or retention program results are minimal in some or all schools; or Title II-A or other appropriate funds are not used to support retention needs.</p> | <p>The LEA's annual needs assessment and written plan addresses retention of highly qualified, effective teachers in all schools or in schools as indicated by assessment results; and the LEA actively implements a retention program to ensure that highly qualified, effective teachers are retained in all schools and in programs serving all students. Title II-A or other appropriate funds are used to support retention.</p> | <p>The LEA's annual needs assessment and written plan addresses the retention of highly qualified, effective teachers in all schools and in all programs of the LEA; and the LEA actively implements a retention program to ensure that highly qualified, effective teachers are retained in all schools and in programs serving all students. <i>As a result, the LEA retains highly qualified, effective teachers in all schools.</i></p> | |
| <ul style="list-style-type: none"> Describe the teacher retention program that includes specific plans for schools and/or programs that have been identified with retention needs. | <p>No needs have been identified.</p> | | | | |
| <ul style="list-style-type: none"> Describe how Title II-A or other appropriate funds are used to support | <p>Title II-A and Title I Professional Development funds are used to support strong professional learning communities within our system and each of our schools. These communities are among</p> | | | | |

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| retention efforts. | Buford’s most valuable retention tools, as the professional learning and the collegial support they provide make the work environment and the school culture one in which teachers choose to stay. | | | | |
| <p>IX. Recruitment and Placement of Highly Qualified, Effective Teachers</p> <p><input checked="" type="checkbox"/> Rate the LEA’s current level on the continuum for this Equity Indicator.</p> | <p>INADEQUATE []</p> | <p>MINIMAL []</p> | <p>ADEQUATE []</p> | <p>TARGET [X]</p> | |
| | <p>The LEA’s annual needs assessment and/or written plan do not address recruitment of highly qualified, effective teachers; or the LEA does not consider equity issues when placing newly hired teachers; or Title IIA or other appropriate funds are not used to support retention of highly qualified, effective teachers.</p> | <p>The LEA’s annual needs assessment and written plan address recruitment of highly qualified teachers; however, the LEA may not evaluate teacher effectiveness in its recruitment practices; or non-highly qualified and/or ineffective teachers are hired; or newly hired inexperienced teachers are more often placed in schools and/or programs that serve poor and minority students; or Title IIA or other appropriate funds are not used to support recruitment needs.</p> | <p>The LEA’s annual needs assessment and written plan address recruitment of highly qualified, effective teachers; and as needs dictate, the LEA actively implements a teacher recruitment and placement program to ensure that all students are taught by highly qualified, effective teachers in all schools and all programs. Title II-A or other appropriate funds are used to support recruitment needs.</p> | <p>The LEA conducts an annual needs assessment that addresses recruitment of highly qualified, effective teachers in the system; the teacher recruitment plan is actively supported and adapted to meet current priorities. <i>As a result, the LEA successfully recruits highly qualified, effective teachers and makes equitable placements so that all students in all schools, all classrooms and all programs have highly qualified, effective teachers with equivalent teaching experience.</i></p> | |
| <ul style="list-style-type: none"> Describe how the system plans for recruitment and placement of highly qualified, effective teachers to improve or | Buford’s most effective recruitment tools are safe, clean, modern, instructionally progressive schools. In Buford City School System, recruitment has been only occasionally necessary, as we generally have far more highly qualified applicants than we have open positions. | | | | |

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| <p>maintain equivalent teacher experience at all grade levels and all content areas.</p> | <p>It is the plan and intent of Buford City School System to continue using resources to create an environment conducive to professional growth and fulfillment; in doing so, highly qualified teachers will continue to present themselves.</p> | |
| <ul style="list-style-type: none"> Describe how Title II-A or other appropriate funds are used to support recruitment efforts. | <p>Title II-A and Title I Professional Development funds are used to support strong professional learning communities within our system and each of our schools. These communities are among Buford’s most valuable retention tools, as the professional learning and the collegial support they provide make the work environment and the school culture one in which teachers choose to stay.</p> | |
| <p>X. Summary of Impact and Evidence of Success for the FY11 Selected Equity Indicator(s)</p> <ul style="list-style-type: none"> Prepare a brief Summary of Impact that describes the actions taken to reach “target” and the success in reaching “target.” Prepare a brief summary describing the LEA’s Evidence of Success. <i>What data supports the rating of “target”?</i> Or if the LEA did not reach “target,” what prevented the LEA from doing so? | <p>XI. FY11 Equity Indicator(s) Selected for Focus: Equity of Stakeholder Involvement</p> <p>Sign-in sheets from various stakeholder involvement activities reflect a dramatic increase in the number of events at which stakeholders were in attendance and in which stakeholders were involved.</p> <p>Agendas from those events, however, do not reflect as much solicitation of input as appropriate, but instead, reflect more of a delivery of information. The LEA did not reach target because the focus of stakeholder involvement events was not adequate.</p> | |
| <p>XII. Equity Indicator Selected for FY12 Focus</p> <ul style="list-style-type: none"> Include a statement of school/system equity needs (including identifying at least one equity indicator that will be a focus for movement to “Target”). Note: If the Highly Qualified Teacher equity indicator is selected, an additional indicator must also be selected for focus. <ul style="list-style-type: none"> Provide a statement identifying the Actions/Strategies/Interventions or Programs for the selected | <p>I. FY12 Equity Indicator(s) Selected for Focus: Equity of Stakeholder Involvement</p> <p>Stakeholder involvement in FY12 will be broadened beyond faculty and staff and parent groups like PTO and School Council. Further, stakeholder involvement will be less oriented toward the delivering of information and more oriented toward providing stakeholders a forum for having a voice in decision making. The first forum for this greater degree of input will be the July, 2011 annual meeting.</p> <p>In order to continue providing a forum, all events with stakeholder involvement will end with an opportunity for stakeholder evaluation of the event and its outcomes.</p> | |

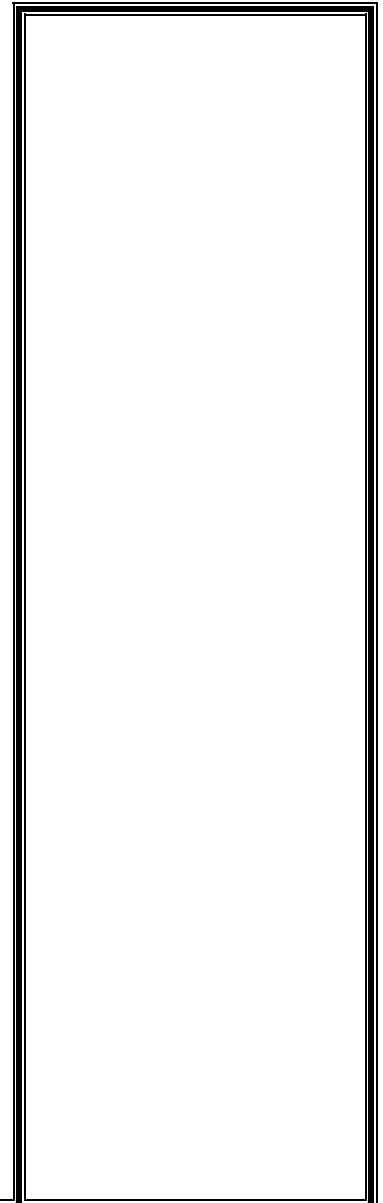
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equity indicator(s) as a focus FY12.

- **Note: Include in the System Implementation Plan (SIP)** the action plan for the above equity indicator(s) containing:
 - Actions/Strategies/Interventions or Programs
 - Correlation to School Keys
 - Professional Learning
 - Resources or Materials Needed
 - Person or Position Responsible for Monitoring and Evaluation
 - Timeline For Implementation
 - Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)
 - Monitoring of Intervention (Artifacts)
 - Monitoring of Impact (Student Learning Data)

OR

- Include a statement that the system has no equity needs. **Note:** All indicators on the Self-Review Equity Plan Rubric must be rated as Target and **must include documentation** to support the rating of Target on each indicator.



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