

Planning and Researching Equity

Introduction

The following section contains information and tools for Georgia school system personnel to assist in assessing equity needs of the Local Education Agency (LEA) and developing and implementing a Title II, Part A Equity Plan to ensure that every student, regardless of socio-economic background and learning needs, receives equitable opportunities to achieve challenging state content and academic achievement standards.

Planning and Researching Equity

QUESTIONS TO CONSIDER WHEN ASSESSING YOUR GEORGIA Local Education Agency (LEA) EQUITY NEEDS

WRITTEN NEEDS ASSESSMENT

- Does the LEA develop an annual written, comprehensive needs assessment utilizing multiple data sources (student learning, perception, teacher/student demographic and process data, etc.) that addresses all indicators?

STAKEHOLDER INVOLVEMENT:

- Does the LEA include all relevant personnel, parents, community members/leaders, and institutions of higher education in assessing the system needs, planning strategies to meet those needs, and evaluating the plan?

HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS:

- Are all teachers and paraprofessionals in core academic content areas “highly qualified” and effective?

TEACHER EXPERIENCE AND EFFECTIVENESS:

- Do all grade levels and content areas have highly effective teachers as measured by the system’s teacher assessment process?
- Does the LEA have a mentoring program for new teachers to the system?
- Does the LEA have a written procedure in place to ensure no student will receive an inexperienced, ineffective teacher two years in a row, and is this practice monitored?

CLASS SIZE:

- Do all classes in the elementary schools have equivalent class sizes?
- Do all academic content areas in middle and high school have equivalent class sizes?
- Does the LEA make an effort to increase and ensure equitable or representative numbers of students enrolled from all demographic groups in such classes as gifted and advanced placement?

MEETING THE DIVERSE NEEDS OF ALL STUDENTS:

- Does the LEA have a written plan identifying whether or not teachers meet the diverse needs of students, and is implementation of this plan regular procedure in your school system?
- Are all teachers that are identified as not meeting the diverse needs of students engaged or scheduled for professional learning that adds to their skills of addressing diversification?

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

- What measures are in place to monitor implementation of professional learning to ensure that all teachers are identified as effective in meeting the diverse needs of students?
- Do the schools provide for professional learning to address the culture/s of the students that they are responsible for educating, and does the professional learning address strategies that will build on the students' strengths?
- Does the LEA, through collaboration with Title I and Title II, Part A, develop good communications with parents, provide for increased parent involvement activities, and provide opportunities for teachers and administrators to interact with the parents of their students to enhance their knowledge of cultural values, traditions, and goals of the students they educate?

RETENTION:

- Does the LEA have a plan in place to reward and retain “highly qualified” and effective teachers?

RECRUITMENT:

- Are principals trained annually on the requirements of Title II, Part A?
- Are all teachers in all schools assigned to content areas for which they were “highly qualified?”
- Does the LEA have a written plan for placement of highly qualified, effective teachers to improve or maintain equivalent teacher experience at all grade levels and in all content areas? Is implementation of this plan regular procedure in your school system?



**LEA SELF-REVIEW OF SYSTEM EQUITY PLAN
POOR AND MINORITY STUDENT EQUITY RUBRIC
And
LEA EQUITY PLAN TEMPLATE FY15**

System: Morgan County Charter School System **Date Submitted:** June 2015

Reviewer: _____ **Date Approved:** _____

Title II, Part A of ESEA 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, Part 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 meet the diverse needs of 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
<p>I. Introduction 1. Describe the LEA.</p>	<p>The Morgan County School System is a small rural system composed of four schools, Morgan County Primary School (grades PreK- 2), Morgan County Elementary School (grades 3-5), Morgan County Middle School (grades 6-8), and Morgan County High School (grades 9-12). The school system serves approximately 3200 students. The student population breaks down demographically as follows: 63% White, 28% Black, 4% Hispanic, 4% Multiracial, and 1% Asian. Approximately 48% of Morgan County students receive free or reduced lunch. Morgan County Primary and Elementary Schools have school-wide Title I programs.</p> <p>The Morgan County School System employs 191 teachers and 56 paraprofessionals. One hundred percent (100%) of teachers and paraprofessionals in the system meet requirements for highly qualified status. Approximately 4.1% of teachers in the system are considered teachers with low-level experience, i.e., having less than 3 years of teaching experience. Approximately 74.4% of teachers in the system have mid-level experience, i.e., having between 3 and 20 years of experience. The system average for teachers with high-level experience, i.e., having more than 20 years of experience, is about 21%. The annual teacher retention rate is 89%.</p> <p>The Morgan County School System works with the four schools in the system to: Develop and implement plans under Title I, Section 1119; Comply with requirements of Title I, Section 1119, regarding qualifications of teachers and paraprofessionals and professional development; and, Ensure, through appropriate recruitment and retention strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, and inexperienced teachers.</p> <p>In Morgan County, school principals have broad authority and responsibility selecting and assigning staff members and, therefore, play a critical role in assessing the needs of their respective schools and disseminating information in regards to specific personnel needs. Other stakeholders in the Morgan County School System have played a variety of roles in analyzing needs, making decisions about assignments, interviewing prospects, and recommending potential candidates.</p>

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

2. Provide LEA Equity Belief Statement.	<p>We believe that:</p> <ol style="list-style-type: none"> 1. Schools must be safe, positive and inviting places that put children first. 2. The needs of the whole child (e.g., intellectual, social, emotional, physical) must guide our decision-making. 3. All students will reach high academic standards through a quality, personalized education delivered by highly skilled educators using best practices supported by research. 4. Parents, students, teachers, administrators and community members must share responsibility for life-long learning. 5. The educational community must be responsive to the needs of our local and larger global society. 6. Positive change, based on continuous evaluation, is necessary for educational growth.
---	---

II. Annual Needs Assessment Including Required Equity Components	INADEQUATE []	MINIMAL []	ADEQUATE [X]	TARGET []
[X] Rate the LEA's current level on the continuum for this Equity Indicator.	The LEA does not have a written plan based on a needs assessment that 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.	The LEA conducts an annual needs assessment that includes equity 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	The LEA's annual needs assessment includes all of the following equity 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	The LEA's annual needs assessment and planning address all 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

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

		<p>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>retention of highly qualified teachers and is reflected in a written plan that describes how the LEA will address all identified inequities.</p>	<p>retention of highly qualified teachers <i>and the system can document that each equity indicator is assessed in a written assessment.</i></p>
<p>1. Provide a summary of how the needs assessment is conducted.</p>	<p>The needs of all staff are identified and assessed through the Comprehensive Needs Assessment/Title IIA Needs Assessment Worksheet from Jan – April. The needs assessment, District SACS recommendations and School Improvement plans provide priorities for the total school program.</p> <p>Each of the four schools in the system first conducted a building needs assessment in collaboration with school governance teams, PTO, teachers, paraprofessionals , and school leadership teams. Annual administrator, teacher and para-professional learning surveys are administered.</p> <p>Additional information under indicator “Describe how internal and external stakeholders are involved in the planning process”</p>			
<p>2. Identify data sources used.</p>	<p>GAPSC HIQ2 Report GAPSC Equity Data Report GAPSC Vacancy Report System and school improvement plans We also referred to scheduling information, certification information, and employment records. Data Analysis Surveys Title I Parent Feedback</p>			
<p>3. Briefly summarize findings for: a. Recruitment</p>	<p>As part of the building level needs assessment and the system budget process, principals identify recruitment needs for following year. The recruitment needs for each building are compiled and shared with the system Director for Human Resources.</p> <p>The Director of Human Resources, along with interested principals or designees, attend job and recruitment fairs sponsored by colleges and universities around the state. Open positions are advertised on the school system web-site, TeachGa web-site, and in newspapers. The HR Officer and principals review candidate credentials to determine HiQ status. Additionally, the HR Officer and Title II-</p>			

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

	<p>A Coordinator attend updated training on HiQ requirements annually. Title II-A funds are utilized to support recruitment initiatives.</p> <p>Title II-A funds are used to pay expenses associated with travel by Director of Human Resources and interested principals, or designees, to job and recruitment fairs sponsored by colleges and universities around the state.</p> <p>Due to budget considerations, Morgan County has not filled 50-plus teaching positions in the system. Recruitment needs have been very limited and will continue to be limited due to high retention rates in the system.</p>
<p>b. Retention</p>	<p>The elementary school attrition rate is 6.12%; primary school rate is 14.04%; middle school rate is 10.71%; high school rate is 14.06%. All of these rates are below the state average.</p>
<p>c. Professional learning and training for teachers, paraprofessionals, and school leaders, including meeting diverse student needs</p>	<p>A comprehensive needs assessment included a review of achievement data, discipline, attendance, graduation data, and surveys. Additionally, teachers conducted a self-assessment as part of the Teacher Keys Effectiveness System. The highest strategy identified for improvement in the surveys and self-assessment data continues to be differentiated instruction – meeting the needs of diverse learners. All red flags are with our African American and Special Education subgroups.</p> <p>Additional areas identified as priorities for professional learning include: STEAM – Science/Technology/Engineering/Art/Math How to use data to improve instruction Aligned RTI Interventions/Strategies Standards Based Teaching and Learning Improving Literacy Use of Technology in the classroom to support instruction.</p> <p>Professional learning is an identified need for the system.</p>
<p>d. HiQ status of teachers</p>	<p>100% of core academic teachers meet Federal HiQ requirements.</p>
<p>e. HiQ status of paraprofessionals</p>	<p>100% of paraprofessionals meet Federal HiQ requirements,</p>
<p>f. Teacher experience</p>	<p>Primary School – 29.82% of teachers have more than 20 years of experience; 68.42% have between 3 and 20 years of experience; and 1.75% have less than 3 years of experience. Elementary School – 16.33% of teachers have more than 20 years of experience; 83.67% have between 3 and 20 years of experience; and 0% have less than 3 years of experience. Middle School – 16.07% of teachers have more than 20</p>

	<p>years of experience; 78.57% have between 3 and 20 years of experience; and 5.36% have less than 3 years of experience. High School – 23.44% of teachers have more than 20 years of experience; 67.19% have between 3 and 20 years of experience; and 23.44% have less than 3 years of experience.</p>
<p>g. Class size</p>	<p>Morgan County Charter School System K-2 – 22 Grades 3-5 - 23 Grades 6-8 - 21 High School –</p> <ul style="list-style-type: none"> • Average class size is 22.34 for core subjects. Average class size for AP courses is 17.55. Average class size for IB courses is 16.5.
<p>4. List Prioritized Needs.</p>	<p>Differentiation</p> <ul style="list-style-type: none"> ➤ Techniques for adjusting instruction for remediation and enrichment ➤ Anchor and choice activities ➤ Critical thinking, logical reasoning, and developing inferences ➤ Curriculum compacting: compressing the required curriculum into a shorter time period <p>STEAM - science/technology/engineering/art/math instruction</p> <p>a.) develop professional learning based upon this review b.) train teachers and provide time for improving science and math units c.) purchase materials and equipment needed to implement enhanced units d.) use the enhanced units reflecting STEAM goals within classroom instruction</p> <p>Aligned RTI Interventions</p> <ul style="list-style-type: none"> ➤ Utilize teacher leaders to redeliver to classroom teachers integration techniques ➤ Secure appropriate and adequate technological resources ➤ Develop a lesson plan requiring integration of technology ➤ Provide professional learning opportunities to develop effective integration techniques ➤ Utilize technology for review of lessons <p>Use of data to improve student performance</p> <ul style="list-style-type: none"> ➤ What data should we use for screening, diagnostics, and progress monitoring? ➤ How should we analyze data? ➤ How do we use data to target instructional interventions? ➤ How do we know if a student is making progress or not based on the data? <p>Use of technology to improve student engagement</p> <ul style="list-style-type: none"> ➤ Utilize teacher leaders to redeliver to classroom teachers integration techniques ➤ Secure appropriate and adequate technological resources ➤ Develop a lesson plan requiring integration of technology ➤ Provide professional learning opportunities to develop effective integration techniques ➤ Utilize technology for review of lessons

	<p>Increase reading /math performance of students</p> <ul style="list-style-type: none"> • Rigor in units/assessments • Writing Across the Curriculum • Flexible Grouping Strategies <p>Recruitment</p> <p>Leader Development (Data Analysis, Instructional Leadership)</p>			
<p>III. Equity of Stakeholder Involvement</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>[X]</p>	<p>TARGET</p> <p>[]</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/community members/leaders, institutions of higher education partners, and other relevant personnel, to accomplish an annual needs assessment, prioritization of needs, and action planning that addresses all equity components.</p>

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

<p>1. Identify stakeholder groups (internal and external).</p>	<p>Stakeholder groups involved: School Governance Teams (composed of parent, teacher, students and community members) at each school (i.e., Morgan County Primary, Morgan County Elementary, Morgan County Middle, and Morgan County High Schools). Building leadership teams (composed of teachers, paraprofessionals and building leadership). Instructional Leadership Council (system committee composed of instructional leadership from each school). Administrative Council (system committee composed of principals and central office program directors). Superintendent’s Parent Advisory Council (system committee composed of parents from each of the four schools). Superintendent’s Teacher Advisory Council (system committee composed of teachers from each of the four schools).</p>
<p>2. Describe how internal and external stakeholders are involved in the planning process to:</p>	
<p>a. Participate in an annual needs assessment</p>	<p>Needs assessments are conducted initially at the building level at each of the four schools in the Morgan County School System. Needs assessments are conducted by the building principal in collaboration with the school governance teams and the building leadership teams. Once building needs are identified, priorities are established, again, in collaboration with the school governance and the building leadership teams.</p>
<p>b. Prioritize needs</p>	<p>Building needs and priorities are submitted to the system Title II-A program coordinator. Building needs/priorities are compiled into the system needs assessment. Since each building represents a grade band (i.e., PreK-2, 3-5, 6-8, and 9-12), building needs/priorities become systems needs/priorities. Once the system needs and priorities are compiled, the system needs assessment and priorities are reviewed by the system Instructional Leadership Council (ILC) and, then, submitted to the Superintendent and principals. The Assistant Superintendent shares the system needs assessment and priorities with the Superintendent and with the Morgan County Board of Education Members and stakeholders. Principals share the system needs assessment and priorities with their school governance and building leadership teams.</p>
<p>c. Identify actions or strategies contributed to equity plan</p>	<p>Surveys of teachers, paraprofessionals, leaders, and parents are conducted to assess perceived needs. Small group sessions during the strategic planning process. District meetings with Board of Education Members and stakeholders.</p>

IV. Highly Qualified Teacher Equity	INADEQUATE []	MINIMAL []	ADEQUATE [X]	TARGET []
<p>[X] Rate the LEA's current level on the continuum for this Equity Indicator.</p>	<p>The LEA does not have a process in place to systematically monitor 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 systematically monitor 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 II, Part A funds or other appropriate funds to achieve HQ status.</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, Part 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>
<p>1. Provide FY14 teacher HiQ percentages.</p>	<p>100%</p>			
<p>2. Provide FY14 paraprofessional HiQ percentages.</p>	<p>100%</p>			
<p>3. a. Describe how a remediation plan is developed in accordance with the guidelines in Section V of the Title II, Part A Handbook for each non-highly qualified teacher and</p>	<p>Determination is made by Director of Human Resources that teacher is non-HiQ in one or more applicable subjects when teacher recommended by principal for employment by the school system. Determination is also made by Director of Human Resources for those teachers who do not hold</p>			

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

<p>paraprofessional.</p> <p>b. Describe the monitoring process to ensure each non-HiQ teacher and paraprofessional is implementing the remediation plan and making progress toward HiQ status.</p>	<p>professional certification who are recommended for employment.</p> <p>Principal and teacher develop remediation plan (see attached), including completion dates, within twenty (20) days of approval for employment by superintendent and board. Principal and teacher sign off on plan. In cases where a teacher holds a non-renewable certificate, the teacher and principal will also collaboratively develop a plan, including completion dates, for attaining professional certification. (within twenty (20) days of approval for employment by superintendent and board). Copies retained by principal and teacher. Original submitted to Title II-A Coordinator.</p> <p>Since Title II-A Remediation Plan is considered a part of teacher professional development plan for the year, principal requests updates on progress toward completion of plans as formative teacher evaluation conferences are held through the year. At least one formative teacher evaluation conference should be held with teacher before January. This applies to both non-HiQ teachers as well as teachers holding permits/non-renewable certificates.</p> <p>GAPSC HiQ report updated by Director of Human Resources in accordance with GAPSC deadlines.</p> <p>Status/progress of non-HiQ teachers and teachers holding non-renewable certificates reported to principals and superintendent by Director of Human Resources in early January. A summary report will be presented by the Assistant Superintendent for Teaching and Learning at the last Principals' Council meeting held in January.</p> <p>Status of teacher progress/completion reported under the teacher evaluation element <i>Serving as an Effective Employee and Team Member</i>, as part of the summative teacher evaluation conference. Professional development plan is updated to reflect progress/ completion of Title II-A remediation plan.</p>
<p>4. a. Describe how a remediation plan is developed in accordance with the guidelines in Section V of the Title II, Part A Handbook for each teacher who does not hold a clear</p>	<p>Determination is made by Director of Human Resources that teacher is non-HiQ in one or more applicable subjects when teacher recommended by principal for employment by the school system. Determination is also made by Director of Human Resources for those teachers who do not hold</p>

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

renewable certificate.

b. Describe the monitoring process to ensure each teacher who does not hold a clear renewable certificate is implementing the remediation plan and making progress toward obtaining a clear renewable certificate.

professional certification who are recommended for employment.

Principal and teacher develop remediation plan (see attached), including completion dates, within twenty (20) days of approval for employment by superintendent and board. Principal and teacher sign off on plan. In cases where a teacher holds a non-renewable certificate, the teacher and principal will also collaboratively develop a plan within 20 days, including completion dates for attaining professional certification of approval for employment by superintendent and board. Copies retained by principal and teacher. Original submitted to Title II-A Coordinator.

Since Title II-A Remediation Plan is considered a part of teacher professional development plan for the year, principal requests updates on progress toward completion of plans as formative teacher evaluation conferences are held through the year. At least one formative teacher evaluation conference should be held with teacher before January. This applies to both non-HiQ teachers as well as teachers holding permits/non-renewable certificates.

GAPSC HiQ report updated by Director of Human Resources in accordance with GAPSC deadlines.

Status/progress of non-HiQ teachers and teachers holding professional and non-renewable certificates reported to principals and superintendent by Director of Human Resources in early January. A summary report will be presented by the Assistant Superintendent for Teaching and Learning at the last Principals' Council meeting held in January.

Status of teacher progress/completion reported under the teacher evaluation element *Serving as an Effective Employee and Team Member*, as part of the summative teacher evaluation conference. Professional development plan is updated to reflect progress/ completion of Title II-A remediation plan.

5. Describe how the LEA monitors HiQ assignment of teachers based on student demographics and diverse needs of

The Personnel Director provides principals with GAPSC Equity and HiQ reports. Infinite Campus reports are generated in July and August and in December to ensure no student is assigned to a teacher with 3 years or less of experience for two consecutive years. Teacher experience is tracked in Infinite

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

students.	Campus, the student information system, used by the Morgan county School System. Principals, or their designees responsible for student scheduling, are charged with the responsibility of monitoring student assignments, particularly assignments to teachers with low levels of experience (i.e., less than 3 years of teaching experience). The scheduling module of the student information system allows those building student schedules at each school to factor in teacher experience, particularly students assigned to teachers with low-level experience the previous year.
-----------	---

V. Teacher Experience and Effectiveness Equity	INADEQUATE []	MINIMAL []	ADEQUATE [X]	TARGET []
[X] Rate the LEA's current level on the continuum for this Equity Indicator.	The LEA does not include teacher experience and effectiveness in the annual needs assessment to ensure equal access to effective teachers.	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.	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.	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>
1. Describe how the LEA assesses teacher effectiveness.	All teachers are evaluated according to requirements of the Teacher Keys Effectiveness System on ten standards. Teachers are involved in formative and summative conferences, two formal evaluations and four walk-through evaluations. In addition, data collected during informal Awareness Walks, as well as data collected via parent surveys are used to assess teacher effectiveness. Teacher effectiveness is also assessed through meeting the goals of the school improvement plan.			
2. 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.	Experience data from the GAPSC Equity Data Report is initially shared and reviewed at the system level. The system Title II-A program coordinator reviews the data with the Instructional Leadership and Administrative Councils. General implications for equity are discussed. Principals and instructional leadership, then, share the data specific to their buildings with their school governance teams and building			

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

	<p>leadership teams. Discussion of the experience equity data focuses on implications for building and what, if any, needs for the following school year can be identified.</p> <p>Infinite Campus reports and GAPSC Equity and HiQ reports are used to ensure no child has a teacher with three or less years of experience for two consecutive years. Teachers team teach, and new teachers are paired with veteran teachers. The mentor, team leader, and instructional lead teacher provide support and guidance throughout the year. Teachers are provided collaborative time to plan which provides all teachers support with pacing, instructional strategies, and interventions.</p>			
<p>3. Describe how the LEA plans to address any identified inequities in teacher effectiveness within its schools and programs.</p>	<p>Before the beginning of each school year, principals and assistant principals at each school will review data gathered on teacher effectiveness, from formal teacher evaluations/observations, assessment data, pass/fail rates, dropouts, suspensions/expulsions, along with low achieving student needs, possible poverty levels, and minority status. These teachers are assigned a veteran teacher as a mentor. Some are placed on PDPs. Mentoring will be provided by building principals, Assistant Superintendents and Superintendent. Peer observation opportunities are provided. Teachers are provided collaborative time weekly to plan which provides support with pacing, instructional strategies, differentiation, and interventions. When a teacher is replaced special attention will be given to experience and effectiveness. The Morgan County School System conducts an annual New Teacher Orientation and New Teacher Induction Program.</p>			
<p>4. Describe the procedure to ensure that no student will receive an inexperienced, ineffective teacher two years in a row.</p>	<p>Teacher experience is tracked in Infinite Campus, the student information system, used by the Morgan county School System. Principals, or their designees responsible for student scheduling, are charged with the responsibility of monitoring student assignments, particularly assignments to teachers with low levels of experience (i.e., less than 3 years of teaching experience). The scheduling module of the student information system allows those building student schedules at each school to factor in teacher experience, particularly students assigned to teachers with low-level experience the previous year. In addition, administrators closely monitor student achievement, parent feedback and test scores to determine the best placement for students. The team knows the strengths and weaknesses of the teaching staff and understands the methodologies/strategies that match the needs of the students.</p>			
<p>VI. Class Size Equity</p>	<p>INADEQUATE []</p>	<p>MINIMAL []</p>	<p>ADEQUATE [X]</p>	<p>TARGET []</p>

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

<p>[X] Rate the LEA's current level on the continuum for this Equity Indicator.</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>
<p>1. Describe how the LEA plans to address identified inequities in class sizes across schools in the system and within its schools.</p>	<p>Average class size for core classes is monitored via the student information system, Infinite Campus. The principal will notify the Superintendent if the average class size on any grade level reaches 23. If that case should arise, the Superintendent and BOE members will review the need to hire an additional teacher to alleviate growth in the particular grade level. All classes are equally balanced in size and in ethnicity and are developed heterogeneously as much as possible.</p>			
<p>VII. Teacher Preparation and Ability to Meet Diverse Needs of Students</p>	<p>INADEQUATE []</p>	<p>MINIMAL []</p>	<p>ADEQUATE [X]</p>	<p>TARGET []</p>
<p>[X] Rate the LEA's current level on the continuum for this Equity Indicator.</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 to 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</i></p>

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

				<p><i>differentiate instruction to meet the diverse learning needs of all students resulting in all subgroups making AMO.</i></p>
<p>1. Describe the process the system uses to assess teacher ability to differentiate instruction based on the diverse needs of their student population.</p>	<p>The system uses several sources of data to determine professional learning needs of teachers in meeting the diverse needs of students. Disaggregated test score data looking at performance gaps of different ethnic and socioeconomic groups are reviewed to see if there are groups of students that consistently fail to meet academic goals or whose performance is substantially and consistently below that of other groups. Principals and other supervisors conduct walk-throughs and classroom observations to note problems in lack of equity in instruction. Also, Title I conducts surveys to ask parents about the learning environment as it relates to their child, and principals may note the need for professional learning due to parent conferences, complaints, or legal action. Teachers are evaluated through formal and informal observations on TKES Standard 4: Differentiated Instruction – The teacher challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.</p>			
<p>VIII. Retention of Highly Qualified, Effective Teachers [X] Rate the LEA's current level on the continuum for this Equity Indicator.</p>	<p>INADEQUATE []</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, Part A or other appropriate funds are not used to support teacher retention according to identified needs.</p>	<p>MINIMAL []</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, Part A or other appropriate funds are</p>	<p>ADEQUATE [X]</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</p>	<p>TARGET []</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</p>

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

		not used to support retention needs.	programs serving all students. Title II, Part A or other appropriate funds is used to support retention.	programs serving all students. <i>As a result, the LEA retains highly qualified, effective teachers in all schools.</i>
<p>1. Describe the teacher retention program that includes specific plans for schools and/or programs that have been identified with retention needs.</p>	<p>Teacher retention rates are analyzed on an annual basis. Teacher retention in the Morgan County School System has not been a priority identified in the annual needs assessment. Each school follows the plans below:</p> <p><u>Primary School</u> - The principal assigns a qualified teacher support specialist to mentor all new and beginning teachers. Teacher support specialists log their activities with new and beginning teachers. MCPS and the central office administrators jointly develop and provide an induction program for all new and beginning teachers which include: System Orientation, School Orientation, Safety Plans, Nursing Programs, Evaluation Process, Assessing Student Learning, Behavior Management, Special Education, Code of Ethics, Working with Parents, and State Assessment Program. MCPS assigns every new teacher to a mentor teacher. The mentor has specific responsibilities which are clearly outlined and communicated.</p> <p><u>Elementary School</u> - The district has a New Teacher Induction Program which includes System Orientation, School Orientation, Safety Plans, Nursing Programs, Evaluation process, Assessing student learning, discipline, special education code of ethics, working with parents and state assessments. Morgan County Elementary School assigns every new teacher a mentor. The mentor has specific responsibilities which are clearly outlined and communicated. Due to the high retention rate, there are few opportunities to recruit new teachers. MCEs has easily been able to recruit highly effective teachers.</p> <p><u>Middle school</u> - The district has a New Teacher Induction Program which includes System Orientation, School Orientation, Safety Plans, Nursing Programs, Evaluation process, Assessing student learning, discipline, special education code of ethics, working with parents and state assessments. Prior to preplanning, Morgan County Middle School all new teachers are assigned a school-based mentor and receive support from their mentor, and school/system administrators throughout the year. New teachers are provided with three days of New Teacher Orientation to acclimate them to the system and are provided additional training as needed throughout the year. Professional learning opportunities are offered to all staff throughout the year at no cost to system employees</p> <p><u>High School</u> - In addition to a thorough system-wide induction program, MCHS assigns each new teacher to a mentor (sometimes more than one to deliver varied strengths). Also, the culture of MCHS fosters collaboration and teachers reach out to each other in departments and in teams to help each other regardless of their years of experience. Teachers at MCHS take an active role in the interviewing and hiring process of new teachers. Because of this, teachers have ownership in the process of bringing teachers to the school and are perhaps more involved in assuring their success. The structure of teacher</p>			

interaction at the school also provides support of all teachers.				
<p>IX. Recruitment and Placement of Highly Qualified, Effective Teachers</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>[X]</p>	<p>TARGET</p> <p>[]</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 II, Part A 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 II, Part A 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, Part 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>
<p>1. Describe how the system plans for recruitment and placement of highly qualified, effective teachers to improve or maintain equivalent teacher experience at all grade levels and all content areas.</p>	<p>The system uses the Teach Georgia website to post teaching vacancies. Also, announcements of vacancies are posted on the system website, and advertised in the local organ of the county. Job fairs and university/college postings are also used to recruit needed personnel. Principals observe student teachers for possible employment when applicable.</p> <p>As part of the building level needs assessment, principals identify recruitment needs for following year. The recruitment needs for each building are compiled and shared with the system Director for Human Resources.</p> <p>The Director of Human Resources, along with interested principals or designees, attends job and</p>			

	<p>recruitment fairs sponsored by colleges and universities around the state. Recruitment needs identified at the building levels may necessitate the targeting of job/recruitment fairs of specific colleges and universities.</p>
<p>X. Summary of Impact and Evidence of Success for the FY14 Selected Equity Indicator(s)</p> <p>1. Prepare a brief Summary of Impact that describes the actions taken to reach “target” and the success in reaching “target.”</p>	<p>FY14 Equity Indicator(s) Selected for Focus: _____ _____</p> <p>Title II Funds have been used: To provide Professional Learning on differentiated instruction. Schools have developed professional learning communities (HPPLC) to begin looking at differentiation – what should the teacher be doing? What should the student be doing? To support differentiation, <i>Measures of Academic Progress</i> has been implemented along with professional learning on how to use the data to differentiate for each student.</p> <p>All schools are continuing to working on aligning K-12 units and formative/summative assessments. Funds have been used to support vertical work between schools.</p> <p>STEAM – Science, Technology, Engineering, Art and Math This initiative is a district initiative that was identified partly through the needs assessment. We have funded some professional learning for teachers as we develop a plan for implementation.</p>
<p>2. 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>	<p>In “Meeting Diverse Needs of all Student,” our teachers have received training in the use of differentiated instructional strategies, literacy across all content areas and performance based instruction.</p> <p>Technology Integration became a focus area as the result of teacher and parent surveys and the technology survey as a way to increase engagement for all students. <i>Measures of Academic Progress</i> has provided our system standardized norm-referenced data K-10 with specific learning paths for each student. The technology committee, principal, and the system technology director discuss ways to integrate technology to meet the needs of all students. There is also a focus on Technology professional learning based on the alignment to the school improvement plan at each school.</p> <p>STEAM goals and purposes have been established and a three year plan developed for the implementation of this innovative practice in all schools, K-12.</p>

XI. Equity Indicator Selected for FY15 Focus

- Include a statement of school/system equity needs (including identifying at least one equity indicator that will be a focus for improvement. Note: If the Highly Qualified Teacher equity indicator is selected, an additional indicator must also be selected for focus.
 - Provide a statement identifying the Actions/Strategies/Interventions or Programs for the selected equity indicator(s) as a focus for FY15.
 - **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:

FY15 Equity Indicator(s) Selected for Focus: _____

Actions/Strategies/Interventions

Based on identified needs from the above resources, we will provide professional learning opportunities which focus on the specific learning needs of individual students. The professional learning opportunities will be differentiated to allow for personal professional growth input as well as need, experience and level of mastery as demonstrated through classroom observations and evaluation.

- The focus for the 2015-2016 school year will be to increase individual personalization of learning and rigor for all students through: continued study of diverse learner needs; formation of smaller learning communities particularly for mathematics and reading; developing a variety of assessments to include higher order tasks; incorporating writing across the curriculum; utilization of data to drive flexible learning groups; incorporating interdisciplinary units; and integration of differentiation based upon learner need.
 - Implement the STEAM initiative.
 - Provide Professional Learning at all schools on how to differentiated based on data and to continue to learn how to effectively use MAP data to differentiate.
 - Increase the rigor for all students through increased use of technology and aligned curriculum documents K_12
 - Vertically align RTI interventions
 - Focus on full implementation of new CCGPS and differentiating those units to meet the needs of all learners.
 - Implement Striving Reader grants in all schools to support the development of a K-12 ELA curriculum..
 - Provide Professional Learning at all schools on how to analyze and use data to provide differentiated instruction.
 - Teacher evaluations will be aligned to teacher effectiveness in meeting the goals from professional learning goals.
 - Continue to ensure that all teachers meet HiQ status in their content fields.
 - Encourage and seek ways to have more teachers endorsed in ELL.
 - Provide leader training on areas such as instructional leadership and data analysis.

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

Each indicator on the Self-Review Equity Plan rubric rated as “Target” MUST list the documentation that supports the rating of “Target” for that indicator.

XII. Prioritized Needs and Impact of Spending for Fiscal year 2013 Focus

1.A What were your prioritized needs in fiscal year 2013 (July 1, 2012 through September 30, 2013)?

Indicate no more than five identified needs in the order of priority with number one being the greatest priority.

--Select--	Needs Assessment
--Select--	Stakeholder Involvement
5	Highly Qualified Status
3	Assessing Teacher Effectiveness
4	Assessing Leader Effectiveness
--Select--	Class Size Reduction
1	Professional Learning for Teachers
2	Professional Learning for Leaders
--Select--	Retention
--Select--	Recruitment
--Select--	Other – Please List

2.A In reflecting on the previous year, what are the most substantive changes your district plans to make to your Title II, Part A program in the coming year?

Morgan County will continue to work on the differentiating instr and on using data to drive instr We plan to focus on the implem

3.A How did you spend your Title II, Part A dollars in Fiscal year 2013?
Rate the impact of Actions/Strategies/Interventions/Programs funded with Title II, Part A dollars and indicate the data sources used for determining the rating on:

Rate results Indicate Data Sources (Check all that apply)

Needs Assessment	Average	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process
Stakeholder Involvement	Average	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process
Highly Qualified Status	Good	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input checked="" type="checkbox"/> Process
Assessing Teacher Effectiveness	Excellent	<input checked="" type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process
Assessing Leader Effectiveness	--Select--	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

Class Size Reduction	--Select--	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process
Professional Learning for Teachers	Excellent	<input checked="" type="checkbox"/> Student Learning	<input checked="" type="checkbox"/> Demographic	<input checked="" type="checkbox"/> Perception	<input checked="" type="checkbox"/> Process
Professional Learning for Leaders	Excellent	<input checked="" type="checkbox"/> Student Learning	<input checked="" type="checkbox"/> Demographic	<input checked="" type="checkbox"/> Perception	<input checked="" type="checkbox"/> Process
Retention	--Select--	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process
Recruitment	Average	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input checked="" type="checkbox"/> Perception	<input checked="" type="checkbox"/> Process
Other – Please List	Excellent	<input checked="" type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process

NOTE: COMPLETE THE FOLLOWING SECTIONS (4-9) ONLY IF IIA FUNDED PL IN FY2013.

4.A Professional Learning for Teachers and/or Leaders – Topics Addressed
 Check the two most prevalent topics.

<input type="checkbox"/> Classroom Management
<input checked="" type="checkbox"/> Assessment Uses
<input type="checkbox"/> Diversity and Equity Multicultural Education
<input checked="" type="checkbox"/> Differentiated Instruction/Universal Design for Learning

- Educational Leadership
- Exceptional Education
- English Language Learners
- Common Core Implementation
- Content (Core Subjects)
- Instructional Strategies
- Student Engagement
- Data-Driven Instruction
- Graphic Organizers
- Higher Order Thinking and Rigor and Relevance
- Vocabulary
- Technology Integration
- Instructional Planning
- Gifted/AP Training
- Response to Intervention
- Brain Based Multiple Intelligences
- School Climate
- Integrated Curriculum

Other – Please List

5.A Professional Learning Delivery Models

Check the 3 most prevalent methods.

Job-Embedded Professional Learning (Professional Learning Communities, Coaching, Action Research, Looking at Student Work, Book Study)

Faculty Meeting

Workshops

Institutes

Conferences

Consultants

Online PD Modules

Webinars

Cohort

College Course

Alternative Certification Course

Lecture

Other – Please List

Professional Learning Reflection

Please respond to the following:

6.A What professional learning model provided in Fiscal year 2013 had the greatest impact on your district's goals?
Job – embedded professional learning through the implementation of professional learning communities.

7.A How does your district assess how professional learning is positively impacting teacher and/or leader behavior?
The following are some of the ways professional learning are assessed:
Student performance data
Teacher and leader perception data
Teacher and leader evaluations
Product focus with clear and compelling standards.
Observation related to the evaluation performance standards
Daily monitoring of instruction

8.A How does your district assess how professional learning is positively impacting student achievement?

We look very closely at student achievement data including diagnostic data and norm referenced data. There is a focus on providing training on data analysis and data driven decision making.

9.A How have these experiences helped to combat inequities within your district's schools and your district?

We are closing the achievement gap as well as showing progress with our subgroups. Our focus on not only looking at data, but using that data to make corrections in our instruction have contributed to closing the gap between our subgroups. **In addition, System teachers and leaders understand and see evidence of the need to differentiate to meet individual needs so that all students are successful and gaps between subgroups are eliminated.**

Title II, Part A FY15 Equity Plans

Project EQ

WHAT IS PROJECT EQ?

Project EQ is Georgia’s on-line resource for sharing and collaborating on the development and implementation of initiatives to ensure access to equitable educational opportunities for ALL students in the State regardless of economic status, gender, race or ethnicity. Project EQ was created by the Georgia Professional Standards Commission (GaPSC) to provide policy makers and school systems with a library of effective equity initiatives as well as a forum for discussions among school systems and state agencies as they each implement, improve upon and realize results from their equity programs. As each local education agency (LEA) in Georgia responds to the requirements of the eight areas of equity required by the federal government, it develops and submits an Equity Plan onto Project EQ that addresses where the system is in meeting the challenge of each equity indicator as well as actions which have been implemented or are being implemented to assure that ALL students are receiving the best possible educational opportunities available in order to affect student achievement.

WHAT ARE THE REQUIRED AREAS FOR ASSESSING EQUITY?

The areas for assessing equity include:

- 1) participation in a needs assessment,
- 2) equity of stakeholder involvement,
- 3) highly qualified teachers,

Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

- 4) experienced and effective leaders, teachers and paraprofessionals,
- 5) class size equity,
- 6) teacher preparation and ability to meet the diverse needs of the student population,
- 7) retention of highly qualified leaders, teachers, and paraprofessionals and
- 8) recruitment of highly qualified leaders, teachers, and paraprofessionals.

HOW DO I BEGIN?

- On the Internet, go to **<http://eq.gapsc.org>** for entrance into the EQ Project site.
- On the first screen, you will see a welcome message and menu items.

WHAT MENU OPTIONS ARE AVAILABLE?

On the left hand side of the screen, you will see: Home, Registration, Log In, Published Plans, About Us, and Help.

- **Home:** “Home” takes you to *this* page in Project EQ.
- **Registration:** This menu option is where you will register yourself by entering your email address, password, name, address, and phone number. Note: The Project EQ website has been completely redesigned. All users registered prior to 10/1/11 must create a new account.
- **Log In:** On this screen, you will enter your email address and password. If you downloaded your previous Equity Plans in the Project EQ system, the login information and procedures will be the same.
 - From here, you will enter the area where you will enter your Equity Plan either by “cutting and pasting” from a “Word” document (by indicator) or by typing your plan directly into each indicator.
- **Published Plans:** Once Equity Plans are submitted by the LEAs and approved by the Title II, Part A Education Specialist, the plans will be “published” for viewing. This area is where you are able to view your system’s plan and others throughout the State.

- **About Us:** This menu option describes the creation of Project EQ and the reasons for the project. Contact information is included.
- **Help:** The Help Screen provides information on Project EQ as well as additional contact information. Information is given on whom you should contact if you have technical problems or content questions.

HOW DO I SUBMIT MY EQUITY PLAN ON PROJECT EQ?

Project EQ for FY15 is in revision. Directions will be available to Local Education Agencies (LEAs) when revisions are complete.

HOW DO I PRINT MY PLAN?

The plan can be printed in whole or by individual indicator. Also, the entire plan can be copied and pasted into a Word file that will retain the displayed format.

- A small print icon is located at the top right portion of the plan page. This icon allows you to print just the indicator that is displayed.
- The large print icon will allow you to print the entire document. This icon is located at the bottom of the screen.

HOW DO I SEARCH FOR PARTICULAR PLANS?

1. To search for particular plans, use the Find Plan search field to the left of the [Published Plans](#) page.
2. *The power search* tab will allow you to further refine your query by a number of key filters.
3. Click on the *system name* to view the whole plan or use the *magnifying glass* icon to view a brief system summary.
4. Clicking on the *Click for Summary* link will display the initial rubric section that met your search criteria.
5. The small *print icon* is also available here in the top right corner of the summary.

HOW DO I ADD THOUGHTS, SUGGESTIONS OR QUESTIONS ON ANOTHER SYSTEM'S EQUITY PLAN?

1. You will need to first register an account by either clicking the [Sign Up](#) link at the top right of the page or the "Registration" button on the left side of the Home page. If you have already registered, you may click on the "Log In" link at the top right of the page.
2. Once you are logged in, you can post your questions and comments in the *Post Your Comments* field located at the bottom of each plan's page.
3. You will receive an email notification when a response or additional inquiry has been made to an equity plan you have commented on or if a comment has been sent on *your* plan.

WHAT DO I DO IF I HAVE QUESTIONS OR NEED ASSISTANCE WITH PROJECT EQ?

If you have questions or need assistance with the content of your Equity Plans or how to use the Project EQ system, please contact your GaPSC Title II, Part A Education Specialist.

If you have technical issues with the Project EQ system, please email eq@gapsc.com and copy your GaPSC Title II, Part A Education Specialist.