

## FY22 Local Education Agency (LEA) Equity Action Plan

Document must be uploaded as an attachment to the CLIP.

<b>Fiscal Year</b>	2022	<b>LEA Name</b>	Foothills Education Charter High School	<b>LEA Coordinator</b>	Brittan Ayers
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Data Profile Variable and Equity Intervention Selected for Equity Gap #1					
<b>Data Variable</b>		<b>STUDENT ACHIEVEMENT</b>			
<b>Equity Intervention</b>		<b>EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS</b>			
<b>If applicable, student achievement area of focus</b>		<b>ALL CONTENT AREAS</b>			
<b>If applicable, grade level spans of focus</b>		<b>9-12</b>			
<b>Indicate subgroup focus</b>		<b>ALL SUBGROUPS</b>			
<p><b>Required Analysis:</b> Using the State Longitudinal Data System (SLDS), LEAs must briefly analyze the data variable selected for focus this fiscal year. LEAs <b>MUST</b> focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/ or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.</p>		<p>Foothills is under-performing the state in all 8 EOC content areas. 2019 Student Proficiency Data indicates: Algebra – Foothills: 22.73%, State: 39.92%; Am. Lit – Foothills: 31.7% State: 47.91%; Biology – Foothills: 23.08%, State: 48.58; U.S. History – Foothills: 37.14%, State: 49.75%</p>			
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).					
Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #1.	Data to be collected to monitor the IMPLEMENTATION of intervention activities/strategies for Equity Gap #1.	Data to be collected to measure the EFFECTIVENESS of intervention activities/strategies in reducing Equity Gap #1.	Describe how the LEA will <u>ALLOCATE/COORDINATE</u> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
Use formative assessments in USA TestPrep to determine specific remediation needed before students participate in EOCs; staff PL on using formative assessments to inform instruction.	Sign-Ins, Agendas, Gradpoint/Canvas reports, formative and summative assessment results; PL sign-ins, agenda and deliverables; courses	EOC Scores	Consolidation of state, local and federal funds in CF150 will be utilized to implement equity interventions and reduce equity gaps.	Supt., Regional Directors; Data Team; Curriculum Team; Canvas project directors; School	Quarterly

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				Improvement Specialist	
Conduct curriculum reviews to custom revise lessons to align to rigor of standards; staff PL on aligning GSE standards and rigor and using the GradPoint and Canvas platforms. The conversion of courses to the Canvas platform will facilitate these actions.	Sign-Ins, Agendas, Gradpoint reports, formative and summative assessment results; PL sign-ins, agenda and deliverables; courses	EOC Scores	Consolidation of state, local and federal funds in CF150 will be utilized to implement equity interventions and reduce equity gaps.	Personnel – Curriculum Team Leader	Quarterly
Monthly Data Team reviews and analysis of EOC results; data reviews at staff meetings -site support as needed; staff PL around data analysis and accountability measures to inform instruction	EOC analysis spreadsheets, Formative and Summative assessment results; PL sign-ins, agendas and deliverables	EOC Scores	Consolidation of state, local and federal funds in CF150 will be utilized to implement equity interventions and reduce equity gaps.	Data Team personnel	Quarterly
Quarterly impact checks at each site to monitor implementation of Equity action steps	Impact Review Template/Notes, formative and summative assessment results	EOC Scores	Consolidation of state, local and federal funds in CF150 will be utilized to implement equity interventions and reduce equity gaps.	Supt., Regional Directors	Quarterly

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Data Profile Variable Selected for Equity Gap #2					
<b>Data Variable</b>	<b>GRADUATION RATE (4 YR COHORT)</b>				
<b>Equity Intervention</b>	<b>EI-7 PROVIDE EQUITABLE ACCESS TO STUDENT SUPPORT PROGRAMS AND INTERVENTIONS</b>				
<b>If applicable, student achievement area of focus</b>	<b>CLICK HERE TO SELECT AREA OF FOCUS</b>				
<b>If applicable, grade level spans of focus</b>	<b>9-12</b>				
<b>Indicate subgroup focus</b>	<b>ALL SUBGROUPS</b>				
<b>Required Analysis:</b> Using the State Longitudinal Data System (SLDS), LEAs must analyze the data variable selected for focus. LEAs <b>MUST</b> focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/ or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.	Foothills 4-yr Cohort Graduation Rate has been well below the state for the last 3 years. 2020 Graduation Rate data indicates Foothills – 11.48% and State – 83.82%.				
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).					
Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #2.	Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #2.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #2.	Describe how the LEA will <u>ALLOCATE/COORDINATE</u> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
Employ a Social Emotional Learning Specialist at the regional level and embed social emotional learning curriculum at each site.	Perception data; surveys; attendance data; mentor reports	4-year cohort graduation rate	Consolidation of state, local and federal funds in CF150 will be utilized to implement equity interventions and reduce equity gaps.	Social Emotional Learning Specialist	Quarterly
Create more pathways, WBL and dual enrollment opportunities to connect students to college and career interests	Pathway completion data; WBL spreadsheets; dual enrollment reports from IC	4-year cohort graduation rate	Consolidation of state, local and federal funds in CF150 will be utilized to implement equity interventions and reduce equity gaps.	CTAE Coordinator	Quarterly



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

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### **FY21 Equity Gap #1**

**Reflect on FY21 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY21 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.**

*Intervention Effective - Maintain Activities/Strategies*

*Explanation: Though we did not get actual 2020 EOC data, our leading predictive data indicated that Foothills was performing better in all 8 EOC areas than in FY19. Continue with plans to improve EOC achievement in the now 4 tested subjects and reduce this equity gap.*

### **FY21 Equity Gap #2**

**Reflect on FY21 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY21 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.**

*Intervention Effective - Adjust Activities/Strategies*

*Explanation: Though Foothills saw a slight dip in Graduation rate from 2019 (12.54%) to 2020 (11.48%), this was less than projected given the pandemic conditions. Continue to provide wrap-around supports and services - embedding a social emotional learning curriculum and focusing on more WBL opportunities to improve the graduation rate and reduce this equity gap.*