

## Optional FY26 Local Education Agency (LEA) Equity Action Plan

Fiscal Year	2026	LEA Name	Camden County Schools	LEA Coordinator	Denise Cato
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Data Profile Variable and Equity Intervention Selected for Equity Gap #1					
Data Variable	INEXPERIENCED TEACHERS				
Equity Intervention	EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS				
If applicable, student achievement area of focus	ALL CONTENT AREAS				
If applicable, grade level spans of focus	ALL GRADE LEVELS				
Indicate subgroup focus	ALL SUBGROUPS				
<b>Analysis:</b> Using the State Longitudinal Data System (SLDS), LEAs must briefly analyze the data variable selected for focus this fiscal year. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.	The lowest percentage of students performing at Proficient and Distinguished Levels is 45.18% for a combination of all subgroups on district Milestones Assessments.				
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).					
Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #1.	Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #1.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #1.	Describe how the LEA will <u>ALLOCATE/COORDINATE</u> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
School system instructional model training focused on enhancing the capacity of teachers to effectively instruct the student group(s) identified in Equity Gap #1	School-level administrators will systematically monitor the implementation of strategies designed to address Equity Gap #1 through focused TKES observations (with specific attention to indicators related to equitable instruction), targeted walk-throughs	TKES Observation Data, District leaders classroom walkthrough feedback, Mid year and End of Year TKES conferences, Common and Formative Assessment Data, and State Assessment Data.	State, Local, and Federal Funding will cover facilitators, materials, and potential stipends for teacher participation in targeted professional development focused on content, pedagogy, culturally responsive practices, differentiation, and student supports relevant to the identified student group(s)	Chief of Staff, Teaching and Learning District Administrators, Federal Programs Dir., SPED Director, Principals, Asst. Principals	Ongoing

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	(with a clear rubric or focus on the implementation of identified strategies), and data-driven discussions during collaborative planning sessions				
	Sign-in sheets				
Instructional Coaches will provide school level job-embedded professional learning at elementary and middle school level.  Collaborative Planning facilitated by school level admin.	agendas, handouts, and PowerPoint will be collected.	TKES Observation Data, District leaders classroom walkthrough feedback, Mid year and End of Year TKES conferences, Common and Formative Assessment Data, and State Assessment Data.	Utilizing funds to support instructional coaches who can provide ongoing, individualized support to teachers in implementing new strategies learned through professional development and Instructional Coach salary	Principals	Ongoing
GA Multi- Tiered Systems of Support Training will be provided to staff to build proficiency in the fidelity of implementation.	Sign-in sheets, agendas and PowerPoint Agenda will be collected.	Classroom observations will be implemented. Data-based Decision Making documentation and screening logs.	State and local funds used to purchase materials. Federal funds will pay for subs for professional learning.	Teaching and Learning Admin and Student Services.	Ongoing

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### Data Profile Variable Selected for Equity Gap #2

Data Variable	INEXPERIENCED TEACHERS
Equity Intervention	EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS
If applicable, student achievement area of focus	ALL CONTENT AREAS
If applicable, grade level spans of focus	ALL GRADE LEVELS
Indicate subgroup focus	ALL SUBGROUPS
<b>Analysis:</b> Using the State Longitudinal Data System (SLDS), LEAs must analyze the data variable selected for focus. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/ or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.	<p>Ten out of twelve principals have 5 or less years of experience being a principal. .</p>

### Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).

Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #2.	Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #2.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #2.	Describe how the LEA will <u>ALLOCATE/COORDINATE</u> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
Principals will participate in job-embedded, level specific collaborative sessions following the monthly principals meeting led by the Central Office admin.	Principals participate in reflective activities during formal training and collaborative sessions. This will result in action items to implement at the school level. Sign-in sheets, agendas, handouts, and PowerPoints will be collected.	Retention rate of leaders over the three year period with progress check at the end of the 25-26 school year.	State professional learning funds will be used for the leadership development training activities.	Chief of Staff and Teaching and Learning Admin Team	Ongoing

### **FY25 Equity Gap #1**

**Reflect on FY25 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 FY25 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.**

*Dropdown: Select End of Year Effectiveness*

*Explanation: Student achievement data at all levels showed student growth and increased achievement in certain content levels. Monitoring the implementation of the strategies is key in seeing positive progress. Ensuring evidence based interventions are identified and implemented with fidelity yields student growth. The Learning Focused Strategies (LFS) framework is designed to build staff capacity in best instructional practices. Student achievement performance, both virtually and direct learning, revealed demonstration of the best practices grounded in the LFS framework. LFS is a contributing factor to student growth on common assessments and Milestones results. The best practices were observed during official TKES walk-throughs and unofficially through the walk-throughs conducted by the district curriculum leadership team. Feedback was provided to teachers regarding implementation and the impact on student growth. Sign-in sheets and agendas from the training were collected.*

### **FY25 Equity Gap #2**

**Reflect on FY 25 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 FY24 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.**

*Dropdown: Select End of Year Effectiveness*

*Explanation: Leader activities including job embedded sessions incorporated in the Professional Learning Communities (PLC) have made the work of the leaders more cohesive. They inquire and problem solve with other principal colleagues which builds leadership capacity. The evidence of success was uniformity in decision-making on topics addressed during the PLC meetings. New ideas birthed from the collaboration and high levels of accountability were the results. Consistent best practices for supporting student achievement and partnering with internal and external stakeholders was established. Sign-in sheets and agendas were collected.*