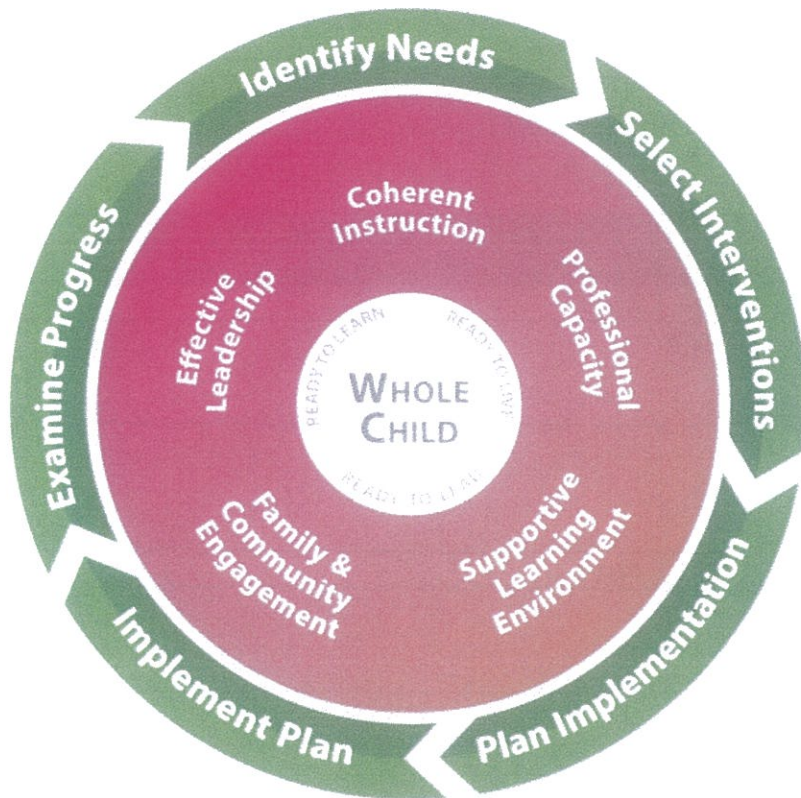




District Improvement Plan 2021 - 2022



Taylor County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Taylor County
Team Lead	LaTonja Turner, Director of Federal Programs

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Transfer Title IV, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To ensure consistency in effective instructional practices that are evidence-based and data-driven.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Provide consistent culturally responsive teaching practices
Root Cause # 2	Support pervasive evidence-based Tier I Instructional Framework and universal design for learning across all grade levels.
Root Cause # 3	Provide consistent measurements for Professional learning and the impact on student growth and achievement.
Root Cause # 4	Address gaps in planning, organizing, monitoring, and supporting school practices, processes, and procedures
Goal	By 2023, all students will meet their individual subgroup performance targets as established through the state accountability model.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
------------	--

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	Increase early literacy by developing opportunities for students and parents to engage in activities prior to enrolling in Taylor County School District.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, focus walks, monitoring forms/reports, reflection notebooks, shared compliance folders, surveys/feedback
Method for Monitoring Effectiveness	Early learning screenings, observations, survey results
Position/Role Responsible	District leaders, school leaders, Teachers, paraprofessionals, family connections stakeholders, Fort Valley State Stakeholders, extended day parent liaisons
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Action Step # 1

Does this action step support the selected equity intervention?	Yes
---	-----

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Taylor County School District will continue the ongoing partnership with Flint Electric Company and Chattahoochee Flint RESA. Our district has also established partnerships with Family Connections, South Georgia Technical College, Fort Valley State College, Middle Georgia Community Food Bank and several local businesses within our community.
--	---

Action Step # 2

Action Step	Provide evidence-based supplemental interventions that are data-driven and reflect equity for students.
Funding Sources	Title I, Part A Title V, Part B IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES), survey results, grade reports, graduation rates, promotion rate, retention rate,
Position/Role Responsible	Principals, Teachers, Paraprofessionals, Academic Coaches, Curriculum Director
Evidence Based Indicator	Moderate

Action Step # 2

Timeline for Implementation	Quarterly
-----------------------------	-----------

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The district will continue the partnership with Chattahoochee Flint RESA. Professional Learning that includes partnerships and/or consultative services of evidence -based speakers, trainers, continue the partnership with GLISI . Their assistance helps in building capacity by offering authentic research-based learning experiences for educators.
--	---

Action Step # 3

Action Step	Increase parent awareness of academic expectations for students and build capacity to support achievement.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring

Action Step # 3

Method for Monitoring Implementation	reports
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES), survey results, grade reports, graduation rates, MTSS data
Position/Role Responsible	District Leaders, Principals, Teachers
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family Connections, FVSU Head Start, Chamber of Commerce, Flint EMC, RESA, Blue Bird, and local ministerial groups partnerships and support will help in carrying out this action step.
--	---

Action Step # 4

Action Step	Build capacity among administrators, faculty, students, and parents to support the effective use of technology.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES), survey results, grade reports
Position/Role Responsible	Instructional Technology Specialists, Director of Technology, Principals, Teachers
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The district will continue the partnership with Chattahoochee Flint RESA. Their assistance helps in building capacity by offering authentic research-based learning experiences for educators.
--	--

Action Step # 5

Action Step	Provide supplemental certified and/or classified personnel to provide evidence-based instructional support to students and/or teachers.
Funding Sources	Title I, Part A Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations, survey results, grade reports
Position/Role Responsible	District Leaders, School Leaders, Teachers, other School-level personnel
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The district will continue the partnership with Chattahoochee Flint RESA. Their assistance helps in building capacity by offering authentic research-based learning experiences for educators.
--	--

Action Step # 6

Action Step	Build capacity among district leaders, school leaders, teachers, and other faculty to support teaching and learning for under-served populations such as exceeding/gifted students and at-risk student populations to include ED, EL, SWD, Dyslexia, Migrant, Homeless, Direct Certified, and Foster.
Funding Sources	Title I, Part A Title I, Part D Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports, purchase orders, protocols and processes guides
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES), discipline data, survey results, grade reports
Position/Role Responsible	District Leaders, School Leaders, Teachers, Counselors, Social Workers, Psychologist, Attendance Officers, Community Engagement Specialist,

Action Step # 6

Evidence Based Indicator	Strong
--------------------------	--------

Timeline for Implementation	Quarterly
-----------------------------	-----------

Does this action step support the selected equity intervention?	No
---	----

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The district will continue the partnership with Chattahoochee Flint RESA. Their assistance helps in building capacity by offering authentic research-based learning experiences for educators.
--	--

Action Step # 7

Action Step	Build capacity and provide resources to support college-career readiness and advance learning for at-risk and under-served students.
Funding Sources	Title I, Part A Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 7

Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES), retention/recruitment data, discipline data, attendance data, survey results, grade reports, graduation rates
Position/Role Responsible	District Leaders, School Leaders, Counselors, Teachers, Community Engagement Specialist, Transitional Equity Navigator
Evidence Based Indicator	Strong

Timeline for Implementation Others : semester,successful pathway completions, confirmed dual enrollment

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To provide students access to a safe and healthy educational experience.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Provide consistent two-way communication and collaboration opportunities among stakeholders that consider potential barriers such as language.
Root Cause # 2	Embrace a district-wide focus to support at-risk student populations such as ED, EL, SWD, Migrant, Homeless,
Root Cause # 3	Decrease student discipline incidents.
Root Cause # 4	Decrease absentee rates among our struggling students.
Root Cause # 5	Increase equity and access for all by reducing achievement gaps among subgroups.
Root Cause # 6	Increase support to parents with limited ability and resources to support students academically at home.
Goal	To provide students access to a safe and healthy educational experience.

Equity Gap

Equity Gap	Discipline ISS Identify Subgroups and grade level spans
------------	---

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12

Equity Gap

Grade Level Span(s)	NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Build capacity among district, school staff, and parents to support at-risk student populations such as ED, EL, SWD, Dyslexia, Migrant, Homeless, Social-Emotional, Trauma, Mental Health, and Foster Care
Funding Sources	Title I, Part A IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring, reports, purchase orders, protocols and processes
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES), discipline data, survey results, grade reports
Position/Role Responsible	District Leaders, School Leaders, Teachers, Counselors, Social Workers, Youth Intervention Specialist, Social Emotional Learning Specialist
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Quarterly
-----------------------------	-----------

Does this action step support the selected equity intervention?	Yes
---	-----

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Taylor County School District will continue the ongoing partnership with Georgia Leadership for School Improvement. (GLISI), Flint Electric Company ,Chattahoochee Flint RESA, South Georgia Technical College, Fort Valley State College, Middle Georgia Community Food Bank , and several local businesses within our community . We have established strategic partnerships with Flint and have begun the third year of a youth leadership program. Beginning school year 2021-2022, the district and the Blue Bird Corporation will partner to provide opportunities for our students enrolled in the automotive pathway to become certified and later employed by the initiatives established. With the partnership of Blue Bird and the other agencies, the above action step can be supported to ensure it will be effectively implemented.
--	--

Action Step # 2

Action Step	Enhance prevention, transition, and monitoring initiatives and services to support student learning .
Funding Sources	Title I, Part A IDEA N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation	Meeting agendas, sign-in sheets, focus walks, monitoring forms/reports, shared compliance folders, parent liaison logs and time ,sheets of interpreters, Language Lines, usage reports
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, data usage reports, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES)
Position/Role Responsible	District leaders, school leaders, teachers, Part time Youth Intervention Specialist and Social Emotional Learning Specialist
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<ul style="list-style-type: none"> ● The partnerships with Flint Energy and the Chamber of Commerce helps in carrying out this action steps.br
--	---

Action Step # 3

Action Step	Build capacity among district, school staff, students, and parents to support digital accessibility, application, and citizenship
Funding Sources	Title I, Part A IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 3

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, data usage reports, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES)
Position/Role Responsible	District leaders, school leaders, teachers
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Taylor County School District will continue the ongoing partnership with Georgia Leadership for School Improvement ,Flint Electric Company and Chattahoochee Flint RESA.
--	--

Action Step # 4

Action Step	Build capacity among district and school leaders on actively engaging students, parents, and communities that consider potential barriers such as language, socioeconomic status, cultural awareness,
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Procedures, Agendas and Sign-In Sheets, Lesson Plans, Classroom Observations
Method for Monitoring Effectiveness	Survey/feedback results
Position/Role Responsible	District leaders, school leaders, teachers, ESOL Coordinator/Teacher
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Taylor County School District will continue the ongoing partnership with Georgia Leadership for School Improvement (GLISI) Tri -County Attendance Protocol Climate Committee, Flint Electric Company and Chattahoochee Flint RESA.
--	--

Action Step # 5

Action Step	Build capacity among school teams on how to establish and maintain positive school cultures and climates to support student learning.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, focus walks, monitoring forms/reports, shared compliance folders, parent liaison logs and time ,sheets of interpreters, Language Lines, data usage reports
Method for Monitoring Effectiveness	Survey/feedback results, discipline data, attendance data
Position/Role Responsible	Position/Role Responsible District leaders, school leaders, teachers, Parent Liaisons, Youth Intervention Specialists, Social Emotional Learning Specialist
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Taylor County School District will continue the ongoing partnership with GLISI, Tri-County Attendance Protocol Climate Committee, Flint Electric Company, Taylor County Family Connections, and Chattahoochee Flint RESA.
--	---

Action Step # 6

Action Step	Provide a Social Emotional Learning Specialist, Youth Intervention Specialist and /or Behavior Coach to provide direct support to schools in the area of Positive Behavior Interventions and Supports and build capacity for implementing a multi-tiered approach to social, emotional and behavior support system
Funding Sources	Title I, Part A Title I, Part D IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Presentations, agendas, sign-in sheets, Instructional Framework, lesson plans, progress monitoring reports, PBIS/RTI reports, School and County level discipline and attendance data, PL Agendas, PL Rosters and Sign-in sheets PL Rosters for Cultural Proficiency training, PBIS, SSTAGE, CCRPI Reports, End-of-Year attendance and discipline reports, PBIS Walk-Through Observations
Method for Monitoring Effectiveness	CCRPI Climate Star rating system, state and district discipline data, PBIS/RTI data, assessment results, classroom observations (TKES/LKES), retention/recruitment data, discipline data, survey results, grade reports, graduation rates, promotion rate, retention rate
Position/Role Responsible	Principals, Counselors, Lead Teachers, Youth Intervention Specialist, Attendance Officer

Action Step # 6

Evidence Based Indicator	Strong
--------------------------	--------

Timeline for Implementation	Monthly
-----------------------------	---------

Does this action step support the selected equity intervention?	No
---	----

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Taylor County School District will continue the ongoing partnership with GLISI, Tri-County Attendance Protocol Climate Committee, Flint Electric Company and Chattahoochee Flint RESA.
--	--

Action Step # 7

Action Step	Decrease K-12 student discipline incidents of In School Suspension (ISS) and Out of School Suspension (OSS) specifically for the SWD and minority student population.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	School Improvement Plans/Action Steps, Instructional Framework, lesson plans, progress monitoring reports, PBIS/RTI plans, progress monitoring reports, PBIS/RTI reports, School and County level discipline and attendance data, PL Agendas, PL Rosters and Sign-in sheets

Action Step # 7

Method for Monitoring Implementation	PL Rosters for Cultural Proficiency training, PBIS, SSTAGE, CCRPI Reports, End-of-Year attendance and discipline reports, SWIS summary reports, PBIS Walk-Through Observations
Method for Monitoring Effectiveness	CCRPI Climate Star rating system, state and district discipline data, PBIS/RTI data, assessment results, classroom observations (TKES/LKES), retention/recruitment data, discipline data, attendance data, survey results, grade reports, graduation rates, promotion rate, retention rate,
Position/Role Responsible	District Leaders, School Leaders, Counselors, Mental Health Counselors, Youth Intervention Specialists, School Principals, Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GLISI professional support will help improve this action step.
--	--