



District Improvement Plan 2023 - 2024



Treutlen County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Treutlen County
Team Lead	Dr. Brad Anderson
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
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:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	Title V, Part B
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 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	Student growth in Math is lower than we desire for all student groups with diverse student populations making inadequate progress on the GMAS and other benchmark assessments
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	A comprehensive framework has not been put in place to ensure fidelity of implementation following professional development and/or resource adoption.
Goal	By the end of the 2023-2024 school year, Treutlen County will demonstrate a 5% increase in the percentage of students scoring at or above the 50% in math on the NWEA-MAP.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	Mathematics
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

DISTRICT IMPROVEMENT GOALS

Action Step # 1

Action Step	Collaboratively develop a monitoring process following professional development and/or resource adoption.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A 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 Supportive Learning Environment
Method for Monitoring Implementation	Monthly progress meetings, focus walk results, sign-in sheets and agendas
Method for Monitoring Effectiveness	NWEA-MAP data, USATestPrep data, GMAS data, CCRPI, TKES/LKES data
Position/Role Responsible	District staff, principals, assistant principals
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

DISTRICT IMPROVEMENT GOALS

Action Step # 1

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)?	Heart of Georgia RESA
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Action Step # 2

Action Step	Provide teachers with high quality professional development in research-based instructional strategies and resources that align with standard-level expectations for instruction.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A 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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Training sign-in sheets, lesson plans, curriculum maps
Method for Monitoring Effectiveness	NWEA-MAP data, USATestPrep data, GMAS data, CCPRI, TKES/LKES
Position/Role Responsible	District staff, principals, assistant principals, teacher leaders
Evidence Based Indicator	Moderate

Action Step # 2

Timeline for Implementation	Monthly
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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)?	Heart of Georgia RESA
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Action Step # 3

Action Step	Provide professional development for Teachers and administrators on analyzing the results of benchmark assessments, focusing on instructional professional learning and revising the monitoring processes to ensure fidelity of implementation. Training for staff will include: the use of the data to guide instruction; training on specific elements of instruction that are missing or deficient such as effective instructional strategies, and training/support in creating a culture that is driven by data. (GLISL, Model Schools, Solution Tree, NWEA Training, Data Analysis, Marzano's High Reliability Schools Training)
Funding Sources	Title II, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

DISTRICT IMPROVEMENT GOALS

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Data dashboards, PLC minutes, training calendar, sign-in sheets and agendas, walk-through data
Method for Monitoring Effectiveness	NWEA-MAP data, USATestPrep data, GMAS data, CCPRI, TKES/LKES
Position/Role Responsible	District staff, principals, assistant principals, teacher leaders
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)?	Heart of Georgia RESA
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Action Step # 4

Action Step # 4

Action Step	Provide math manipulatives and other resources for Math instruction.
Funding Sources	Title I, Part A Title I, Part A SIG 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
Method for Monitoring Implementation	Student work, purchase orders, sign-out sheets to teachers, focus-walk data, lesson plans
Method for Monitoring Effectiveness	Student work, NWEA-MAP data, USATestPrep data, GMAS data, CCPRI,
Position/Role Responsible	Teachers, Administrators
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)?

DISTRICT IMPROVEMENT GOALS

Action Step # 5

Action Step	Purchase Contracted Coaching services and continuous support for teachers who are new to the district.
Funding Sources	Title II, Part A
Subgroups	N/A 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	PL Sign-in Sheets, Agendas
Method for Monitoring Effectiveness	NWEA-MAP data, USA TestPrep Data, GMAS data, CCRPI, TKES/LKES
Position/Role Responsible	District Staff, school administrators, teacher leaders, instructional coaches
Evidence Based Indicator	Promising

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)?	Heart of GA RESA GSU
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☐ Action Step # 6

Action Step	Provide GACE reimbursement in the area of math for paraprofessionals recruited to be teachers, teachers expanding content areas and service areas, and teachers recruited to be teacher leaders or school leaders.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Teacher Recruitment data, Teacher retention data, GACE results, Teacher/Leader certification reports
Method for Monitoring Effectiveness	Certification Lists, GACE results, List of new hires, Job-postings
Position/Role Responsible	Principals, Assistant Principals, District Administrators
Evidence Based Indicator	Promising

☐ Timeline for Implementation Yearly

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)?	P-20 Collaborative IHE Heart of Georgia RESA
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DISTRICT IMPROVEMENT GOALS

Action Step # 7

Action Step	Provide mentor teachers and targeted professional development for beginning teachers (0-3 years experience) and teachers who are new to Treutlen County Schools.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Data dashboards, PLC minutes, training calendar, sign-in sheets and agendas, walk-through data
Method for Monitoring Effectiveness	NWEA-MAP data, USATestPrep data, GMAS data, CCPRI, TKES/LKES, Teacher Retention Data
Position/Role Responsible	District staff, principals, assistant principals, teacher leaders
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)?	Heart of Georgia RESA Georgia Southern University
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Action Step # 7

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)?

Heart of Georgia RESA
Georgia Southern University

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student achievement data indicates that performance in ELA is lower than we desire for all students on the GMAS and other benchmark assessments.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teachers did not receive professional development and/or resources to support their knowledge and skills in teaching students to read.
Goal	By the end of the 2023-2024 school year, Treutlen County will demonstrate a 5% increase in the percentage of students scoring at or above the 50% in reading on the NWEA-MAP.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

DISTRICT IMPROVEMENT GOALS

Action Step # 1

Action Step	Implement PLCs to assist teachers in collaborative curriculum, assessment and instruction discussions.
Funding Sources	Title I, Part A Title II, 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	benchmark assessments, grades, GMAS scores, lesson plans, observations, academic coaching, TKES, walk-throughs, informal observations
Method for Monitoring Effectiveness	NWEA-MAP results in Reading; GMAS Results in ELA
Position/Role Responsible	teachers, collaborative teacher, curriculum and instructional support, counselor, school social worker, administrators, district leadership team
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

DISTRICT IMPROVEMENT GOALS

Action Step # 1

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"> • Heart of Georgia RESA • Middle Georgia RESA • Tri-County Family Connections • Treutlen County Chamber of Commerce • Concerned Citizens of Treutlen County • Retired Teachers Association Treutlen County • Economic Agriculture Stakeholders • Baptist Ministerial Alliance • Brewton Parker College • SouthEastern Technical College
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Action Step # 2

Action Step	Provide targeted professional development in cross-curricular high impact literacy and instructional strategies.
Funding Sources	Title I, Part A Title II, Part A 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
Method for Monitoring Implementation	Focus Walks, Lesson Plan Review, Observations
Method for Monitoring Effectiveness	NWEA-MAP results in reading
Position/Role Responsible	teachers, administrators, instructional support staff
Evidence Based Indicator	Moderate

Action Step # 2

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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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"> • Heart of Georgia RESA • Middle Georgia RESA • Tri-County Family Connections • Treutlen County Chamber of Commerce • Concerned Citizens of Treutlen County • Retired Teachers Association Treutlen County • Economic Agriculture Stakeholders • Baptist Ministerial Alliance • Brewton Parker College • SouthEastern Technical College
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Action Step # 3

Action Step	Provide instructional resources for Reading/ELA
Funding Sources	Title I, Part A Title V, Part B Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Purchase Orders, Sign-out sheets for materials
Method for Monitoring Effectiveness	NWEA MAP Results, ELA & Reading

DISTRICT IMPROVEMENT GOALS

Action Step # 3

Position/Role Responsible	Teachers, Administrators
Evidence Based Indicator	Moderate

Timeline for Implementation Weekly

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)?	
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Action Step # 4

Action Step	Purchase Contracted Coaching services and continuous support for beginning teachers (teachers with 0-3 years experience).
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment

DISTRICT IMPROVEMENT GOALS

Action Step # 4

Method for Monitoring Implementation	Sign-In Sheets, Agendas, Meeting Notes, walk-throughs, informal observations
Method for Monitoring Effectiveness	Student Assessment Data Reports, TKES/LKES Data, walk-through data, observation data
Position/Role Responsible	District Administrators, Director of Accountability, Principals, Assistant Principals
Evidence Based Indicator	Promising

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)?	Heart of Georgia RESA IHE's P-20 Collaborative
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Action Step # 5

Action Step	Provide Leadership training for principals, assistant principals, and teacher leaders (GLISI, Model Schools, and Marzano's High Reliability Schools Training).
Funding Sources	Title I, Part A Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners

DISTRICT IMPROVEMENT GOALS

Action Step # 5

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Registration Forms, Sign-In Sheets, Travel Expenditure Forms, Walk-Throughs, Informal Observations
Method for Monitoring Effectiveness	TKES/LKES Data, Observation data, PLC Notes, Leadership meeting notes
Position/Role Responsible	Administrators Teacher Leaders District Staff
Evidence Based Indicator	Promising

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)?	Heart of Georgia RESA Georgia Leadership Institute for School Improvement Georgia Department of Education International Center for Leadership in Education
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DISTRICT IMPROVEMENT GOALS

Action Step # 6

Action Step	Provide GACE reimbursement in the areas of Reading/ELA for paraprofessionals recruited to be teachers, teachers expanding content areas, and service areas, and teachers recruited to be teacher leaders or school leaders.
Funding Sources	Title II, Part A
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	GACE Score Reports, Certification lists,
Method for Monitoring Effectiveness	Recruitment data, Retention Data, Job Vacancies, New Hires, Certification Lists
Position/Role Responsible	Principals, District Administrators
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

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)?	IHE's Heart of Georgia RESA P-20 Collaborative
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DISTRICT IMPROVEMENT GOALS

Action Step # 7

Action Step	Provide mentor teachers and targeted professional development for beginning teachers (0-3 years experience) and teachers who are new to Treutlen County Schools.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Focus Walks, Lesson Plan Review, Observations
Method for Monitoring Effectiveness	Student Assessment Data Reports, TKES/LKES Data, walk-through data, observation data
Position/Role Responsible	teachers, administrators, instructional support staff
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)?	Heart of Georgia RESA Georgia Southern University
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Action Step # 7

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)?	Heart of Georgia RESA Georgia Southern University
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Action Step # 8

Action Step	Provide Professional Development in specific content areas for RD/ELA.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observations TKES/LKES Data Classroom Walk-Throughs PLC Meeting Notes
Method for Monitoring Effectiveness	Student Assessment Data Reports, TKES/LKES Data, walk-through data, observation data
Position/Role Responsible	teachers, administrators, instructional support staff
Evidence Based Indicator	Moderate

Timeline for Implementation Monthly

Action Step # 8

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)?	Heart of Georgia RESA Georgia Southern University

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student achievement data indicates that performance in Science and Social Studies is lower than we desire for all students on the GMAS and other benchmark assessments.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Teachers did not receive professional development and/or resources to support students' lack of vocabulary and concept development.
Goal	By the end of the 2023-2024 school year, the number of students scoring at the proficient/distinguished level in science and social studies will increase by 3% from the prior year (2022-2023).

Action Step # 1

Action Step	Provide science and social studies teachers with high quality professional development in research-based instructional strategies and resources that align with standard-level expectations for instruction.
Funding Sources	Title I, Part A Title II, Part A 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 Professional Capacity
Method for Monitoring Implementation	Training sign-in sheets, lesson plans, curriculum maps
Method for Monitoring Effectiveness	Classroom Observations, GMAS Data
Position/Role Responsible	District Staff, Principals, Assistant Principals
Evidence Based Indicator	Moderate

DISTRICT IMPROVEMENT GOALS

Action Step # 1

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	No
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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)?	HGRESA
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3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student culture and climate data indicates that student absences are higher than we desire, student engagement as measured through classroom observations is lower than we desire, and the number of student discipline referrals are higher than we desire.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Teachers need professional learning in the areas of addressing students' lack of social-emotional skills, providing academic interventions, and differentiation of instruction.
Goal	By the end of the 2023-2024 school year, Treutlen County Schools will demonstrate a 3% increase in the number of students absent less than 10% of enrolled days.

Action Step # 1

Action Step	Teachers, coaches and admin will review attendance and behavioral data daily.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership
Method for Monitoring Implementation	Attendance and Discipline Data
Method for Monitoring Effectiveness	Decline in student absenteeism and discipline referrals
Position/Role Responsible	Teachers, School Administrators
Evidence Based Indicator	Promising

DISTRICT IMPROVEMENT GOALS

Action Step # 1

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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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)?	
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Action Step # 2

Action Step	Consultants and administration will facilitate PD on De-escalation strategies.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership
Method for Monitoring Implementation	Sign-In Sheets, Student Discipline data, 7 Mindsets Usage reports
Method for Monitoring Effectiveness	Consistency in Student Discipline Data 7 Mindsets Implementation Data
Position/Role Responsible	Teachers, Counselors, Administrators

☐ Action Step # 2

Evidence Based Indicator	Promising
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Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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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)?	
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