



District Improvement Plan 2024 - 2025



Richmond County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Richmond County
Team Lead	Lloydette Young
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately) Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title I, Part A School Improvement 1003 (a)
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:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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	Student content mastery
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Instructional Planning and Student Engagement
Root Cause # 2	Teacher Content Knowledge
Root Cause # 3	Non-traditional teachers
Goal	During the 24-25 school year, we will increase student content mastery in tested subject areas on the Georgia Milestones by 5%.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	3 5 6 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

Action Step # 1

Action Step	Create and then monitor implementation of a Richmond Ready canvas course (Literacy embedded module) for newly hired teachers and all teachers (K-5) will participate in the Literacy Academy. This course will give strategies and best practices for reading, speaking, and writing across all subject areas.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Teachers successfully completing Richmond Ready (Literacy embedded module) will receive a certificate. Teachers completing the Literacy Academy will have documentation of completion on their Georgia Learns transcripts. Strategies will be monitored through walkthrough observations.
Method for Monitoring Effectiveness	Electronic certificates Transcripts Observations and feedback
Position/Role Responsible	Director of Teaching and Learning Director of Professional Learning Director of Teacher Development Director of Special Education Content Coordinators Early Learning Coordinator Program Specialists/Administrators School Leaders Literacy Specialists Literacy Support Coaches Academic Coaches Special Education Instructional Coaches Lead Instructional Specialist
Evidence Based Indicator	Moderate

Timeline for Implementation Others : Throughout the year for new hires. Literacy Academy through June 2025

Does this action step support the selected equity intervention? Yes

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)?	CSRA RESA offers supplemental support for literacy in the schools and also through courses offered. The Augusta-Richmond County Library has partnered with the school system to make acquiring resources easier with a PLAY card. The GA Learns learning management system from the Georgia Department of Education will be used for self-paced online professional learning.
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Action Step # 2

Action Step	Provide professional learning aligned to instructional expectations to support content knowledge and best practices for all content areas (pedagogical knowledge). Professional Learning Facilitators for Teacher Quality, MTSS Facilitators, Digital Learning Specialists, Principal Learning Consultant, Early Learning Coordinator, Numeracy and Literacy Specialists, Literacy Support Coaches, Behavior Coaches, Success Center Program Administrators, Academic Coaches, Content Coordinators, Program Specialists/Administrators and Instructional Specialists are needed to support coherent instruction and content knowledge.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Packets (Sign-in Sheets, Agendas, Surveys, Handouts, Walkthroughs, etc.) Logic Models Data Team Reports Canvas Course Reports
Method for Monitoring Effectiveness	Instructional Effectiveness walkthroughs Cognia eleot Walkthroughs and Teacher Observation Tools
Position/Role Responsible	Professional Learning Facilitators Content Coordinators Program Specialists/Administrators MTSS Facilitators

Action Step # 2

Position/Role Responsible	Digital Learning Specialist Principal Learning Consultant Lead Instructional Specialist Instructional Specialists Behavior Coaches Special Education Instructional Coaches Special Education Program Specialists Success Center Program Administrator Early Learning Coordinator Literacy and Numeracy Specialists Literacy Support Coaches Academic Coaches ESOL Program Specialist
Evidence Based Indicator	Demonstrate a Rationale

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)?	CSRA RESA supports the Richmond County School System by observing teachers and providing feedback.
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Action Step # 3

Action Step	Instructional Specialists, Digital Learning Specialists, Academic Coaches, Content Coordinators, Program Specialists/Administrators Professional Learning Facilitators for Teacher Quality, and Leaders will support teachers with integrating instructional strategies (and digital learning) to increase content mastery and student engagement. Use Cognia eleot Walkthroughs and Teacher Observation Tools and provide feedback.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Packets (Sign-in Sheets, Agendas, Surveys, Handouts, Walkthroughs, etc.) Logic Models Data Team Reports School Support Forms
Method for Monitoring Effectiveness	Cognia eleot Walkthroughs and Teacher Observation Tools Student Achievement Data (GMAS) Panorama data (Student Efficacy and Growth Mindset Data)

Action Step # 3

Position/Role Responsible	School Leaders
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Weekly

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)?	CSRA RESA supports the Richmond County School System by observing teachers and providing feedback.
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Action Step # 4

Action Step	Utilize the Learning Management System to provide professional learning, digital learning, and personalized learning. Follow up with walkthroughs for effective use of strategies and instruction using the Cognia elect and Teacher Observation Tools.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Canvas Analytics Cognia eleot Walkthroughs and Teacher Observation Tools Data
Method for Monitoring Effectiveness	Canvas Analytics Cognia eleot Walkthroughs and Teacher Observation Tools Reports
Position/Role Responsible	Director of Professional Learning Director of Teaching and Learning Early Learning Coordinator Academic Coaches Digital Learning Coordinator Digital Learning Specialists Lead Instructional Specialist Instructional Specialists Special Education Instructional Specialists Principal Learning Consultant
Evidence Based Indicator	Moderate

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)? N/A

Action Step # 5

Action Step	Utilize student agency and digital learning strategies that are developmentally appropriate to increase student engagement.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A
Subgroups	N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Number of Devices Issued to Students Software Programs Available (NWEA MAP, Beanstack, Tanium, Canvas, Seesaw, iReady, NearPod/Flocabulary, Brain Pop Jr., Imagine Learning (Edgenuity), and Foundations, Lexia, Flashlight 360, and Ellevation) Student-led Conferences Digital Portfolios and/or Student Data Notebooks Student Surveys Cognia eleot Walkthroughs
Method for Monitoring Effectiveness	Analytics reports from software products Student Survey Data Cognia eleot Walkthrough Reports
Position/Role Responsible	Coordinator of Digital Learning Early Learning Coordinator Literacy and Numeracy Specialist ESOL Program Specialist
Evidence Based Indicator	Moderate

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

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)?	N/A
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Action Step # 6

Action Step	Provide literacy/math instructional materials and offer extended learning programs and summer school for students who are at risk of failing core content courses and/or courses required for graduation.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Progress Monitoring Online Platform Assessments
Method for Monitoring Effectiveness	Graduation Rates Pass Failure Rate Report Card Grades
Position/Role Responsible	District Leaders MTSS Coordinator Digital Learning Coordinator Principal Learning Consultant School Leaders Teachers Counselors ESOL Program Specialist Federal Program Specialist
Evidence Based Indicator	Promising

Action Step # 6

Timeline for Implementation	Others : Throughout the school year and in June-July
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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)?	N/A
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Retaining highly effective teachers and leaders
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Professional Learning for Pedagogy
Root Cause # 2	Lack of Support
Root Cause # 3	School Climate
Goal	During the 24-25 school year, we will increase the number of highly effective teachers and leaders retained in RCSS by 3%.

Equity Gap

Equity Gap	Teachers with provisional or emergency certification
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Content Area(s)	ELA Mathematics Science Social Studies Other : Electives
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

Action Step # 1

Action Step	Sustain the induction support program to provide a tiered system of support for teachers and leaders.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Packets (Sign-in Sheets, Agendas, Surveys, Handouts, Walkthroughs, etc.) Logic Models School Support Form Coaching Logs Mentor Logs Technical Assistance Documentation Schedules Listing of Teachers and Assigned Support Leader Induction Programs Professional Learning Course Offerings Monthly Meetings
Method for Monitoring Effectiveness	Walkthroughs Progress Monitoring Data Logic Models
Position/Role Responsible	Director for Teacher Development Director of Professional Learning Director of Teaching and Learning Director of Special Education Coordinator of Leader Quality Special Education Coordinators Special Education Program Specialists Special Education Instructional Specialists Professional Learning Facilitators for Teacher Quality Lead Mentors Mentors Lead Instructional Specialist Academic Coaches
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Monthly

Action Step # 1

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)?	N/A
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Action Step # 2

Action Step	Implement the mentor program to provide consistent support for teachers and leaders to include partnerships with CSRA RESA and universities to increase the percentage of professionally qualified teachers/leaders.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	N/A
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Packets (Sign-in Sheets, Agendas, Surveys, Handouts, Walkthroughs, etc.) Logic Models Monthly Summary Documents with Artifacts Induction/Non-traditional Teacher Syllabus Canvas Logs Mentor Support (email correspondences, Teams, etc.)
Method for Monitoring Effectiveness	Logic Models Survey Data Walkthroughs Vacancy Reports from Human Resources
Position/Role Responsible	Director of Professional Learning Director of Teacher Development Director of Special Education Coordinator of Leader Quality Special Education Coordinators Professional Learning Facilitators for Teacher Quality Lead Mentors

Action Step # 2

Position/Role Responsible	Mentors Instructional Specialists Special Education Instructional Specialists
Evidence Based Indicator	Demonstrate a Rationale

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)?	CSRA RESA will help to monitor and give feedback to new teachers in their Alternate Education Program.
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Action Step # 3

Action Step	Monitor the progress towards certification for non-traditional teachers on a pre-established timeline.
Funding Sources	N/A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Number of non-traditional teachers and list of progress towards certification
Method for Monitoring Effectiveness	Certification Progress
Position/Role Responsible	Human Resources Leadership

Action Step # 3

Evidence Based Indicator	Moderate
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Timeline for Implementation	Quarterly
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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)?	N/A
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Action Step # 4

Action Step	Provide teachers and leaders with professional learnings and interventions aligned to instructional expectations to support content knowledge and best practices for all content areas.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Professional Learning Packets (Sign-in Sheets, Agendas, Surveys, Handouts, Walkthroughs, etc.) Logic Models MTSS meetings minutes Listing of Support for Schools Evaluations Checklists

Action Step # 4

Method for Monitoring Effectiveness	Walkthroughs Progress Monitoring Data Logic Models Academic Data Teacher/Student Observations Monitoring Reports
Position/Role Responsible	Director of Teaching and Learning Director of Professional Learning Director of Special Education Coordinator of Leader Quality Content Coordinators Early Learning Coordinator Professional Learning Facilitators for Teacher Quality MTSS Coordinator Instructional Specialist Lead Instructional Specialist Special Education Instructional Specialists Academic Coaches Numeracy and Literacy Specialists Digital Learning Specialist ESOL Program Specialist Special Education Program Specialist
Evidence Based Indicator	Moderate

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)?	N/A
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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Graduating students in a 4 year cohort to be college or career ready.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Poor Academic Performance
Root Cause # 2	Poor Attendance
Root Cause # 3	Lack of Accessibility to Career Development Opportunities
Goal	During the 24-25 school year, we will increase post-high school readiness by increasing our graduation rate from 81% to 83%.

Action Step # 1

Action Step	Develop and implement procedures/activities/meetings/trainings to inform parents/families about graduation requirements (to include regular and alternative diplomas requirements, GMAS requirements).
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent Guidelines Examples of Communications
Method for Monitoring Effectiveness	Reports
Position/Role Responsible	Assistant Director of Student Services Director of Special Education Senior Coordinator for Special Education Services School Leadership Counselors
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly
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Action Step # 1

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)?	N/A
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Action Step # 2

Action Step	Increase the student participation rates and use of results from PSAT8 and YOU Science.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Number of Logins into the Systems
Method for Monitoring Effectiveness	Reports Analytics
Position/Role Responsible	Director of Student Services Assistant Director of Student Services Coordinator of Assessment and Research Coordinator of Community and Family Engagement Counselors
Evidence Based Indicator	Moderate

Action Step # 2

Timeline for Implementation	Quarterly
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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)?	N/A
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Action Step # 3

Action Step	Utilize MTSS Framework to support student achievement (to include early identification).
Funding Sources	Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student Meetings /Conferences Sign-in Sheets Logs of Support Services (Referrals, Wrap-Around Services, etc.) Logic Models MTSS Reports

Action Step # 3

Method for Monitoring Effectiveness	Graduation Rate Logic Models Monthly Reports Post-Secondary Student Plans FASFA Completion Data for Eligible Students
Position/Role Responsible	Student Services Leadership District MTSS Coordinator District MTSS Specialists Outreach Social Worker Wrap Around Services Program Administrator
Evidence Based Indicator	Demonstrate a Rationale

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)?	N/A
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Action Step # 4

Action Step # 4

Action Step	Increase the use of Panorama and SEL Curriculum to identify and address social and emotional barriers.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Logins to Panorama and SEL Harmony
Method for Monitoring Effectiveness	Number of Referrals Graduation Cohort Data Analytics from SEL and Panorama
Position/Role Responsible	Director of Student Services Assistant Director of Student Services Coordinator of Support Services School Leadership Counselors
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

Action Step # 4

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)?	N/A
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Action Step # 5

Action Step	Utilize PBIS, Bullying Prevention, and Spotlight to increase the supportive learning environment in the school.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Training Documentation Agendas for Meetings Screenshots from Website/Flyers
Method for Monitoring Effectiveness	Number of Discipline Referrals
Position/Role Responsible	Director of School Climate PBIS District Coordinator PBIS Program Administrator School Leadership PBIS Coaches
Evidence Based Indicator	Moderate

Action Step # 5

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)?	N/A
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Action Step # 6

Action Step	Utilize a systematic advisement process to support student learning and post-secondary planning (to include drop-out prevention information).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	TAA Plans Meeting Agendas Schedules for Advisement
Method for Monitoring Effectiveness	Graduation Cohort Data Academic Plans Data from Infinite Campus Student Surveys
Position/Role Responsible	Assistant Director of Student Services School Leadership

Action Step # 6

Position/Role Responsible	Counselors
Evidence Based Indicator	Moderate

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)?	N/A
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Action Step # 7

Action Step	Provide literacy/math instructional materials and offer extended learning programs and summer school for students who are at risk of failing core content courses and/or courses required for graduation.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 7

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Progress Monitoring Online Platform Assessments
Method for Monitoring Effectiveness	Graduation Rates Reports
Position/Role Responsible	District Leaders MTSS Coordinator Digital Learning Coordinator Principal Learning Consultant ESOL Program Specialist Federal Program Specialist School Leaders Teachers Counselors
Evidence Based Indicator	Promising

Timeline for Implementation Others : Throughout the school year and in June-July

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)? N/A

Action Step # 8

Action Step	Increase the number of Fine Arts, World Language, and Advanced Studies enrollments, EOPA passage rate, and CTAE Pathway Completers.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Course Enrollments Monthly Department Pathway Completer Reports
Method for Monitoring Effectiveness	Pass / Failure Rate Monthly Department Pathway Completer Reports Graduation Rate
Position/Role Responsible	District Leaders Director of Teaching and Learning Director of CTAE CTAE Coordinators World Language and Fine Arts Program Coordinator Advanced Studies Program Administrator School Counselors
Evidence Based Indicator	Moderate

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 8

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)?	N/A
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Action Step # 9

Action Step	Intensify the implementation of cohort tracking and provide supports to increase the percentage of students with IEPs graduating from high school with a regular diploma.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Course Enrollments Reports Academic Plans Data from Infinite Campus
Method for Monitoring Effectiveness	Pass / Failure Rate Graduation Rate
Position/Role Responsible	Director of Special Education Special Education Coordinators Special Education Program Specialists Special Education Case Managers Principals School Counselors
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Action Step # 9

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)?

CSRA RESA offers supplemental support for special education through courses offered.