



School Improvement Plan 2020 - 2021



**Hall County
Chestatee Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Chestatee Middle School
Team Lead	Jennifer Kogod

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

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Meeting the diverse needs of learners
Root Cause # 1	Our students bring a wide range of backgrounds and experiences which results in a student body with wide range of talents, academic ability, background knowledge, behaviors and aspirations.
Goal	By the end of FY21, Chestatee Academy's CCRPI will increase at least 2 points.

Action Step # 1

Action Step	Utilize additional staff to reduce the class size model
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Milestone Data Unit Assessments
Position/Role Responsible	Mercedes Lakhicharran
Timeline for Implementation	Weekly

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	Employ a writing intervention teacher to improve writing skills based on Ga. Milestones scores.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Writing Samples Milestone Data ELA District Assessments
Position/Role Responsible	Wendy McMillan
Timeline for Implementation	Weekly

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 # 3

Action Step	Employ an instructional coach to model lessons and support teachers/students and increase student achievement with CCRPI.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Title 1 time log Milestone Data District Assessments SIP Classroom Observations
Position/Role Responsible	Michele Rosales
Timeline for Implementation	Weekly

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	Provide professional learning opportunities: Academically Challenging Environment, BLAST (video creation, launchpoint apps), Lucy Calkins, Higher Order Questioning, Literacy Strategies (RACE, War Eagle Words, Attack the Prompt, Speaking), Student Portfolio/Student-Led Conferences, War Eagle Points, Poverty, Mental Health Awareness (SEL), Harvey Silver Tools, Numeracy, and SOAR.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership

Action Step # 4

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL Evaluations Agendas/Minutes Classroom Observations/TKES Evaluations
Position/Role Responsible	SIT members Administration (Jennifer, Libbie, and Chuck) BLAST Team Michele Rosales
Timeline for Implementation	Monthly

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 # 5

Action Step	Provide resources and release time for Lucy Calkins reading and writing workshop
Funding Sources	Title I, Part A
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 and Effectiveness	Lesson Plans Agendas/Minutes Classroom Observations/TKES Evaluations
Position/Role Responsible	Jennifer Kogod Michele Rosales

Action Step # 5

Position/Role Responsible	ELA teachers
Timeline for Implementation	Quarterly

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 # 6

Action Step	Employ new and existing technologies to engage students and families, facilitate PL for staff and increase efficiency (eg. chromebooks, iPads and software programs such as Membean, IXL and others that can be used for blended learning)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Technology Inventory SIP
Position/Role Responsible	BLAST Team Tracey Kell Terrie Hudson Administration Michele Rosales
Timeline for Implementation	Yearly

Action Step # 6

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 # 7

Action Step	Provide flexible and innovative learning opportunities for students within SOAR and PUSH focusing on academic standards and utilizing our community resources.
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 and Effectiveness	Day at the Museum Academy Showcase Rubrics Presentations
Position/Role Responsible	Janelle Bowker SOAR Teachers Administration Instructional Coach
Timeline for Implementation	Weekly

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)?	
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Action Step # 8

Action Step	CTAE will utilize the business partnerships to increase community involvement. Include cluster school stakeholders when appropriate in shared decision making.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Documentation of agendas/minutes of stakeholders BizTown Career Path Fair Advisory Committee Meetings
Position/Role Responsible	Libbie Armstrong Rebecca Timbs
Timeline for Implementation	Yearly

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 # 9

Action Step	Promote and provide leadership opportunities to students in and out of the classroom such as Principal's Council, SIT, counselor advisory committee, student ambassadors, Student Athlete Leadership Team, peer tutors, Academy Showcase, 6th grade Youth Leadership conference, Junior Achievement, Tech Fair, student organizations (eg. FBLA, FCA, HOSA, TOME, etc).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Minutes/Agendas Sign in Sheets from Title I Meetings
Position/Role Responsible	Jennifer Kogod SIT Team Mary Smith Chuck Bennett
Timeline for Implementation	Yearly

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 # 10

Action Step	Provide a variety of text for students to support school-wide literacy initiative and increase content mastery with GA. Milestones.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 10

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom Observations/Evaluations
Position/Role Responsible	Jennifer Kogod Tracey Kell Michele Rosales
Timeline for Implementation	Yearly

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 # 11

Action Step	Develop a collaborative culture through PLCs including equipping our PLC leaders with training on teacher rounds, progress monitoring (data collection and analysis through the Master Spreadsheet), monitoring student engagement and efficacy, examining student work and adjusting instruction to enhance rigor for all students within classrooms and utilize the district PLC rubric.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment

Action Step # 11

Method for Monitoring Implementation and Effectiveness	PLC Rubric Agenda/Minutes Student Work Lesson Plans
Position/Role Responsible	Libbie Armstrong Jennifer Kogod Michele Rosales PLC Leaders
Timeline for Implementation	Monthly

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 # 12

Action Step	Increase HS certification, ESOL and gifted endorsement within our faculty.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	SIP Balanced Scorecard
Position/Role Responsible	Administration Teachers SIT members
Timeline for Implementation	Yearly

Action Step # 12

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 # 13

Action Step	Identify opportunities for parental involvement to enhance and increase partnerships and communication with parents and other stakeholders through our parent plan and student compact.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Title I Parent Sign in sheets/documentation
Position/Role Responsible	SIT members Administration School Council
Timeline for Implementation	Yearly

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 # 14

Action Step	Continue service learning opportunities for students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	SIP Evaluation/Documentation through IC for Balanced Scorecard
Position/Role Responsible	Janelle Bowker HR/SOAR Teachers
Timeline for Implementation	Yearly

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 # 15

Action Step	Provide resources for the physical and digital parent center in English and Spanish (Magnets, Library and Online).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Website with resources Parent Evaluations for Title 1

Action Step # 15

Position/Role Responsible	Jennifer Kogod Parent Liasion Heather Blaker
Timeline for Implementation	Yearly

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 # 16

Action Step	School and teacher leaders will continue to build student efficacy and relationship building through character education, SEL, digital citizenship, and student led conferences/digital portfolio.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Milestone Data Classroom Observations Decrease in Discipline Referrals Student Surveys Perception Surveys
Position/Role Responsible	Chuck Bennett Libbie Armstrong Joe Carver Mary Smith Cindy Smith

Action Step # 16

Timeline for Implementation	Monthly
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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 # 17

Action Step	Send home student reports with Lexile levels and information on what it means. Celebrate growth in lexile levels through student recognition.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom Observations Parent Workshop Evaluations Lexile Reports Individual Goal Setting
Position/Role Responsible	Tracey Kell Mandy Briscoe Heather Blaker Katie Rountree
Timeline for Implementation	Quarterly

Action Step # 17

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 # 18

Action Step	SIT members will monitor the effectiveness of our school wide focus areas through the use of walk throughs and discussions during monthly SIT meetings.
Funding Sources	Title I, Part A 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 and Effectiveness	Walk through forms SIT agendas SIT monthly minutes
Position/Role Responsible	SIT members
Timeline for Implementation	Monthly

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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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decreasing the student achievement gap
Root Cause # 1	A large proportion of our students are English Learners. Language differences presents additional challenges results in challenges for these students.
Root Cause # 2	Many of our students have a wide range of learning disabilities which can cause them to struggle academically.
Root Cause # 3	Nearly two thirds of our students are economically disadvantaged. For many, this has created gaps in their learning which has caused these students to struggle in their academic classes. This effect also exacerbates other challenges faced by our EL and SWD students.
Goal	By the end of FY21, Chestatee Academy's "Close the Gap" category score will increase the CCRPI score by 2 points.

Action Step # 1

Action Step	Increase school's capacity to empower students to participate in increasingly rigorous courses.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Milestone Data Monitor enrollment
Position/Role Responsible	Chuck Bennett Michele Rosales
Timeline for Implementation	Monthly

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)?	
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Action Step # 2

Action Step	Opportunities for additional student learning- summer school, Saturday school/BLAST, TASK, PUSH, war time, Migrant Tutoring, Honors Directed Studies, SOAR, and Academic Tutoring.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Writing Samples Milestone Data CBAS
Position/Role Responsible	Michele Rosales Janelle Bowker Glen Lawson Mary Smith
Timeline for Implementation	Weekly

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

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 # 3

Action Step	Targeted professional learning in order to provide scaffolded and differentiated high impact strategies for EL, SWD, Gifted, and Economically Disadvantaged students (blended learning, book studies, and on-site training).
Funding Sources	Title I, Part A 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLCS- Sign in sheets/Agendas Milestone Data District Assessments Classroom Observations
Position/Role Responsible	Michele Rosales Heather Blaker Dianne Collier Katie Rountree Melinda Burnette
Timeline for Implementation	Yearly

Action Step # 3

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	Utilize new technologies (such as Chromebooks and software-IXL, Membeam) designed to decrease the student achievement gap.
Funding Sources	Title I, Part A 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Technology Inventory BLAST team survey Agendas/Minutes Classroom Observations/TKES Evaluations Professional Learning
Position/Role Responsible	Tracey Kell Joe Carver Jennifer Kogod Katie Rountree
Timeline for Implementation	Monthly

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)?	
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Action Step # 5

Action Step	Content areas will continue to progress monitor targeted students and adjust instruction to meet their needs.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Master Spreadsheet (Uber) Unit Assessments/CBAS Student Work Documentation from PLCS
Position/Role Responsible	Tracey Kell Mandy Briscoe Sue Kierzkowski Libbie Armstrong
Timeline for Implementation	Yearly

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 # 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)?	
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Action Step # 6

Action Step	Expand Read 180 program into more classes.
Funding Sources	Title I, Part A 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 and Effectiveness	GRASP Reading Inventory (RI)
Position/Role Responsible	Hailen Kelly Jennifer Kogod
Timeline for Implementation	Monthly

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 # 7

Action Step	Focus on school-wide literacy through the 30-60-90 day plan developed by the literacy team.
Funding Sources	Title I, Part A 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 and Effectiveness	Increase Lexile Levels Media Circulation/number of books checked out PLC agendas
Position/Role Responsible	Jennifer Kogod Tracey Kell Heather Blaker Dianne Collier Michele Rosales Janelle Bowker
Timeline for Implementation	Yearly

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 # 8

Action Step	Focus on school-wide numeracy through a 30-60-90 day plan developed by the school numeracy team.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom Observations/Evaluations PLCS Agendas Balanced Scorecard Progress
Position/Role Responsible	Chuck Bennett Michele Rosales Sue Kierzkowski Glen Lawson Tracey Kell Joe Carver
Timeline for Implementation	Yearly

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 # 9

Action Step # 9

Action Step	Identify, remediate, and monitor skill deficits in Math and Literacy.
Funding Sources	Title II, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Master Spreadsheet CBA results PLC agendas
Position/Role Responsible	Chuck Bennett Libbie Armstrong Jennifer Kogod Michele Rosales Sue Kierzkowski Glen Lawson Joe Carver Michele Rosales
Timeline for Implementation	Monthly

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 # 10

Action Step	Vertical planning for teachers focusing on subgroups and student skill development.
Funding Sources	Title I, Part A Title II, Part A N/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 and Effectiveness	Student work Milestone Data PLC agendas/minutes
Position/Role Responsible	Michele Rosales Glen Lawson Becca Timbs Katie Rountree Cindy Smith Jennifer Kogod
Timeline for Implementation	Yearly

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 # 11

Action Step	Intentional scheduling to provide maximum services for our special populations (ESOL, SpEd, Gifted).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Schedules ACCESS Testing
Position/Role Responsible	Chuck Bennett Heather Blaker Melinda Burnette Dianne Collier Katie Rountree
Timeline for Implementation	Yearly

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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