STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)

DISTRICT NAME: Troup County School System

DISTRICT TEAM LEAD: Leigh Thrailkill, Director of Federal Programs
Jo Beth Lanier, Director of Research, Assessment and Accountability

FY23 DISTRICT PLAN

As an alternative to completing its Consolidated Local Educational Agency (LEA) Improvement Plan (CLIP) through the Statewide Longitudinal Data System (SLDS) format, an LEA that gives the assurance below that it implemented a locally-developed school improvement process may submit this Streamlined Consolidated LEA Improvement Plan (S-CLIP) for funding under Section 8305 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015. An LEA completes and submits the responses below to the S-CLIP questions as the first component of the S-CLIP for federal funding.

An LEA’s completed application submission under the S-CLIP includes the following:

☒ ASSURANCE: The LEA has in place a locally-developed school improvement process and/or current strategic plan and/or charter system contract.

The following prompts include both text space for narrative and, where appropriate, checkboxes for identifying options related to responding to the prompts. Responses to all prompts must be completed.

1. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) in planning for continuous improvement through its locally-developed school improvement process and/or current strategic plan and/or charter system contract.

The Troup County School System (TCSS) Superintendent began a new strategic planning process in June of 2021. Designing Systems to Support Continuous Innovation: Strategic Plan Discovery Process was led by the Schlechty Center out of Louisville, Kentucky. Invitations to participate on the strategic planning committee were sent to individuals who represent a variety of roles in Troup County. Stakeholder meetings were held with community members from the...
business sector and volunteer organizations, district and school leadership, including school board members, school and district administrators, teachers, paraprofessionals, and family (parent and student) representatives from each school. One hundred and two people were invited and 90 attended the initial strategic planning discovery group stakeholder meetings. Following the initial meeting, 152 people were invited and 92 participated in strategic planning focus group meetings. Ninety-eight people were invited to participate in the strategic planning discovery group follow up and 92 participated. The new TCSS strategic plan was presented to the Troup County Board of Education during its December 2021 meeting, and the plan was approved. The plan will go into effect for the 2022-2023 school year.

During SY22, as part of the Continuous System Improvement Plan (CSIP) process, the Troup County School System collected and analyzed feedback from multiple stakeholder groups to inform decision-making. Leaders collected and analyzed feedback data from the following sources:

- The TCSS utilizes a variety of surveys with parents, students and staff (teachers, paraprofessionals, other classified staff) to assess perception of schools and school leadership. Data reports include system level data and school level data. The data is then used to further inform decisions made at the system level through the CSIP and at the school level through individual School Improvement Plans.

- Weekly administrative meetings are held which include all principals, directors, and cabinet members to provide opportunities to collect feedback.

- Monthly principal meetings by division are held.

- Title I meetings, held at the district and school level, are used to solicit stakeholder feedback. Feedback is analyzed and used for a variety of purposes. A few of the ways include: creating strategies to meet the goals in the School-Parent Compacts, providing input in creating Parent and Family Engagement Policies annually, and gathering input into how the parent and family engagement budget should be used in our schools and district. Interpreters are in attendance at Title I meetings to assist parents of English Learners (EL). Invitations and informational materials are translated for EL parents.

- Registrars, Counselors, and the Exceptional Education Department hold regular meetings with division directors and feedback is gathered.

- Regular meetings are held for Career, Technical and Agricultural Education (CTAE) with feedback gathered from CTAE supervisors. A comprehensive local needs assessment is conducted with community members/partners and CTAE staff.

Stakeholder input is solicited from internal and external stakeholders at all levels. In addition to the standing committees at the system level previously discussed, stakeholder committees are created for special projects, such as those related to policy changes or curriculum revision. A diverse and representative selection of stakeholders is invited to serve on these committees, included but not limited to teachers, parents, paraprofessionals, students (when applicable), and community members. Input is proactively solicited, highly valued, and informs policy changes and instructional decisions.

List of stakeholder groups:

Continuous System Improvement Plan (CSIP) Meetings

Advisory Councils:
PBIS Leadership Team
Parent Teacher Organizations
Career, Technical, Agricultural Education (CTAE)
School Leadership Teams

1.31.2022

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Troup County Strategic Planning Board (Superintendent, Mayors, County Commissioner, CEOs of Significant Foundations and Corporations)
Partners in Education
Title I Parent Advisory Council - PAC
Ault Academy Advisory Stakeholder Group

Community Leadership Groups:
Get Georgia Reading Community Campaign: Get Troup Reading
Communities In Schools
Community Outreach Committee (Hosted by LaGrange Police Department)
Dependency Stakeholder Group (Hosted by Juvenile Court Judge Michael Key)
Troup County Family Connection Collaborative
Trauma Informed Schools Initiative
Education Task Force
LaGrange Development Authority Troup County Manufacturing Alliance
LaGrange-Troup County Chamber of Commerce Industry Council

Surveys:
Employee Satisfaction/Exit Surveys
Georgia Health Survey - Student, Parent and Staff
Parent Satisfaction Surveys (SWD and EL)
Self Assessment Surveys

Student Leadership:
Student Councils

L4GA:
Get Georgia Reading Community Campaign: Get Troup Reading
LaGrange College
Point University
Troup Family Connection
Happy Days Child Care Center
West End Child Care Center
Tiny Treasures Child Care Center
All other local daycare centers with State funded Pre-K programs
United Way/Success By Six
West Georgia RESA

2. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) as part of its locally-developed school improvement process to address the needs of subgroups.

At the meetings discussed in Question 1, stakeholders were asked to respond to topics including system capacity, supporting and inhibiting factors, and strategic goals which led to value statements and pictures success. Input from the stakeholder groups listed in Question 1 is used to gain feedback and suggestions on improving academic achievement for all students/subgroups. Data shared with stakeholders includes Georgia Milestones Assessment scores (GMAS, ACCESS, GAA), attendance, discipline and perception data. GMAS and discipline data is disaggregated
by race/ethnicity, educational programs (gifted, English Learners, students with disabilities), and special populations (McKinney-Vento, foster care, economically disadvantaged, neglected and delinquent). The data is reviewed and discussed. The data consistently shows that the most significant gaps fall between our economically disadvantaged students and non-economically disadvantaged students. Our focus continues to be closing the gaps between these subgroups. System and school teams utilize the data to develop and implement action steps for district school improvement plans. All data (including subgroup data) is monitored on at least a quarterly basis. School improvement plans are then adjusted throughout the school year according to data, student needs and stakeholder feedback. Continued implementation of data dashboards at the system and school level allows for continuous monitoring of formative measures such as Reading Inventory, attendance, grade distribution for ELA and Math, iReady and discipline data, and participation in programs.

The L4GA grant requires additional assessment around literacy three times per year. Students in Pre-K are administered the Peabody Picture Vocabulary Test which assesses student oral language and vocabulary skills and PALS-PreK which measures beginning literacy skills such as phonemic awareness and alphabet knowledge. Students in grades K-3 are given the Acadience Learning Online which is an in-depth diagnostic assessment of literacy skills to pinpoint skill deficits and inform instruction. Students in grades 3-5 are given the Houghton Mifflin Growth Measure Assessment. The Growth Measure assesses ELA skills, individual student growth, and student Lexile levels. The L4GA B-5 and K-5 facilitators work with school administrators and teachers to review L4GA assessment data and plan instructional strategies and interventions to differentiate instruction to address specific student needs. The L4GA 6-8 and 9-12 facilitators work with the secondary schools to review HMH Growth Measure results and plan instruction accordingly. Once per quarter, the L4GA District Literacy Team, which is comprised of district, school, and community members, meets to review assessment data and plan next steps for L4GA funding.

The Troup County School System (TCSS) uses a fluid cycle for improvement. The district and schools are data driven in the identification of needs and selection of interventions. All schools receive data specific to the building quarterly which can be examined at high level for student achievement, strengths and needs. It is the expectation that each school examines data to the teacher and student level to determine more specific needs and more specific interventions.

Data is analyzed throughout the year and shared with stakeholders in various settings. Stakeholders include Cabinet members (Superintendent, Assistant Superintendent of Curriculum, Instruction and Professional Learning, Assistant Superintendent of Operations, Chief Human Resource Officer, Chief Financial Officer, and Directors of Elementary and Secondary Education), directors, administrators, teachers, paraprofessionals/classified staff, parents, students and community members. Settings and opportunities to provide feedback and analysis are listed previously in Question 1 but include: Parent Advisory Councils, Curriculum and Instruction Meetings, Administrative Meetings, etc.
The strategic plan goals are: 1) Focus on Student Success and Well Being, 2) Ensure Equitable Opportunities for All, 3) Focus on Recruiting, Inducting and Retaining Quality Staff, 4) Cultivate the Capacity of the School System to Function as a Flexible and Adaptable Organization and 5) Lead in the Cultivation of Relationships and Strategic Partnerships between the School System and Parents, and Among Agencies and Organizations which Provide Services to Children. These goals directly correlate with the Georgia Department of Education’s five Systems of Continuous Improvement. The strategic goals provide the structure on which to develop actions for success. With intentional scheduled data review and progress monitoring, the strategic plan (strategic goals) becomes a fluid, adaptable working document to guide actions throughout the year.

After priorities are set, each department creates action steps to address deficits in student achievement. The priorities of the CSIP are the TCSS budget priorities. Therefore, all action steps relate directly to the CSIP focus of improving student achievement.

In the Spring, all Title I schools are required to hold a School Improvement Forum for stakeholders. In each school, administrative teams and the family liaisons share and gather stakeholder input on school improvement goals and progress, the school’s Parent and Family Engagement Policy, the school’s parent and family engagement budget and building staff capacity. All families are invited to attend.

Although curriculum and instruction (C&I) make up a significant portion of the CSIP, ultimately, the success of the students is the interconnectivity of C&I, human resources, finance, maintenance, technology, food services and transportation. The CSIP cycle, which includes the comprehensive needs assessment, gives the Troup County Board of Education members evidence of needs and allows them to approve recommendations with confidence. Because the TCSS believes in educating the whole child, priorities are shared with all stakeholders so there is a common understanding of improvement needs and strategies.

Measurable goal setting and progress monitoring are established to evaluate program effectiveness and to inform future funding decisions. For FY23, the TCSS will utilize the Glimpse Program to evaluate effectiveness of purchased programs.

Continuous Improvement Timeline for SY24: (August 2022 to June 2023)

FALL 2022 (August - December)

*Receive Data SY2022 from the State

- Final GMAS data
- Georgia Health Survey Reports
- Graduation Rate

*Gather FY2022 formative data
- Reading Inventory
- Screener data
- Attendance
- Discipline
- 9th grade failure rates

*Quarterly - November (system)
- Schools and system review/update SY23 plans

JANUARY 2023

*Review and revise CSIP for SY2024

1.31.2022

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- Determine needed professional learning  
- Add action steps  
- Revise targets

* Quarterly - January (system)  
* Schools and system review/update SY23 plans

**FEBRUARY 2023**

* Both system and schools continue collecting SY2023 data  
* Budget process begins

**MARCH 2023**

* Departments write action plans

* Schools begin writing improvement plans for SY2024  
* System provides support as needed

* Quarterly - March (system)  
* Schools and system review/update SY23 plans

**SPRING 2023 (APRIL - MAY)**

* Schools write SY2024 improvement plans  
* Review preliminary GMAS data  
* Complete School Improvement Plan for SY2024

**JUNE 2023**

* Schools and system review SY23 plans summatively - June (system)  
* System and school improvement plans complete for SY24 - June 15, 2023

* Final CSIP review  
* All school improvement plans complete

* Upload system CLIP (Comprehensive LEA Improvement Plan)

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4a. What components of the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the ESSA plan requirements for identifying and addressing the needs and achievement gaps of its lowest performing students; and how supplemental federally-funded services for Economically Disadvantaged (ED), EL, migratory, homeless, children in foster care, children with disabilities, those who are neglected and delinquent, are coordinated to support the strategic plan.

*Response options (choose one or more):*

- Copy selected excerpts from the documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above.

- Highlight (in green) selected excerpts (as applicable) from the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above and submit with this template.

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1.31.2022

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Stakeholder groups listed previously are used to gain feedback and suggestions on improving academic achievement of subgroups. Data shared with stakeholders includes Georgia Milestones Assessment Scores (GMAS), Assessing Comprehension and Communication in English State to State (ACCESS), Georgia Alternate Assessment (GAA), attendance, discipline, perception, iReady, and grade distribution for ELA and Math. GMAS and discipline data is disaggregated by race, ethnicity, educational programs (gifted, English Learners, students with disabilities), and special populations (McKinney-Vento, Foster Care, economically disadvantaged, neglected and delinquent). The data consistently shows that the most significant gaps fall between our economically disadvantaged students and non-economically disadvantaged students. A second concern is the performance of students with disabilities. Our focus continues to be closing the gaps between these subgroups. There are currently four identified migrant students in the district. These students are monitored on an individual basis in collaboration with the consortium migrant representatives. Subgroups are monitored on a quarterly basis. System and school teams utilize the data to develop and implement action steps for school improvement plans.

A system data dashboard is reviewed quarterly along with school specific data dashboards that focus on subgroup performance academically (iReady, Growth Measure, grade distribution, cohort pass rates and accelerated program participation), behaviorally, and in attendance.

From the data, priorities are set and all funds, including federal funds, are allocated according to the needs of individual student groups. Directors of Federal Programs, Student Services, Exceptional Education, and CTAE work with schools to identify needs and allocate funds appropriately.

Federal Funds –

IDEA – funds teachers, paraprofessionals, instructional materials and supplies, contracted services/interpreters, coordinators, parent mentor, professional learning for specialized instruction, travel, registration, specialized psychological evaluations, assistive technology support, extended school year services, private school supplies, indirect costs

Title I, Part A – For the 2022-2023 school year, Troup County will have 13 Title I Schoolwide schools and 1 Title I Schoolwide residential treatment facility school. There are no Targeted Assistance Schools. Funds for schoolwide schools are to ensure school improvement and assist all children in meeting challenging State academic standards. Some funds from Title II, Part A will be transferred into Title I, Part A to assist schools in meeting the needs of the students ($280,000).

The TCSS makes every effort to ensure that economically disadvantaged and minority students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. A recruiting team has been formed and attended multiple fairs and colleges. The TCSS also hosts a job fair annually. The human resources department has worked with LaGrange College to facilitate certification for paraprofessionals who want to transition into the teaching profession. Offering contracts earlier has assisted with hiring and gaining quality candidates. The TCSS has a strong relationship with higher education staff in proximity to Troup County (LaGrange College, Point University and Columbus State University). For retention of quality teachers, the TCSS will continue the teacher induction program. The newly hired Program Specialist for Teacher Effectiveness and the Professional Learning Coordinator will assist with working with new teachers individually and through professional learning needs. A “Grow Your Own” scholarship program was implemented in FY20 that encourages current TCSS paraprofessionals to complete an approved teacher preparation program in order to teach in Troup County. Since the start of this program, one paraprofessional has earned her certification and is currently teaching in the TCSS. A second paraprofessional will complete a program this summer. The TCSS will continue to improve the ability to utilize the Teacher and Leader Keys Effectiveness System as a coaching tool to improve instruction and student achievement in schools.
The TCSS will continue to work on leadership development and professional growth with employees. Cabinet level administrators will work with sitting administrators and aspiring leaders in cohort groups. There will be a group entitled, Principals for Tomorrow, and candidates will be provided with the knowledge and skills needed to become building level assistant principals or principals. Teachers with leadership potential will be identified and groomed for future leadership positions.

Title I, Part A – funds will provide TOSAs (Teachers on Special Assignment) to provide support and professional learning, teachers, paraprofessionals (instruction/intervention/behavior) salaries/benefits, family liaisons’ salaries/benefits, a director, a secretary, a parent and family engagement coordinator salaries/benefits, a community liaison salary/benefits, a data support specialist salary/benefits, materials and supplies/travel/registration for the Title I Department, instructional materials and supplies/technology/expendable equipment/software, instructional trade books, professional learning registration, travel, consultants, parent and family engagement materials and supplies/resources/travel, extended learning activities/transportation/teachers/paraprofessionals/materials and supplies, salaries/benefits for tutors and materials and supplies for neglected programs, foster care transportation, salaries/benefits for tutors and stipend/benefits for point of contact, supplemental translation/interpreter costs for EL families, homeless transportation, uniforms/clothing and materials and supplies, and audit/indirect costs

Title I, Part A, School Improvement 1003(a) – For the 2022-2023 school year, Troup County will have one Promise Comprehensive Support and Improvement (Promise CSI) school, Hogansville Elementary. School improvement funds will provide literacy materials and supplies.

Title I, Part D – funds instructional paraprofessionals’ salaries/benefits, instructional technology/software/trade books/expendable equipment/materials and supplies, professional learning registration/travel/resource books, audit/indirect costs

Title II, Part A – funds a professional learning coordinator, a teacher effectiveness specialist, retention and recruitment costs, mentoring stipends, additional compensation for retention, professional learning registration, travel and consultants, software, a portion of the federal programs director salary/benefits, private schools professional learning registration, travel, consultants and audit/indirect costs ($280,000 will be transferred out of Title II, Part A into Title I, Part A).

Title III, Part A - funds substitutes for general and ESOL teachers to attend conferences/training, supplemental instructional software/materials and supplies, portion of salary/benefits for Title III, Part A secretary, supplemental tutoring salaries/benefits, professional learning registration/travel, transportation/salaries and benefits for extended learning for EL students, conference attendance for ESOL and general education teachers

Title IV, Part A – funds instructional software, Positive Behavior Interventions and Supports (PBIS) activities/resources/registration/travel costs/stipends, salaries, benefits and travel costs for social emotional learning, resources for fine arts, additional compensation for gifted professional learning and training/coordination, instructional expendable equipment, materials and supplies, technology, professional learning travel and registration, private school professional learning registration, travel, consultants, expendable equipment, materials and supplies, transportation costs for pathway/transition visits, audit/indirect costs

Title V, Part B – funds instructional paraprofessionals, Positive Behavior Interventions and Supports (PBIS) salary/benefits, instructional software/technology/materials and supplies, professional learning registration and travel, funds to pay substitutes costs, consultants, interpreter/translator salary/benefits, site coordinator for wrap around services salary/benefits, audit/indirect costs

McKinney-Vento Grant – funds transportation for homeless students to schools of origin, tutoring services, stipend/benefits for the LEA homeless liaison, needed documents for enrollment (birth certificates), professional learning registration/travel costs for conferences/training for the LEA homeless liaison, audit/indirect costs

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4b. From the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract, how is the LEA ensuring ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA.

Response options (choose one or more):
☑ Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA; or
☐ Highlight (in yellow) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA, and submit with this template; or
☐ Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4b.

Coordination of services, supports, partnerships, transition services across federal programs:

-- Title IX, Part A, Homeless Education, Title I, Part A, Neglected and Delinquent, Foster Care

The Troup County Homeless Coalition has proven to be an important community partner. The Homeless Coalition is a diverse group of volunteers, homeless service agency providers, homeless persons, advocates, and concerned citizens committed to ending homelessness through education, advocacy and coordinated services. Since 2011, the group has made an effort to provide proper services to each and every homeless person, at risk individual, or at risk family when needing assistance. The group provides a county resource guide that gives a listing of local housing, food, medical and child care resources. This resource guide is shared with parents of homeless children and youth and unaccompanied youth in Troup County. The Homeless Coalition also operates a warming center that is open when temperatures reach forty degrees and below. Meals and transportation are provided at the warming center. The TCSS homeless liaison advertises the operation of the warming center through various means including posting flyers in areas frequented by families experiencing homelessness and through direct contact with the homeless school level contacts.

Another partner organization is the local domestic violence shelter, Harmony House. The homeless liaison works directly with shelter staff members to coordinate the school enrollment of homeless children and youth. Due to the need for confidentiality as it relates to the location of domestic violence shelters, the homeless liaison and the transportation department have established a common bus stop in the area of the shelter's two locations. We also help facilitate school stability if students housed in the shelter are relocated to another shelter or to another residence.
Good Sam Ministry (GSM) began as a group of people at a local church with a passion to serve others. That passion later grew into a separate and official non-profit ministry. GSM created the Backpack Buddy Program to feed hungry school children. GSM coordinates with the homeless school level contacts to provide weekend food for approximately 100 students across the district. The ministry also provides food during holiday breaks and over the summer.

Circles of Troup County works within the community to address poverty. The program combines best practices in several disciplines including community organizing, case management, goal setting, financial literacy, peer-to-peer counseling and learning, and child/youth development. Circles is designed to help people in generational poverty move to self-sufficiency. Circles also provides training and a poverty simulation that has been attended by the LEA homeless liaison, key personnel from the school system, teachers, community stakeholders and parents. The TCSS believes in the connection of home, school, and community. By participating in the poverty simulation, school system and community stakeholders are made aware of the dire situations homeless children and youth may find themselves in and hopefully will provide the awareness and sensitivity needed to support these students and their families.

Safe Families for Children partners with local churches to temporarily care for at-risk children, while strengthening families in crisis. Their purpose is to serve as hosts for vulnerable children and to create extended family-like support systems for families through volunteers. These volunteers are motivated by their faith to keep children safe and ultimately together with their families. The LEA homeless liaison and foster care point of contact have partnered with Safe Families for Children on multiple occasions. The homeless liaison, foster care point of contact and the coordinator of the Safe Families program often extend opportunities to each other to share program information with their respective organizations and colleagues.

The TCSS works collaboratively with the Department of Children and Family Services to support educational stability of foster care children. The LEA foster care point of contact works closely with the DFCS director and case workers to identify foster care students and coordinate transportation to their schools of origin as needed. The point of contact communicates with counselors, administrators, transportation personnel, DFCS staff, and foster parents to meet the educational needs of foster children.

Communities In Schools (CIS) of Troup County provides staff to work collaboratively with teachers, counselors, school administrators, social workers, and community partners in five schools in the TCSS to identify and address challenges students face at school or at home. Needs may range from immediate needs, like food and clothing, to more complex needs like counseling, mentoring and physical/mental health services. CIS offers a number of resources for students, parents and families. The goal of CIS is to bring outside resources to schools to help students succeed. Data is collected and results shared with stakeholders. Success is measured by student academic achievement and success.

The Callaway Foundation is a philanthropic community organization founded in 1943. The purpose of the Callaway Foundation is to support religious, charitable or educational organizations in the Troup County area. For the 2019-2020 school year, the Foundation funded the Greenpower Car Program initiative for every elementary, middle and high school. Each school received a Greenpower F24 or Goblin car for students to assemble and race. This work is continuing. For the 2022-2023 school year, the The Callaway Foundation will continue to support the TCSS.

IDEA --

As buy-in to a collaborative initiative between the Georgia Department of Education, Division for Special Education and Student Services, and the Georgia Council on Developmental Disabilities, Troup County School System is in its fifth year of implementation of Active Student Participation Inspires Real Student Engagement (ASPIRE). This initiative is operative across all grade levels with the purpose of promoting student involvement with instructional planning and with the purpose of teaching self-advocacy and self-determination through a series of self-directed/student-led, parent-supported activities.

Troup County School System offers an early intervention program serving pre-school children with disabilities. Each preschool community based program will be provided a manual that provides procedures and forms. Families will be informed of the following community resources; Children First, Babies Can’t Wait, Success by 6, Parent to Parent of...
Georgia, Safe Families, DECAL, Head Start, and Troup County School System’s preschool response to intervention program.

Neglected and Delinquent/Title I, Part D --
The TCSS has a Memorandum of Agreement with Twin Cedars Youth Services, Inc/Bradfield Center/Ault Academy. A meeting is held annually with all TCSS and Twin Cedars stakeholders to revise/update the agreement. The TCSS provides access to and training for Twin Cedars staff on the utilization of the TCSS’s Student Information System (SIS), Infinite Campus. Twin Cedars staff is responsible for timely and accurate entry of all agency-placed student information required by the Georgia Department of Education into the SIS system. The TCSS makes professional learning opportunities and training available to Bradfield Center/Ault Academy teachers and staff. The TCSS also provides additional support to Bradfield Center/Ault Academy in completing eligibility determinations, triennial reviews, IEP development and IEP implementation as needed. The TCSS provides state assessments to be administered by Bradfield Center/Ault Academy certified staff under the supervision of Ault Academy’s Test Coordinator. The Test Coordinator receives training through the TCSS assessment department. The Federal Programs Director works closely with Ault Academy with their Title I, Part A and Title I, Part D Programs. A member of the Federal Programs staff serves on Ault Academy’s stakeholder advisory group.

The TCSS serves two neglected facilities: Georgia Sheriffs’ Youth Home/Pineland Campus and Twin Cedars Youth and Family Services, Inc. Connections Program. Tutors are utilized to assist these at-risk students with after-school instruction. Based on needs, technology, expendable equipment and materials and supplies may also be purchased for student use.

For the 2022-2023 school year, the TCSS does not have any identified CSI/TSI schools. If a school is identified in the future, that school will be supported through the district and school improvement process, professional learning and prioritization of funds. The TCSS will have one Promise Comprehensive Support and Improvement (Promise CSI) school, Hogansville Elementary School. School improvement funds for Hogansville Elementary will provide literacy and math materials and supplies and professional learning. Hogansville Elementary will be supported from the district level by system directors, literacy facilitators and the professional learning coordinator.

Title II, Part A –
The Troup County School System maintains partnerships with several colleges and universities to supervise student teachers in TCSS schools. Memorandums of Understanding are in place with Columbus State University, Grand Canyon University, LaGrange College, Point University, Western Governors University, and the University of West Georgia. The TCSS maintains a closer partnership with LaGrange College that involves participation of college faculty at New Teacher Orientation and mentor training events, as well as TCSS representation at LaGrange College departmental meetings. The TCSS, LaGrange College, Point University, and the University of West Georgia collaborate together with the Georgia Department of Education and surrounding districts at the bi-annual P-20 Collaborative meetings.

Title IV, Part A, Title V, Part B, CTAE –
The TCSS has an extensive partnership with West Georgia Technical College (WGTC). THINC Academy, the college and career charter program, is located on the campus of WGTC. Dual enrollment classes are also offered (ENG1101, 1102; MTH1111, 1113) on the high school campuses. WGTC is also offering multiple dual enrollment technical certificate programs to TCSS students.

All of the pathways at THINC and on the base campuses have robust Career and Technical Student Organizations (CTSO) and business advisory councils. These business advisory members regularly provide CTAE programs with input related to industry standard equipment, materials, and software to ensure the TCSS curriculum is providing students with the most up-to-date career training possible.

Industry partners allow every 8th grade TCSS student to visit their manufacturing facilities along with the system's College and Career Academy, THINC. There is also a year-end district transition fair aligned to pathway declaration for middle school students and a day-long summer On-to-High-School orientation/transition program for rising 9th grade...
students. Employers continue to support the TCSS students’ transition into the local workforce through extensive internships with the THINC Expeditions program and local employment opportunities upon graduation through the School 2 Work program.

The TCSS works closely with two key industry stakeholder groups to ensure alignment between local industry needs and system programs. The first of these partners is the Development Authority of LaGrange (DAL). DAL organizes a group of manufacturing and industry executives who meet regularly to discuss engagement opportunities with TCSS. The latest initiative developed by this group is the implementation of a talent and workforce development software platform in partnership with TCSS called Tallo. This program allows TCSS students to directly interface with future employers based on the student’s aptitude and interests. The second of these partners is the LaGrange/Troup County Chamber of Commerce. The Chamber convenes the Industry Council group who works closely with the TCSS. This group provides industry partners to speak to student groups and regularly visit schools to recruit current and future employees.

The TCSS has employees who work extensively with business partners and High School High Tech to develop community-based internships (CBI), work-based learning (WBL) opportunities, and employment transitions (Youth Apprenticeships/YAP) upon graduation. Additionally, in order to improve teachers’ knowledge of local workforce opportunities, the LaGrange Industrial Fellowship for Teachers (LIFT) is a summer externship program that has provided (20) teachers per year for the last three years a week-long immersion experience with local business partners.

The Troup County Career Center (TC3) serves students who will likely go directly into the workforce upon graduation. TC3 supports student efforts to regain lost credit and stay on track for graduation. TC3 also coordinates closely with West Georgia Technical College to ensure students have access to career training and certificate programs. The Workforce Development Manager for TC3 actively develops new partners/work sites in the community for apprenticeship and work-based learning purposes by marketing all aspects of WBL and facilitating the relationships between WBL teachers, students and employers. TC3 and the Workforce Development Manager engage with community partners such as the LaGrange Chamber of Commerce, West Georgia Society for Human Resources Management, Troup County Center for Strategic Planning, LaGrange Development Authority, Three-Rivers Regional Commission and other stakeholders as appropriate to advance opportunities for all students.

4c. If the LEA is consolidating state, local, and federal funds through Fund 400, provide the intent and purposes statement for those funds that are being consolidated in the table below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Intent and Purpose Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A</td>
<td></td>
</tr>
<tr>
<td>Title I, Part D</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A, EL</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A, Immigrant</td>
<td></td>
</tr>
<tr>
<td>Title IV, Part A</td>
<td></td>
</tr>
<tr>
<td>Title V, Part B</td>
<td></td>
</tr>
<tr>
<td>Title I, 1003 (a)</td>
<td></td>
</tr>
<tr>
<td>Title I, 1003 (g)</td>
<td></td>
</tr>
<tr>
<td>Title IX, Part A</td>
<td></td>
</tr>
<tr>
<td>Title I, Part C</td>
<td></td>
</tr>
</tbody>
</table>

LEAs not consolidating funds must fill out Section 4d below. An LEA completing Section 4b must also complete section 4d for federal funds not being consolidated through Fund 400 and Fund 150.
Transferability (ESSA Sec. 5103(b)) – If the LEA is transferring funds, indicate below:

<table>
<thead>
<tr>
<th>Transfer from:</th>
<th>Allocation</th>
<th>Transfer to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Transfer Title II, Part A</td>
<td>☐ 100% ☐ Less than 100%</td>
<td>☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ Title ID</td>
</tr>
<tr>
<td>☐ Transfer Title IV, Part A</td>
<td>☐ 100% ☐ Less than 100%</td>
<td>☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ Title ID</td>
</tr>
</tbody>
</table>

4d. Please check the activities that the district may include in its detailed program budgets for the LEA’s available funds. For a district that consolidates funds through Fund 400 or Fund 150, fill out the tables below only for those funds that are not being consolidated.

Coherent Instruction (Choose all that apply from the suggested list below.)

- ☐ Curriculum for additional interventions
- ☐ Professional development to teach curriculum with fidelity
- ☐ Supplemental curriculum
- ☐ Multi-Tiered System of Supports (MTSS)
- ☐ Progress monitoring
- ☐ Mid-year review process with each school
- ☐ Online programs
- ☐ Blended learning
- ☐ Data and evaluation team
- ☐ Early warning systems
- ☐ College and career readiness preparation
- ☐ Full-day kindergarten
- ☐ Instructional materials
- ☐ Positive Behavioral Interventions and Supports (PBIS)
- ☐ Extended instructional time during the school year
- ☐ Instructional interventionist
- ☐ Behavior specialist
- ☐ Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)
- ☐ Instructional coaches
- ☐ Supplemental tutoring
- ☐ Preschool Services
- ☐ Summer school
- ☐ Job-embedded professional learning
- ☐ Dual-concurrent enrollment programs/courses
- ☐ Efforts to reduce discipline practices that remove students from the classroom
- ☐ Career and technical education programs
- ☐ Supplemental curriculum and instructional materials/personnel
- ☐ Interventions and Support for Behavior
- ☐ Extended Learning Opportunities

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NOTE: EVEN THOUGH AN LEA SUBmits ONLY THE REQUIRED INFORMATION IN ITS CONSOLIDATED APPLICATION, AN LEA MUST STILL MEET ALL ESSA REQUIREMENTS FOR EACH PROGRAM FOR WHICH THE LEA ACCEPTS FUNDS.
| Technology | ☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Social Emotional Learning/Programming | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| ☐ Academic Based Field Trips | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| ☐ Other | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |

Supportive Learning Environment (Choose all that apply from the suggested list below.)

| Creating a culture of high expectations | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| School improvement (restructuring, reform, transformation, planning & design) | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Bullying Prevention | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Home/school liaison | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Home visit programs | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Assemblies (e.g., suicide prevention, bullying prevention, etc.) | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Parent, family, and community engagement | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Family surveys | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Restorative justice programs | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Efforts to reduce discipline practices that remove students from the classroom | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Building Parent Capacity | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Building School Staff Capacity | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Continuous communication and meaningful consultation with parents and family members | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Interventions and Supports for Behavior | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| School-Based Mental Health | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| ☐ Other | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |

Family and Community Engagement (Choose all that apply from the suggested list below.)

| Non-academic support (socioeconomic/emotional/cultural) | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Dropout prevention and student re-engagement | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Engaging parents/families (may include materials in a language that families understand, interpreters, and translators) | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Family literacy | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| College and career awareness preparation | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Positive Behavioral Interventions and Supports (PBIS) | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Services to facilitate transition from preschool | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Support for children and youth experiencing homelessness | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Classes for parents and families (e.g., ESOL, GED, citizenship, parenting, etc.) | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Internet safety | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Community liaison | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Parent liaison/family engagement coordinator | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |
| Welcome center/community school centers | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA |

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Professional Capacity (Choose all that apply from the suggested list below.)

- Differentiated, job-embedded professional learning opportunities
- Professional Development provided by school or district staff
- Recruit and retain effective educators
- Teacher advancement initiatives
- Improvement of teacher induction program(s)
- Conference attendance (registration, travel, etc.)
- Curriculum specialists
- Improvement of teacher or other school leader induction program(s)
- Preparing and supporting experienced teachers to serve as mentors
- Preparing and supporting experienced principals to serve as mentors
- Other

Effective Leadership (Choose all that apply from the suggested list below.)

- Leadership Development
- Improvement Planning Development
- Safety and Security Training
- Training for monitoring and evaluating interventions
- Leadership Conference Attendance
- Other

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5. Professional Qualifications

- **Part 1** – For the current fiscal year, using the flexibility granted under Georgia charter law (O.C.G.A 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification?
  - ☑ Yes
  - ☐ No

  **[ESSA Sec. 1112(e)(1)(B)(ii)]**

- **Part 2** - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
  - i. for all teachers (except Special Education service areas in alignment with the student’s IEP), or
  - ii. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).

  **[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]**

  The Troup County School System waives certification for all except those not allowed by Georgia State Board rules.

- **Part 3** - If the LEA waives certification, state the minimum qualifications required for employment of teachers for whom certification is waived (example: bachelor’s degree, content assessment, coursework, field experience, etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. **[Sec. 1112(e)(1)(B)(ii)]**

  Clearance Certificate
6. Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;

What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?

- Description of your district’s procedures
- Specific professional learning activities
- Plan to monitor implementation with fidelity

Troup County Schools Exceptional Education works through intra and inter-agency partnerships to plan, implement, and evaluate post-secondary activities to improve the graduation rates of students with disabilities.

The Director of Exceptional Education and special education coordinators support the local schools to include the following personnel: building administration, lead teacher(s), and case managers by monitoring student academic performance. Exceptional Education teachers assist in monitoring students’ performance data to meet graduation requirements. When there is indication that a student is not on track for graduation, teams reconvene to identify additional or alternative support options which may include the use of Odysseyware (online learning system), Credit Recovery, Saturday School, and Troup County Career Center enrollment. Behavioral barriers are addressed through social emotional learning curriculum (currently Edgenuity’s PurposePrep) and extended school year services. These alternative methods to support and assist SWDs with meeting graduation requirements are monitored by collecting data, monitoring data, and developing ongoing plans of success so that Troup County School System will continue to meet Indicator 1 - addressing the percentage of SWDs with IEPs who graduate from high school with a regular diploma.

Additionally, peer review coaching and professional development are provided to exceptional education teachers through monthly collaborative meetings held at each school. Collaborative is facilitated by the Exceptional Education coordinators, and at times co-facilitated by coordinator and department leads. These monthly collaborations occur face-to-face or virtually with all exceptional education staff. During the 2022-2023 school year, teams will conduct monthly student performance data reviews. Building administration and outside agencies are also extended invitations to take part. The collaborative agendas are developed with the Special Education Director’s input and are designed to provide local best practices, troubleshoot school and student-specific issues, announce professional development opportunities, announce extended learning (student) offerings, as well as review any state level best practice updates. Teachers are allowed to ask specific questions as it pertains to the development of compliant eligibility and IEPs. Lastly, the Special Education Director attends at least one collaborative meeting per coordinator at the elementary level and one collaborative per school at secondary level each nine weeks to monitor and contribute to professional learning. In addition, note-taking and/or collaborative recordings are accessible through system drive and calendar for team members to revisit information (or review if not in attendance). Individual coaching is provided by

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exceptional education coordinators or job-alike mentors to teachers who require more intensive support in the areas of eligibility, Individualized Education Program development, transition service planning and specialized instruction. Teacher leaders identified as assistive technology-trained serve as facilitators and provide direct training to teachers and students with student-specific uses of assistive technology. When needed or requested, additional professional learning is provided or funded where teachers may take part in online modules or offerings through the regional GLRS.

The Director of Exceptional Education meets with the Directors of Curriculum and Instruction every other week to discuss subgroup data, students with disabilities’ progress as well as individual school needs. In addition, the Director of Exceptional Education contributed to the Secondary Director of Curriculum’s Comprehensive Local Needs Assessment by providing data analysis-influenced feedback in the category of Equity and Access.

The Exceptional Education Department provides IEP training to all new teachers. First year Exceptional Education teachers and those identified as needing additional support participate in summer professional learning. Summer 2021 topics included LEA training, Visual Supports, Eligibility process, Go IEP, Mindset, FBA/BIP, Assistive Technology, Fine Motor and Sensory strategies, and Transition Service Planning. Teacher leaders are annually selected to provide intensive PL for IEP writing in GO IEP. Random IEP audits are conducted using a school based spreadsheet to ensure that Federal and State guidelines are being adhered to.

Annual transition planning PL is provided to all secondary exceptional education teachers. Upcoming plans for the 2022-2023 school year include dedicated personnel who will support teacher development as it relates to compliant IEPs, including transition.

The Exceptional Education Department collects and analyzes data on educational services and outcomes annually to ensure that students with disabilities experience positive post-secondary outcomes. Additionally, post-secondary outcomes are monitored by the Director and Secondary Coordinator of Exceptional Education. Former students and their families to determine the activities of the students. More specifically, the Exceptional Education Director meets regularly with the Secondary Coordinator to review level of employment (e.g., part-time versus competitive), vocational/technical training, and higher learning enrollment outcomes.

The Exceptional Education leadership team annually attends special education professional learning regarding best practices and special education law provided by the GA Department of Education. Additional leadership from the school level are invited to participate in order to redeliver updates during departmental meetings at the school level.

Exceptional Education personnel participate at district and school level to identify students most in need of support, and then implement services based on students’ individualized needs. IEP teams, consisting of interdisciplinary members, make decisions based on needs and alignment of specialized instruction. More specifically, exceptional education personnel identify assistive technology needs for instructional purposes, arrange for assistive working technology evaluations and access, link schools to program funding sources as a reinforcer of the PBIS attendance component, and connect to services as needed. Additionally, reading initiatives are reinforced by providing professional development. Summer 2021 and Winter 2022 extended learning opportunities included utilizing Read 180, System 44 software, and Orton Gillingham training, refresher training and instruction. Exceptional Education will offer its second annual extended learning secondary summer transition programs in 2023. Beyond Extended School Year (ESY) for self-contained populations, the summer opportunities place emphasis on career exploration and community awareness: Developing Independence Through Vocational Experiences (DIVE) and Reaching Independence through Structured Education (RISE). This new summer initiative provides a hands-on continuum to post school preparation. Summer opportunities

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are introduced through the Georgia Vocational Rehabilitation Agency as well. Additionally, alternative instructional methods through the use of technology are provided when students’ needs are not met through traditional methods.

As buy-in to a collaborative initiative between the Georgia Department of Education, Division for Special Education and Student Services, and the Georgia Council on Developmental Disabilities, Troup County School System is in its sixth year of implementation of Active Student Participation Inspires Real Student Engagement (ASPIRE). This initiative is operative across all grade levels with the purpose of promoting student involvement with educational programming and with the purpose of teaching self-advocacy and self-determination skills through a series of self-directed/student-led, parent-supported activities.

Additionally, at the age of transition, Individualized Education Program teams encourage students and their families to apply for vocational rehabilitation (VR) eligibility. Qualifying students benefit from an array of services to address transition goals which align with career pathway choices as it relates to education and employment. These services are accessible through an elective course called Tools for Success and/or through routine meetings with an assigned VR counselor. High school students (virtual, in-person, home-schooled w/speech and assistive technology services) with pre Employment Transition Services (preETS) and adult client status are also invited to participate in VR-funded High School High Tech (HSHT). School-assigned personnel across the high schools and secondary programs collaborate each semester to plan activities based on the needs in their building. This program operates in partnership with the Georgia Commission on Employment of People with Disabilities, Inc., and others. The HSHT program offers activities that connect the importance of good grades and learning commitment to success (e.g. social media etiquette, financial literacy, industry tours, college visits, and more).

All of the mentioned collaborations support relationships between families, schools, and external service agencies. Additionally, in partnership with THINC College and Career Academy, opportunity for work-based learning (WBL) is extended to all students with disabilities in their senior year of high school. The Troup County Career Center serves as an alternative avenue for SWD among others who benefit from a nontraditional route to graduation and technical/vocational marketability. A partnership with New Ventures embeds the Twelve Plus program where WBL initiatives are incorporated for the self-contained populations who have completed four years of traditional high school. Such partnerships also exist through outside agency partnerships (e.g. GVRA, TCSS HR partnerships) and within the school system where students work in roles that align with their vocational training and pathways. During the past four school years, such opportunity was extended to students from self-contained populations. There has been a constant number of students who gained employment immediately following high school graduation, and then maintained one year post high school graduation. Our departmental goal is ongoing, to further increase student WBL participation during the 2022-2023 school year.

● IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;

What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?

Include:
- LEA procedures
- Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head start, homes, community-based classrooms, PreK classrooms)
- Staff that will be designated to support the 3-5 population
- Collaboration with outside agencies, including any trainings conducted by the LEA
- Parent trainings

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Troup County School System offers an early intervention program serving pre-school children with disabilities. Students served through Babies Can’t Wait are referred for an evaluation to TCSS 90 days prior to their third birthday. Students are also referred for a preschool observation and possible evaluation from parents and community daycares. Each preschool community based program will be provided a manual that provides procedures and forms. Families will be informed of the following community resources; BLOCKS (Babies Learning on Course for Kindergarten Success), Children First, Babies Can’t Wait, Success by 6, Parent to Parent of Georgia, Safe Families, DECAL, Head Start, and Troup County School System’s preschool response to intervention program. Child find flyers are posted throughout the community in pediatrician’s offices, public libraries, and the Troup County Health Department to inform the public of services for preschool aged children. TCSS believes that the early identification and timely evaluation of children with disabilities facilitate a smooth transition into the public LEA for these children.

RTI (Response to Intervention)- Once community based providers and/or parents request an observation from the exceptional education department, a screener is administered to determine if weaknesses are apparent across 5 developmental domains. If weaknesses are identified interventions will be put in place and monitored for 6-8 weeks in each TIER. If weaknesses are significant, interventions will be monitored for 4 weeks in each TIER. If deemed necessary an evaluation for exceptional education services will be provided. If eligible, an IEP is developed and services are provided to include related services as outlined in the TCSS exceptional education manual. We allocated resources to include an RTI facilitator to provide support with the TIER process for preschool students.

An early awareness of the importance of literacy has been extended by the Troup County School System by offering storytime and an opportunity to explore books through the use of the Jungle Bus. The Jungle Bus is a joint effort between the school system and community organizations focused on early literacy awareness and intervention. TCSS preschool special education team along with the Pre- K grant coordinator provided training in the 5 areas of development, developmental norms, referral process, completion of forms, and the LETRS program.

For the 2022-2023 school year, we will continue to provide itinerant services throughout our community and school-based self-contained services for our preschool students. Technology will continue to be utilized in preparation for school readiness. Troup County School System’s preschool team will continue to provide visual support training to aid in communication and behavior. Troup County School System will provide training in applicable areas when requested by preschool personnel.

Professional learning will occur monthly in the form of collaborative preschool meetings to disseminate information, review procedures, communicate about caseload and address any needs. Professional learning is offered to all teachers on topics relevant to the students they serve prior to school starting and on teacher work days throughout the year.

- IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities;
  What specific activities align with how you are providing FAPE to children with disabilities?
  Include:
  - How teachers are trained on IEP/eligibility procedures and instructional practices
  - How LRE is ensured
  - The continuum of service options for all SWDs
  - How IEP accommodations/modifications are shared with teachers who are working with SWDs
  - Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided
Exceptional education teachers are included and expected to be trained in tier 1 and regular curriculum professional learning. This includes training in Fundations, Accadience, iReady. In addition, Exceptional Education teachers and providers have and will continue to receive specialized professional learning in the areas of Federal and State compliance, assistive technology, transition planning, behavior support, emotional support, and specialized instruction.

Ongoing professional learning will also be provided by the coordinators, teacher leaders and RTI facilitators throughout the school year aligning with the district priorities and updates from the Department of Education. Additionally, Professional Learning Communities (PLC) have been established with each school. Exceptional education coordinators have met and will continue to meet monthly with their assigned schools both collaboratively as a whole group and individually when needed with specific exceptional education teachers. Another PLC established that will continue into its 3rd year is the self-contained PLC that is facilitated by a teacher leader. We also have a special education lead teacher who completed the GADOE facilitated new leader academy who has helped lead collaborative meetings in the secondary level as well as spearhead and work on publishing a newsletter for the Exceptional Education Department.

The Exceptional Education Department also provides IEP training to all new teachers. New Exceptional Education teachers participate in professional learning prior to school starting and topics include LEA training, Visual Supports, Eligibility process, Go IEP, Mindset, FBA/BIP, Assistive Technology, Fine motor and Sensory strategies, and Transition. Additionally, all new exceptional education teachers are provided intensive PL for IEP writing in GO IEP. Coordinators also meet monthly using the collaborative model to share updates with teachers, and in this forum, teachers are allowed to ask specific questions as it pertains to the development of compliant eligibility and IEPs.

For the 2022-2023 school year, the Exceptional Education Department will continue to provide professional development in the area of specialized reading instruction. All elementary and identified middle school exceptional education teachers will participate in the Orton Gillingham (OG) reading training. Additionally, PLCs plan to be led by teachers in the following areas for 22-23: GAA, Speech-Language Pathology, IEP best practices and Assistive Technology.

We are building leadership capacity within schools by having teacher leaders. Teachers of self-contained teachers are all trained on the Unique Learning Curriculum with refreshers given each year. Assistive Technology training is offered in the fall for secondary case managers and ongoing individualized training is provided as requested throughout the year district wide. The following training opportunities are available for established teachers each year as well: LEA training, Visual Supports, Eligibility process, Go IEP, Mindset, FBA/BIP, Assistive Technology, Fine motor and Sensory strategies, and Transition.

In 2022-2023, the Exceptional Education Department will also focus on increasing collaboration and communication between Tier 3 and Tier 4 staff to better meet the needs of students. District-wide training and school-site opportunities to collaborate will be provided. This includes a new teacher academy that was provided. Special education, RTI and gifted school staff are collaboratively responsible for presenting a PowerPoint to their faculty covering information on the process for each of their programs in the fall.

It is the goal of the Exceptional Education Department to ensure services for students with disabilities are provided in the least restrictive learning environment. In accordance with the provision of FAPE as specified by federal and state regulations, Troup County School System will adhere to the following:

All children with an Individualized Education Program (IEP) are entitled to a free and appropriate public education (FAPE). This includes children who are eligible for special education from the ages of three (3) through twenty-one (21). The special education and related services that make up a FAPE are provided to children identified with disabilities and who have an IEP, and the services are provided at no cost to the parent. Special education and related services, including special education at the
preschool, elementary, and secondary levels are services that are provided so eligible children can make progress toward and/or meet the Georgia Standards of Excellence (GSE). All eligible children will be provided an education that includes access to the Georgia curriculum and addresses the unique needs of the individual child and his or her disability. While the education provided to the child with an IEP must be appropriate and must address what the individual child needs in order to make educational progress, this is neither a guarantee of achievement of each goal on the IEP nor a guarantee of promotion, passing grades, or graduation. Likewise, passing from grade-to-grade or receiving all passing grades does not mean that a child is receiving FAPE. Each child is an individual and his or her appropriate education is determined on a case-by-case basis. In addition, the term “appropriate” is not the same as “best.” “Appropriate” is a standard that assures the child has the opportunity to make educational progress.

The following services can also be considered and are based upon IEP team decisions: Extended School Year, home-bound, Interim Alternative Education and compensatory services, ABA services, nursing services and paraprofessional services. Practices and procedures are outlined in the TCSS Exceptional Education Manual.

Once needs are identified, services are provided based upon a continuum of services that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions; Supportive services - the child remains in regular classroom with supplementary aids and services provided by the teacher and/or child to implement the IEP. The services provided may be from personnel such as paraprofessionals, interpreters, or others; Direct services from special education personnel - utilize a consultative, collaborative or co-teaching model. Schools and programs are housed with service providers and resources to meet the learning needs of a diverse range of learners (THINC, The HOPE Academy, Troup County Career Center (PLC - an online/nontraditional model, etc.). Instructional and supplementary materials are provided to support the implementation of specialized instruction.

Accommodations/Modifications are provided in printed format to all regular education teachers of SWD. Paraprofessionals are individually trained yearly in providing accommodations/modifications to the students they will be working with. School administrators are made aware of when these provisions/trainings take place. Additionally, administration and certified regular edd staff have access to student IEPs/eligibilities through SLDS links and are invited to provide input at IEP/eligibility meetings every year for students they are involved with.

Monthly monitoring of SWDs data will occur to review student progress on academic, behavior, and transition goals and objectives specified in the IEP. By reviewing this data monthly it also allows us to monitor indicator 5C LRE/Separate Placements with the end goal being reducing the percentage of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements. Teachers and providers monitor student data once a week to ensure student progress. GO IEP is the state IEP program that is utilized by case managers and coordinators to review reports relevant to IEP implementation and student progress.

School administrators who supervise special education teachers in their building and/or coordinate state testing for their building are trained on how to run reports from GO IEP for compliance purposes. They are asked to look at their GO IEP dashboard weekly to ensure their building level compliance is up to date. Coordinators are present at all eligibility meetings in the district and are conducting classroom visits to ensure the implementation of programs is done with fidelity. The special education director is updated, through a formal meeting each week, by the special education coordinators regarding compliance/supervision/monitoring concerns in their buildings. In addition, the director attends monthly collaboratives with the coordinator of each school to provide direct input in response to any inquiries.
In addition, the TCSS Exceptional Education department met with private/home headmasters and parents by facilitating a spring meeting. Resources and services are provided as decided by teams. This includes speech services, fine motor training and technology solutions. This practice will continue in 2022-2023.

- IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

How procedures and practices are implemented in your district to ensure overall compliance?

Include:
- LEA procedures to address timely and accurate data submission
- LEA procedures to address correction of noncompliance (IEPs, Transition Plans)
- Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance
- Supervision and monitoring procedures that are being implemented to ensure compliance

The Troup County Exceptional Education Department ensures compliance with Federal and State laws and regulations by annually reviewing and updating our local process and procedures and by conducting ongoing peer reviews.

As a best practice, during each summer, a team of certificated professionals, including administrators, teachers, therapists, psychologists, tier 3 chairs, and RtI facilitators, review the TCSS Exceptional Education manual to ensure our practices are aligned to Federal and State guidelines. Revisions are then made by the review team.

Additionally, peer review coaching and professional development is provided to exceptional education teachers through the collaborative model of monthly meetings held at each school. One-to-one coaching is provided by exceptional education coordinators or job-alike mentors to teachers who require more intensive support with the eligibility, IEP process, and specialized instruction. If needed, additional intensive professional learning is provided. The department uses a method of “I do, we do, you do,” to measure the effectiveness of the professional development and support provided.

The department also provides a powerpoint overview of RTI, Section 504, and Special Education. This presentation includes best practices, legal responsibilities, local procedures, resources, and contact names and information. This offering is presented to faculty of each school to ensure knowledge and awareness of processes for these programs. To ensure the dissemination of this information, we will require building principals to provide verification during the 2022-2023 school year.

The Exceptional Education Department provides IEP training to all new teachers. New Exceptional Education teachers will participate in summer professional learning, July 2022. Additionally, all new exceptional education teachers and those who require remediation, are provided intensive professional development for IEP writing in GO. Peer review/team leader audits, to include transition and behavior intervention plans, are completed for each individualized education program prior to program finalization. To ensure that Federal and State guidelines are adhered to, this process is repeated with annual program developments and anytime programs are amended. The need for additional support is identified through the auditing process. During the 2022-2023 school year, the formal action steps to guide compliance will include an email documenting recommended areas of improvement prior to finalization. If a second reminder is required, the coordinator and building level administrator will be carbon copied in the request. This checks and balances is peer-conducted at the elementary level and by the Lead at secondary level.

Coordinators also meet monthly using the collaborative model to share updates with teachers, and in this forum, teachers are encouraged to ask case-specific questions as it pertains to the development of compliant eligibility and IEP development. The Exceptional Education coordinators provide training to
school level regular education administrators as well as special education lead teachers on how to generate reports from GO to assist with their compliance checks.

In an effort to foster professional practices, the Exceptional Education department developed and implemented additional supervision and monitoring procedures that include a review of our website and manual. The director disseminates the Case Manager Responsibilities survey district wide, where case managers verify understanding of their responsibilities and ability to run caseload reports in Go to monitor IEP and eligibility dates. In the event of an expired IEP or eligibility, a letter of noncompliance is sent to the case manager by the director.

The case manager is responsible for the implementation of the IEP including the supports, accommodations, provision of all services, progress reports, and facilitation of program meetings; it is the responsibility of the case manager to oversee FAPE for the student. As described through Case Manager Responsibilities, the expectation is for all reports to occur timely (within seven days of development) and with compliance. The Exceptional Education Department collects and analyzes data on educational services and outcomes to ensure students with disabilities experience positive post-secondary outcomes. Additionally, post-secondary outcomes are monitored by the secondary coordinator, transition facilitator, and parent mentor who make contact with former students and their families to determine the activities of the students. The special education director meets regularly with the secondary coordinator, transition facilitator, and parent mentor to review this information and data prior to the director’s upload of data to specified portals.

The Exceptional Education leadership team annually attends special education professional learning regarding best practices and special education law provided by GAEL, GCASE, Solution Tree, The Justice Center of Atlanta and the GA DOE. Additional leadership from the school level are also invited to participate as well.

The Director meets monthly with the accounting coordinator and student records/fte coordinator to ensure timely and accurate data submission.

### 7. Overarching Needs for Private Schools

In this section, summarize the identified needs for participating private schools that will be addressed with FY23 federal funds. Include results from ongoing consultation with private schools receiving services from the LEA’s federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman website. (Add “No Participating Private Schools” as applicable.)

<table>
<thead>
<tr>
<th>Title I, Part A</th>
<th>No Participating Private Schools</th>
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</thead>
<tbody>
<tr>
<td>Title II, Part A</td>
<td>Professional learning is needed for all participating private schools (3) in various areas. Professional learning will include registration fees and travel (if applicable) in the following areas: special education instructional strategies/programs, classroom management, digital learning, best practices for instruction, and content specific training. Funds will also be utilized to assist with mentoring new teachers, recruitment and retention.</td>
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<tr>
<td>Title III, Part A</td>
<td>No Participating Private Schools</td>
</tr>
<tr>
<td>Title IV, Part A</td>
<td>There is one participating private school in Title IV, Part A. The funds will be utilized to assist with well-rounded activities through professional learning for teachers of the arts and expendable equipment/materials and supplies to benefit the arts. Professional learning will include registration fees and travel (if applicable).</td>
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<tr>
<td>Title IV, Part B</td>
<td>No Participating Private Schools</td>
</tr>
<tr>
<td>Title I, Part C</td>
<td>No Participating Private Schools</td>
</tr>
<tr>
<td>IDEA 611 and 619</td>
<td>The TCSS Exceptional Education Department schedules meetings with private/home representatives at least twice annually to identify needs and to also share resources and service options. Services will include speech services, evaluations when appropriate, assistive technology tools for intervention, and information on community resources.</td>
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</tbody>
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NOTE: EVEN THOUGH AN LEA SUBMITS ONLY THE REQUIRED INFORMATION IN ITS CONSOLIDATED APPLICATION, AN LEA MUST STILL MEET ALL ESSA REQUIREMENTS FOR EACH PROGRAM FOR WHICH THE LEA ACCEPTS FUNDS.