

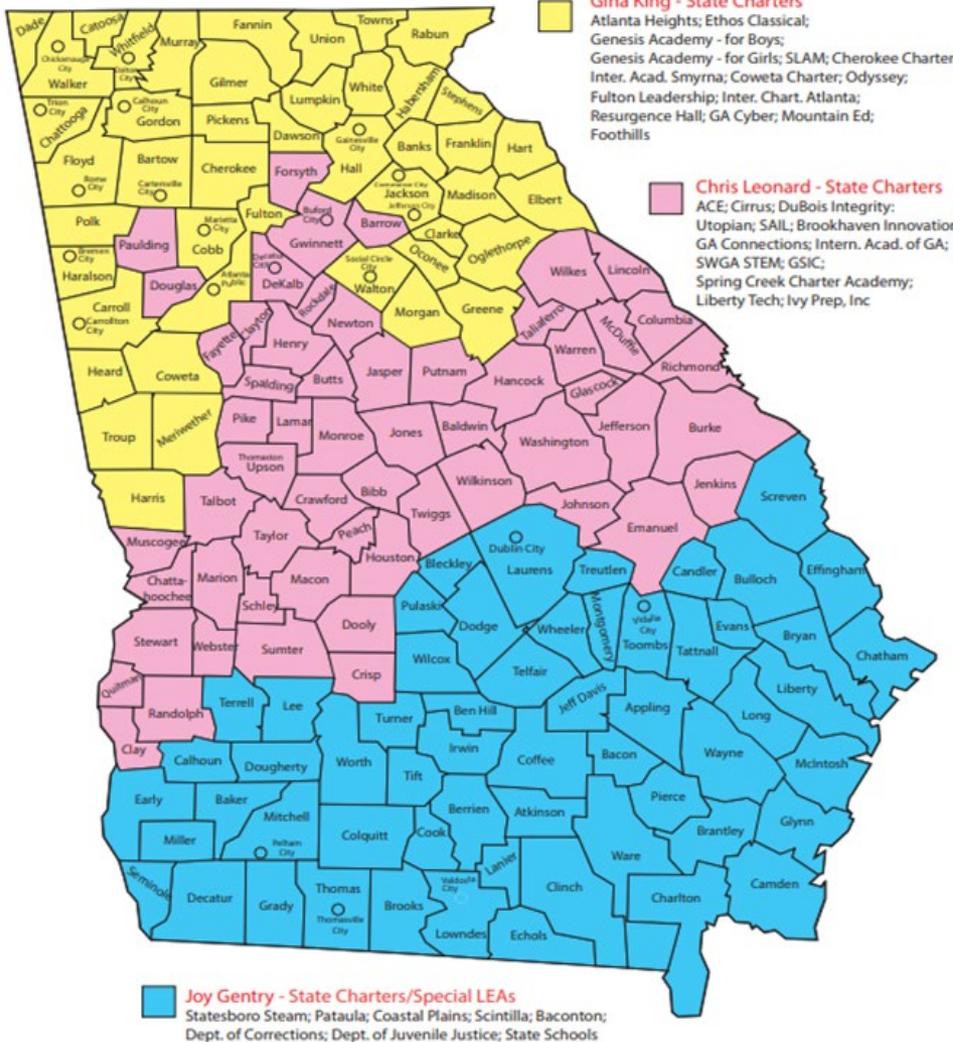
CLIPPING Along with Title II, Part A for FY21 GCEL 2020

Title II, Part A Education Program Specialists





Georgia Department of Education
 Title II, Part A
 Program Manager, Terri Still
 Title II, Part A Education Specialists – LEA Assignments
 Effective 01.01.20



Terri Still	tstill@doe.k12.ga.us
Joy Gentry	jgentry@doe.k12.ga.us
Gina King	gina.king@doe.k12.ga.us
Chris Leonard	cleonard@doe.k12.ga.us



FY20 GCEL Conference

Title II, Part A Program Information

The screenshot displays the Georgia Department of Education (GaDOE) website. At the top left is the GaDOE logo. The top right features a search bar and social media icons. Below the header is a green navigation bar with categories: Offices & Divisions, Programs & Initiatives, Data & Reporting, Learning & Curriculum, State Board & Policy, Finance & Operations, Contact, and Calendar. The main content area is divided into several sections: Teaching and Learning, External Affairs, Technology Services, Office of School Safety, Career, Technical, Agricultural Education, Federal Programs, and State Schools. A red arrow labeled '1' points from the 'Technology Services' menu to the 'Federal Programs' page. The 'Federal Programs' page includes a 'Resources' section with a red arrow labeled '2' pointing to the 'Supporting Effective Instruction' link. The page also contains a 'Mission' statement and 'Contact Information' for various roles.

Agenda

CLIPPING Along with Title II, Part A for FY21

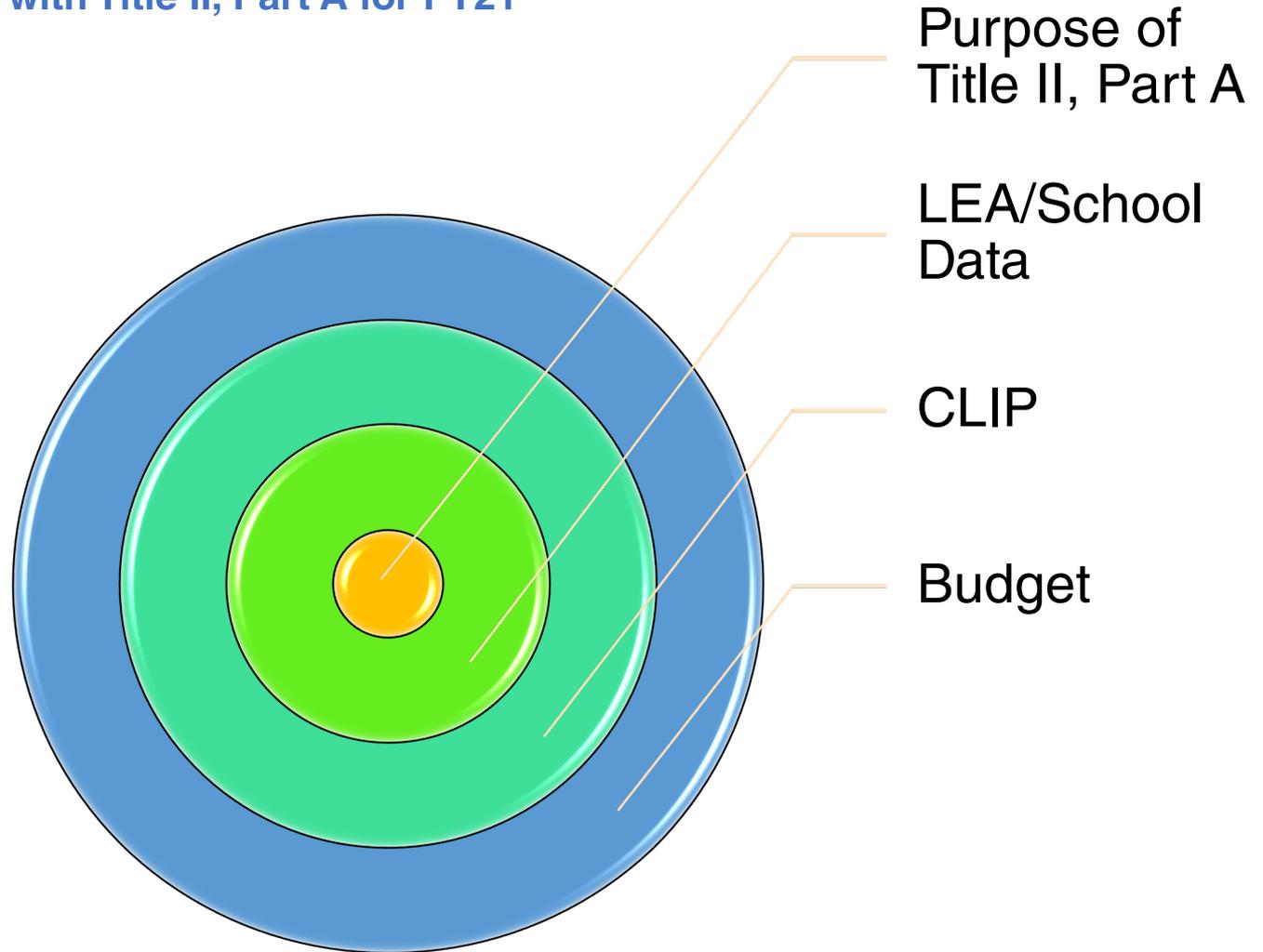
GCEL 2020

- The Big Picture
- The CLIP
 - S-CLIP
 - Online
- Title II, Part A focus areas
 - Required Stakeholders
 - Strengths and Challenges
 - Transferability
 - District Improvement Plan
 - Action Steps
 - Required Questions



The Big Picture

CLIPPING Along with Title II, Part A for FY21
GCEL 2020



The Big Picture – The Purpose

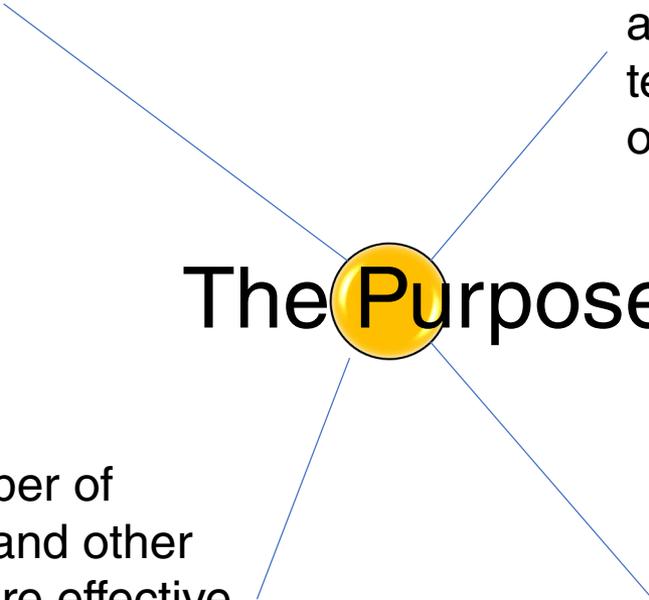
CLIPPING Along with Title II, Part A for FY21

GCEL 2020

(1) Increase Student Achievement

(2) improve the quality and effectiveness of teachers, principals, and other school leaders;

The Purpose



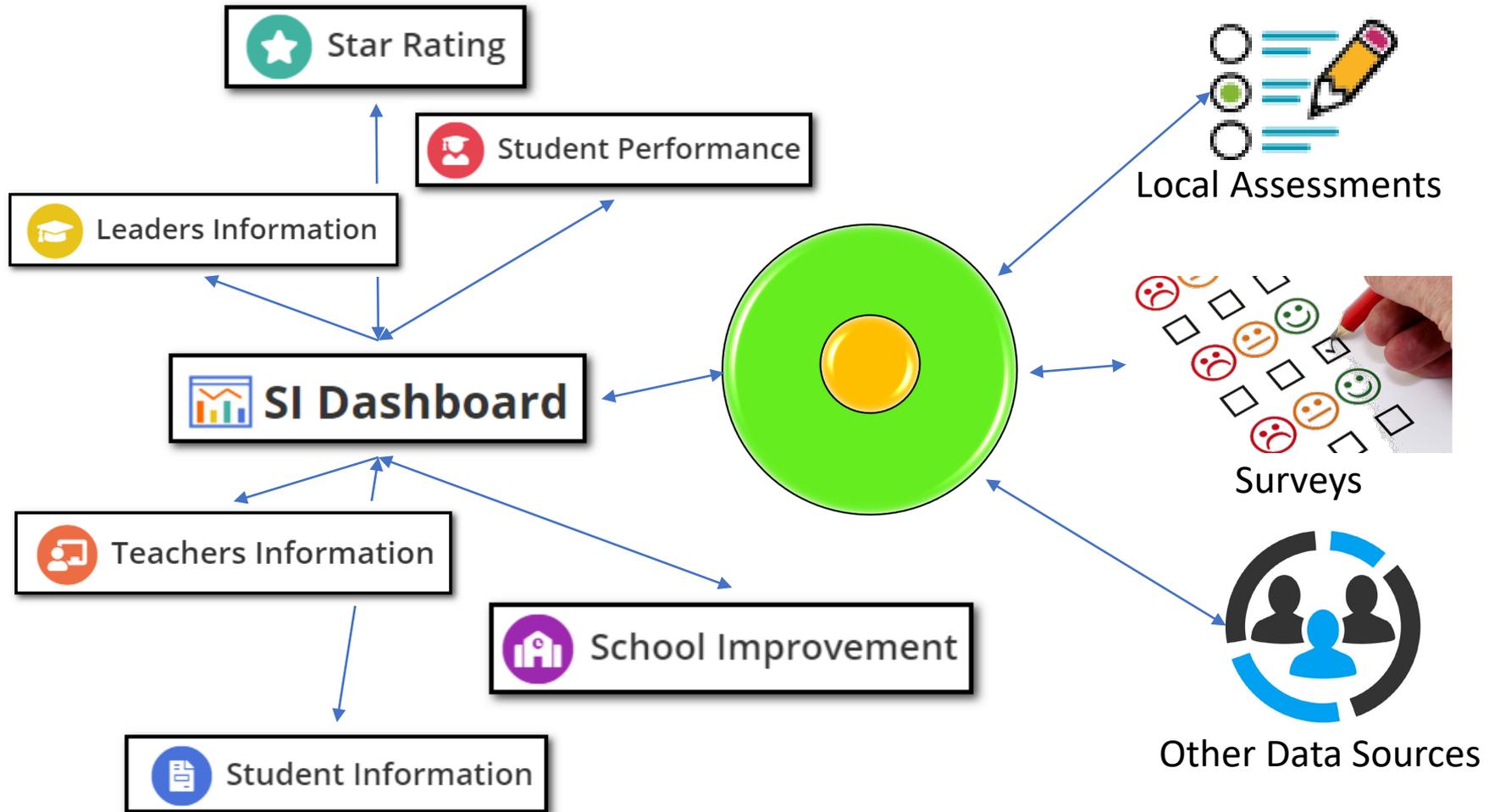
(3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools;

(4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

The Big Picture – LEA/School Data

CLIPPING Along with Title II, Part A for FY21

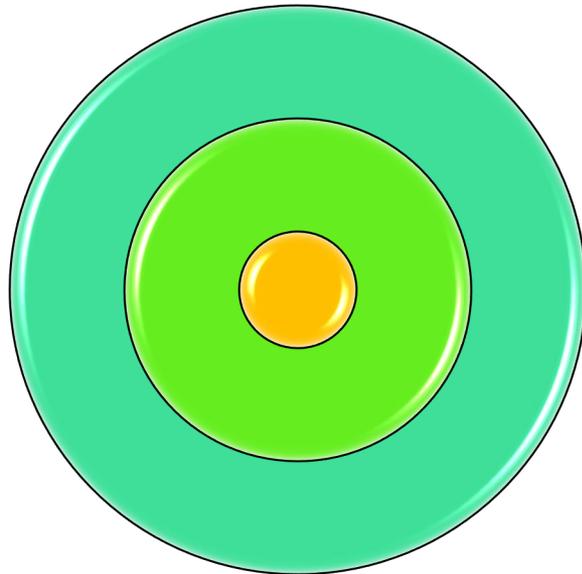
GCEL 2020



The Big Picture – CLIP

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

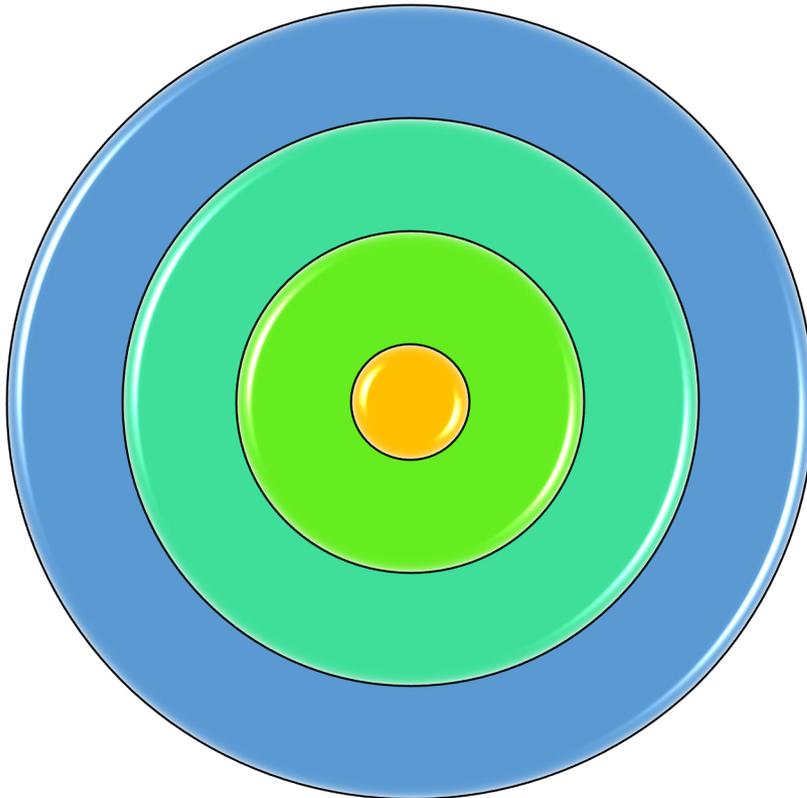


- Consolidated LEA Improvement Plan
 - Analyze data
 - Identify needs
 - Plan out how to address needs
- Involves all Federal Funds
 - May also include local funds

The Big Picture – Budget

CLIPPING Along with Title II, Part A for FY21

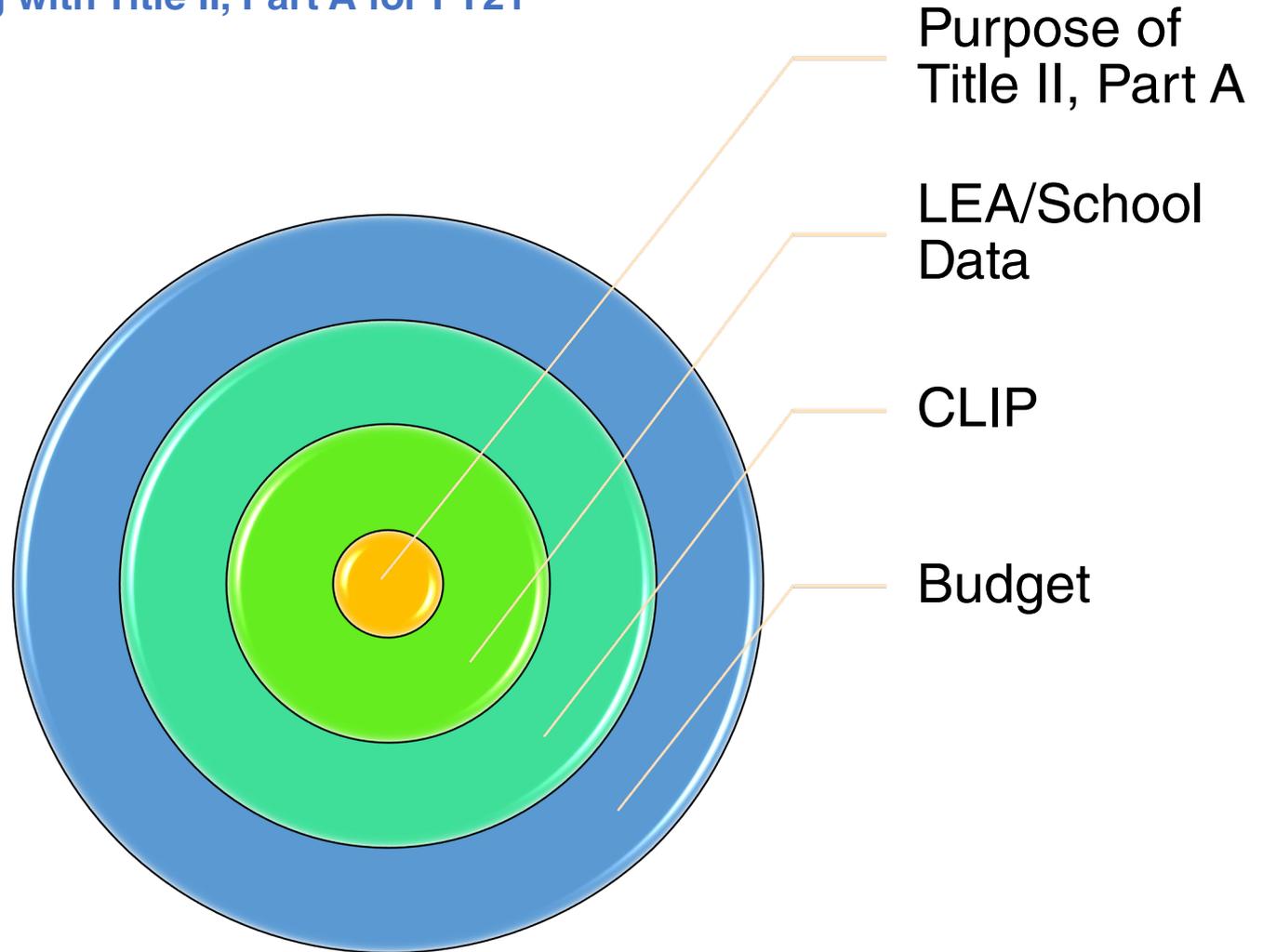
GCEL 2020



- Title II, Part A Budget
 - Aligns with the Purpose
 - Aligns with Data
 - Aligns with CLIP
- If it does not align, it does not get funded

The Big Picture

CLIPPING Along with Title II, Part A for FY21
GCEL 2020





The CLIP

Consolidated LEA Improvement Plan



FY21 CLIP Review Criteria

CLIP Resources

- FY21 Consolidated LEA Improvement Plan (CLIP) Guidance
- GaDOE Continuous Improvement Teams (CIT)
- FY21 Streamlined CLIP (S-CLIP) Questions Template
- FY21 CLIP Review Criteria ←
- FY21 Parent and Family Engagement Policy
- FY21 Equity Action Plan Template
- FY21 Foster Care Transportation Plan Template
- FY21 Title I Part C ID&R Plan Template



Georgia Department of Education

CONSOLIDATED LEA IMPROVEMENT PLAN (CLIP)
FY21 REVIEW CRITERIA



CONSOLIDATED LEA IMPROVEMENT PLAN (CLIP) FY21 REVIEW CRITERIA 1.10.2020

Page 1 of 15

Planning and Preparation	
Identification of Team and Stakeholders	Criteria
CLIP Online: Required team members and stakeholders	All positions/roles included in the needs assessment and improvement planning process are identified to meet the requirements of participating federal programs.
CLIP Online: Inclusive group of stakeholders with varied perspectives	The LEA provided a defined process of how they ensured an inclusive group of stakeholders from multiple groups provided the varied perspectives needed to complete the needs assessment and improvement planning process for its federal programs.
CLIP Online: Meaningful feedback throughout the needs assessment process	The LEA provided strategies for ensuring meaningful and ongoing feedback throughout the needs assessment and improvement planning process for its federal programs.
S-CLIP: Outreach and Communication	The LEA provided the outreach/communication strategies to engage families, community-based organizations, school and LEA staff/leaders, local government representatives/agencies in development of the LEA plan and specific outreach/communication strategies that target families and/or community of English Learners (ELs).
S-CLP: Engage Stakeholders to Address Needs of Subgroups	The LEA described how they engaged stakeholders in considering and communicating the strengths and needs of the following subgroups of students, as appropriate: Low-income students, Lowest achieving students, English learners, Children with disabilities, Children and youth in foster care, Migratory children, Children and youth experiencing homelessness Neglected/delinquent/at-risk students, Immigrant children and youth.

<https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/LEA-Consolidated-Application.aspx>

The CLIP

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

- There are two options LEAs can choose from:
 - S-CLIP – Streamlined CLIP
 - Used when the LEA has existing School Improvement Process including a Needs Assessment and District/School planning tools.
 - Additional Documentation needed:
 - Equity Action Plan
 - Online
 - All required components are included as part of the tool in the SLDS.
 - Previous year's responses are rolled over for review and updating.





Title II, Part A Focus Areas

Required Stakeholders
Strengths and Challenges
Transferability
District Improvement Plan
Action Steps
Required Questions

Required Stakeholders

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

Required

stipulated as necessary to be done, made, or provided

Vs

Recommended

advised or suggested as good or suitable

Required Stakeholders

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

- Title II, Part A has several **required** stakeholders
 - Principals
 - Teachers
 - Paraprofessionals
 - Specialized instructional support personnel
 - Other organizations or partners with relevant and demonstrated expertise

Required Stakeholders – S-CLIP

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

Where do we enter the required stakeholders?

S-CLIP Question One

- Title II, Part A wants to see all stakeholders named and description of how they were involved in the process

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.

GaDOE Review Teams will look for:

- *OUTREACH/COMMUNICATION: The outreach/communication strategies to engage families, community-based organizations, school and district staff/leaders, local government representatives/agencies in development of the LEA plan and specific outreach/communication strategies that target families and/or community of English Learners (ELs).*

Required Stakeholders – Online CLIP

CLIPPING Along with Title II, Part A for FY21
GCEL 2020

Where are the stakeholders entered in the online CLIP?

- Section 1.2.1 and 1.2.2

It says NA may be used?

- That applies to that recommended stakeholders only
- All required stakeholders must be included and will be checked during monitoring

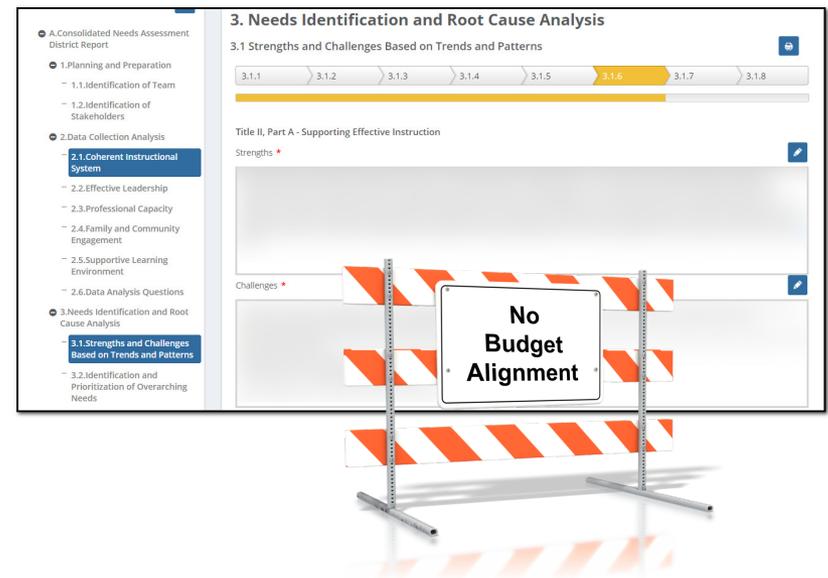
Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Students (8th - 12th grade) *	<input type="text"/>
Multiple Program(s)	Private School Officials *	<input type="text"/>
Migrant	Out-of-School Youth and/or Drop-outs *	<input type="text"/>
Title I, Part A	Parent Representatives of Title I Students *	<input type="text"/>
Title I, Part A - Foster Care	Local DFCS Contacts *	<input type="text"/>
Title II, Part A	Principals *	<input type="text"/>
Title II, Part A	Teachers *	<input type="text"/>
Title II, Part A	Paraprofessionals *	<input type="text"/>

Program	Position/Role	Name ("NA" may be used)
Title II, Part A	Specialized Instructional Support Personnel *	<input type="text"/>
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise *	<input type="text"/>
Title I, Part A	Parents of English Learners *	<input type="text"/>

Strengths and Challenges– Online CLIP

CLIPPING Along with Title II, Part A for FY21
GCEL 2020

- Part of the needs assessment process
 - We do this well – Do we need to keep funding?
 - We need some help with this – Do we need to fund it?
- Cannot be used for budget alignment



Note: The S-CLIP does not have this component as LEAs using the S-CLIP have their own needs assessment process

Transferability

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

Title II, Part A funds can be transferred to another program. This decision should be part of the LEAs planning process

(THE CLIP)

Funds from other programs can also be transferred into Title II, Part A

Transferability – S-CLIP

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

Transferability (ESSA Sec. 5103(b)) – If the LEA is transferring funds, indicate below:

Transfer from:	Allocation	Transfer to:
<input type="checkbox"/> Transfer Title II, Part A	<input type="checkbox"/> 100% <input type="checkbox"/> Less than 100%	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> Title ID
<input type="checkbox"/> Transfer Title IV, Part A	<input type="checkbox"/> 100% <input type="checkbox"/> Less than 100%	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title VB <input type="checkbox"/> Title ID

New for FY21 – there will be a check box to complete to indicate the intention to transfer

Transferability – Online CLIP

CLIPPING Along with Title II, Part A for FY21
GCEL 2020

- Slide text to come once guidance is finalized and actual screen shot available

District Improvement Plan

1 General Improvement Plan Information

District *

Team Lead *

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) *

- Traditional funding (all Federal funds budgeted separately)
- Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
- *FUND 400* - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply) *

- Free/Reduced meal application
- Community Eligibility Program (CEP) - Direct Certification ONLY
- Other (if selected, please describe below)

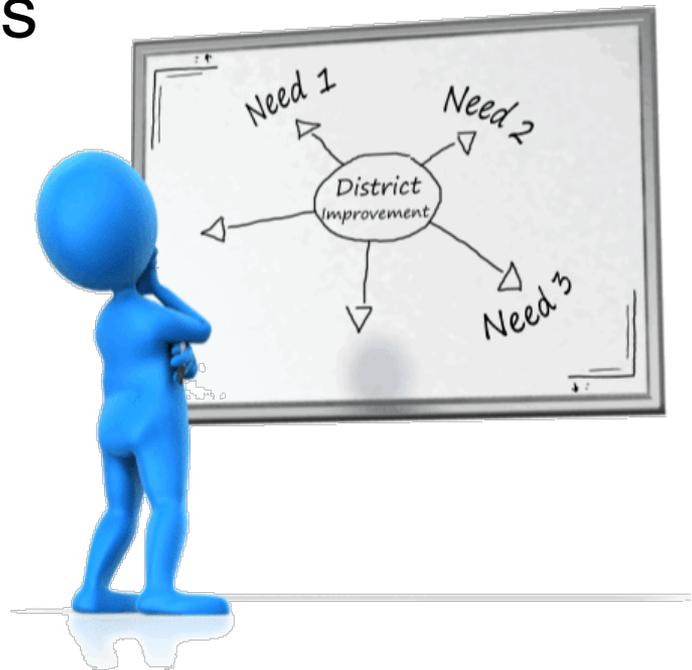
This is where you will indicate transfer

District Improvement Plan

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

The district improvement plan is where LEAs lay out exactly how they are going to address their identified needs



District Improvement Plan – S-CLIP

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

With the S-CLIP, the District Improvement Plan **AS A WHOLE** does not need to be submitted, but parts of it do need to be included in the response.

S-CLIP Question 3

- Please identify (state) the needs that are going to be addressed – this makes it easier to align the budget with the CLIP.

3. Describe how the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the state's ESSA plan for continuous improvement within the:
- problem solving process: identify needs, select evidence-based interventions, plan implementation, implement plan, and examine progress
 - Georgia Systems of Continuous Improvement: coherent instruction, professional capacity, supportive learning environment, family & community engagement, and effective leadership.

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 continuous improvement and problem solving; or

Highlight (in blue) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving 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 3.

District Improvement Plan – S-CLIP

CLIPPING Along with Title II, Part A for FY21
GCEL 2020

With the S-CLIP the District Improvement Plan **AS A WHOLE** does not need to be submitted, but parts of it do need to be included in the response.

S-CLIP Question 4d

- Please carefully check the boxes that align with any LEA planned activities funded by Title II, Part A.

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, Fund 150, or the schoolwide Consolidation of Funds Initiative, fill out the tables below only for those funds that are not being consolidated.)

Professional Capacity (Choose all that apply from the suggested list below.)										
<input type="checkbox"/> Differentiated, job-embedded professional learning opportunities	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Professional Development provided by school or district staff	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Recruit and retain effective educators	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Teacher advancement initiatives	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Improvement of teacher induction program(s)	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Conference attendance (registration, travel, etc.)	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Curriculum specialists	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Improvement of teacher or other school leader induction program(s)	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Preparing and supporting experienced teachers to serve as mentors	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Preparing and supporting experienced principals to serve as mentors	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other <input type="text"/>	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other <input type="text"/>	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
Effective Leadership (Choose all that apply from the suggested list below.)										
<input type="checkbox"/> Leadership Development	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Improvement Planning Development	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Safety and Security Training	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Training for monitoring and evaluating interventions	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Leadership Conference Attendance	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement

District Improvement Plan – Online CLIP

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

Overarching Needs

- If an overarching need is an Equity Gap, then the Goal and the Action Steps should address the Equity Gap.

2.1 OverarchingNeed # 1

Goal Definition | Goal Implementation

Overarching Need as identified in CNA Section 3.2 *

Aligns with the Equity Gap

Is Need # 1 also an Equity Gap? * Yes No

Equity Gap * School Mean Growth Percentile (SGP)

Content Area(s) * 4 Items checked

Grade Level Span(s) * All Items checked

Subgroup(s) * All Items checked

Equity interventions * EI-1 Provide targeted teacher development on content, pedagogy and student supports a v

Root Cause # 1 *

Root Cause # 2 *

Root Cause # 3 *

Goal * Addresses the Equity Gap

District Improvement Plan – Online CLIP

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

Action Steps

- Be clear
- Say what you want to do
- If it is not an action step or at least strongly implied it cannot be funded in the budget
- If you don't indicate Title II, Part A funds will be a funding source then don't put it in the budget

Action Step # 1

Action Step *

Teachers will participate in professional learning on how to integrate technology in the classroom

Funding Sources * Subgroups * Systems *

N/A Economically Disadvantaged, Foster, Ho. Coherent Instruction, Effective Leadersh..

Method for Monitoring Implementation * Method for Monitoring Effectiveness * Position/Role Responsible *

Sign in sheets, agendas TKES observations, Student Growth Percentile Principals, Evaluators

Evidence Based Indicator * Timeline for Implementation *

Strong Others

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

N/A

Required Questions – S-CLIP

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

S-CLIP Question 3

- Please address the LEA's systems of professional growth and improvement at all stages of career development and performance for teachers, principals/assistant principals, and other school leaders responsible for the daily instructional and operational management of the school.

3. Describe how the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the state's ESSA plan for continuous improvement within the:

- problem solving process: identify needs, select evidence-based interventions, plan implementation, implement plan, and examine progress
- Georgia Systems of Continuous Improvement: coherent instruction, professional capacity, supportive learning environment, family & community engagement, and effective leadership.

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 continuous improvement and problem solving; or

Highlight (in blue) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving 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 3.

Required Questions – S-CLIP

CLIPPING Along with Title II, Part A for FY21
GCEL 2020

S-CLIP Question 4b

Please address how funds are

1. coordinated (federal, state, local) to support the DIP, and
2. prioritized to assist CSI/TSI schools needing support.

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.

Required Questions – Online CLIP

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

Describe how the LEA ensures 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 Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).

3. Required Questions

3.1 Stakeholders, Serving Children, PQ 

Stakeholder Involvement to Improve and Coordinate Activities

Describe how the LEA ensures 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 Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B). *



Required Questions – Online CLIP

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

Professional Growth Systems

Recommended components to address:

1. Need Identification
2. Policy
3. Leadership
4. Evidence Based
5. Effectiveness

Professional Growth Systems

Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:

- how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;
- how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;
- how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);
- how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and
- what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.

*
We use the CNA process with stakeholders to identify needs for teachers and students. The LEA plans for four professional learning days per year, and schedules common planning for job alike teachers. Principals and assistant principals are given learning opportunities twice per year on instructional leadership addressing topics such as leading PLCs, and instructional feedback. Teachers and school leaders work together during preplanning to identify professional learning opportunities related to the LEA's overarching needs and identify the evidence base and level for the professional learning. TKES and LKES observations as well as LEA and state assessments are used to evaluate the effectiveness of professional learning.

Required Questions – Online CLIP

CLIPPING Along with Title II, Part A for FY21

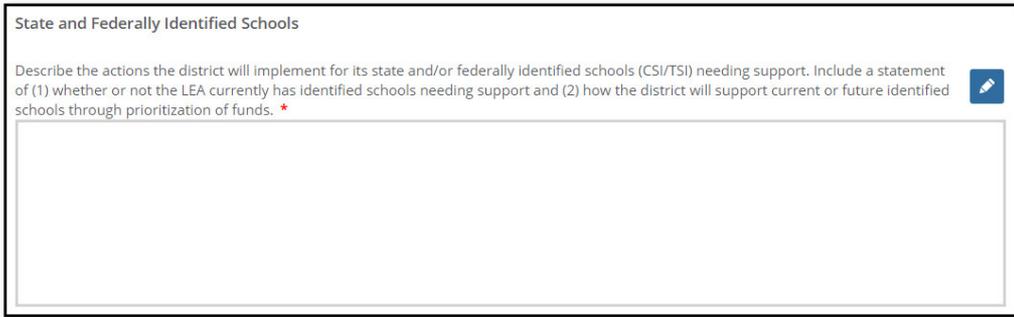
GCEL 2020

State and Federally Identified Schools

- Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds. *



What Did We Miss?

CLIPPING Along with Title II, Part A for FY21

GCEL 2020

