

**COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP)
FY18 Review Rubric Checklist**

Section	Approved	Revisions Required	Revisions Approved
A. Comprehensive Needs Assessment District Report			
1. Planning and Preparation			
1.1 Identification of Team and 1.2 Identification of Stakeholders			
1.3 Project Management			
2. Data Collection and Analysis			
2.1 Coherent Instructional System			
2.2 Effective Leadership			
2.3 Professional Capacity			
2.4 Family and Community Engagement			
2.5 Supportive Learning Environment			
2.6 Demographic and Financial			
2.7 Student Achievement			
3. Needs Identification and Root Cause Analysis			
3.1 Trends and Patterns			
3.2 Program Strengths and Challenges			
3.3 Identification and Prioritization of Overarching Needs			
3.4 Root Cause Analysis			
B. Parent and Family Engagement Policy			
C. District Improvement Plan			
1. General Improvement Plan Information			
2. District Improvement Goals			
2.1 Creating Improvement Goals			
2.2 Overarching Need #1			
2.3 Overarching Need #2			
2.4 Overarching Need #3			
2.5 Overarching Need #4			
3. FY18 LEA Equity Plan			
3.1 Review of Comprehensive Needs Assessment Report			
3.2 Identification of Equity Gaps			
3.3 Selection of Equity Interventions to Address Identified Equity Gaps			
3.4 Equity Interventions for Reducing District Equity Gaps			
4. Required Questions			
D. Foster Care Transportation Plan			
E. Title I, Part C ID&R Plan	<i>Not applicable</i>		

**COMPREHENSIVE NEEDS ASSESSMENT
2017-2018 District Report Review Rubric**

1. Planning and Preparation

1.1 Identification of Team			
1.1.1 Required Team Members	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> All positions/roles included in the CNA are identified. The only exception is the REAP coordinator if the district does not receive REAP funds. 	The district identified required team members.	Not applicable	The district did <i>not</i> identify required team members.
1.1.2 Recommended and Additional Team Members	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> Additional team members are identified based on knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. 	The district identified additional team members.	The district identified additional team members; however, consideration could have been given to further expand their identification.	The district did <i>not</i> identify additional team members.
1.2 Identification of Stakeholders			
1.2.1 Required Stakeholders	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> All positions/roles included in the CNA are identified to meet the requirements of participating programs. There are no exceptions to the positions/roles listed. 	The district identified required stakeholders.	Not applicable	The district did <i>not</i> identify required stakeholders.
1.2.2 Recommended and Additional Stakeholders	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> A diverse group of additional stakeholders are identified to inform and support completion of the CNA leading to the development of the district plan. 	The district identified a diverse group of additional stakeholders.	The district identified additional stakeholders; however, consideration could be given to further expand their identification.	The district did <i>not</i> identify a diverse group of additional stakeholders.
<p>Ensuring an inclusive group of stakeholders with varied perspectives</p> <p>Look fors:</p> <ul style="list-style-type: none"> A clearly defined process that ensures stakeholders are varied and inclusive of multiple perspectives. 	The district provided a clearly defined process of how they ensured an inclusive group of stakeholders from multiple groups providing the varied perspectives needed to complete the needs assessment process.	The district provided a description of how they ensured an inclusive group of stakeholders with varied perspectives, but the process was not clearly defined.	The district did <i>not</i> provide a description of how they ensured an inclusive group of stakeholders with varied perspectives.

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Ensuring meaningful feedback throughout the needs assessment process <i>Look fors:</i> <ul style="list-style-type: none"> Stakeholder engagement and feedback will extend beyond one stakeholder meeting. 	The district provided strategies for ensuring meaningful feedback throughout the needs assessment process.	The district provided strategies for ensuring meaningful feedback, but it was unclear how the strategies would ensure feedback throughout the process.	The district did <i>not</i> provide strategies for ensuring meaningful feedback throughout the needs assessment process.
	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Incorporating school governance teams in each phase of the needs assessment process (<i>charter systems only</i>) <i>Look fors:</i> <ul style="list-style-type: none"> School governance teams are included in each phase of the needs assessment process. 	The district provided a clearly defined process for how LSGTs were incorporated into each phase of the needs assessment process.	The district provided a process for how LSGTs were incorporated into each phase of the needs assessment process; however, the process could have been further defined.	The district did <i>not</i> provide a defined process for how LSGTs were incorporated into each phase of the needs assessment process.
	<i>Not Applicable</i>		
	District is not a charter system.		
Promising Practices for 1.1 Identification of Team and 1.2 Identification of Stakeholders			
Recommendations for 1.1 Identification of Team and 1.2 Identification of Stakeholders			
Required Revisions for 1.1 Identification of Team and 1.2 Identification of Stakeholders			

1.3 Project Management			
1.3.1 Timeline	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> Logical and sequential dates are included for each component (i.e. Planning and Preparation; Data Collection and Analysis; and Needs Identification/RCA). 	The district included timelines for the three components (i.e. Planning and Preparation; Data Collection and Analysis; and Needs Identification/RCA) that were adequately spaced and sequentially logical.	The district included timelines for the three components (i.e. Planning and Preparation; Data Collection and Analysis; and Needs Identification/RCA); however, the timeline was somewhat non-sequential or illogical.	The district did <i>not</i> include timelines for any of the components (i.e. Planning and Preparation; Data Collection and Analysis; and Needs Identification/RCA).
1.3.2 Managing the Team's Work	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Organizing and running meetings</p> <p>Look fors:</p> <ul style="list-style-type: none"> The name(s) and/or position(s) of the person(s) responsible for organizing and running the meetings are clearly identified. Information on how meetings are organized and run is included. 	The district clearly identified the person(s) and/or position(s) responsible for running the meetings, <i>and</i> described how meetings were organized and run.	The district specified the person(s) and/or position(s) responsible for running the meetings <i>and</i> described how the meetings were organized and run; however, the organization or running of the meetings could be improved.	The LEA did <i>not</i> specify the person(s) and/or position(s) responsible for running the meetings or how they were organized and run.
	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Meeting schedule</p> <p>Look fors:</p> <ul style="list-style-type: none"> The meeting schedule is clearly defined. The schedule includes multiple meeting dates. Meetings are held well in advance of deadlines for submitting the needs assessment. 	The district included information on the meeting schedule and the schedule included multiple meetings spanning a period of time to support timely and thorough completion of the needs assessment.	The district included information on the meeting schedule; however, the schedule could be more clearly defined.	The district did <i>not</i> include information on the meeting schedule.
<p>Coordinating and completing the work occurring between meetings</p> <p>Look fors:</p> <ul style="list-style-type: none"> Strategies for keeping stakeholders informed between meetings (e.g. email, conference calls) are identified. Staff assigned tasks to be completed between meetings Methods for monitoring work completion between meetings are identified. 	The district included strategies for ensuring that work is completed between meetings (e.g. staff assigned to complete tasks between meetings, methods identified for monitoring work completion, etc.).	The district included strategies for ensuring that work is completed between meetings; however, the activities could have been more clearly defined.	The district did <i>not</i> include strategies for organizing and completing the work that occurred between meetings.
Promising Practices for 1.3 Project Management			

Recommendations for 1.3 Project Management
Required Revisions for 1.3 Project Management

2. Data Collection and Analysis

2.1 Coherent Instructional System			
2.1.1 Data			
There is no content to assess for this sub-section.			
2.1.2 Guiding Questions	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Look fors: <ul style="list-style-type: none"> Describe processes 	The district described well-defined district processes.	The district described processes; however, they could have been further defined.	The district did <i>not</i> describe processes.
Look fors: <ul style="list-style-type: none"> Describe effectiveness of the established processes 	The district clearly defined the effectiveness of each of the processes.	The district provided minimal information on the effectiveness of one or more of the processes.	The district did not provide information on the effectiveness of the processes.
Look fors: <ul style="list-style-type: none"> Data sources utilized to make determinations 	The data sources clearly support the determinations described.	The data sources allowed for basic determinations; however, additional data sources could have been utilized.	Data sources were <i>not</i> provided. <i>or</i> Data sources were provided but did <i>not</i> support a basic determination.
2.1.3 Trends and Patterns	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Look fors: <ul style="list-style-type: none"> Important trends and patterns that support the identification of student, teacher, and leader needs are summarized. 	The cited trends and patterns were responsive to what was identified through the data.	The cited trends and patterns were generally responsive to what was identified through the data; however, they could have been further defined.	The cited trends and patterns were <i>not</i> responsive to what was identified through the data.

Promising Practices for 2.1 Coherent Instructional System
Recommendations for 2.1 Coherent Instructional System
Required Revisions for 2.1 Coherent Instructional System

2.2 Effective Leadership			
2.2.1 Data			
There is no content to assess for this sub-section.			
2.2.2 Guiding Questions	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Look fors: <ul style="list-style-type: none"> Describe processes 	The district described well-defined district processes.	The district described processes; however, they could have been further defined.	The district did <i>not</i> describe processes in place.
Look fors: <ul style="list-style-type: none"> Describe effectiveness of the established processes 	The district clearly defined the effectiveness of each of the processes.	The district provided minimal information on the effectiveness of one or more of the processes.	The district did <i>not</i> provide information on the effectiveness of the processes.
Look fors: <ul style="list-style-type: none"> Data sources utilized to make determinations 	The data sources clearly support the determinations described.	The data sources allowed for basic determinations; however, additional data sources could have been utilized.	Data sources were <i>not</i> provided. <i>or</i> Data sources were provided but did <i>not</i> support a basic determination.

2.2.3 Trends and Patterns	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p><i>Look for:</i></p> <ul style="list-style-type: none"> Important trends and patterns that support the identification of student, teacher, and leader needs are summarized. 	<p>The cited trends and patterns were responsive to what was identified through the data.</p>	<p>The cited trends and patterns were generally responsive to what was identified through the data; however, they could have been further defined.</p>	<p>The cited trends and patterns were <i>not</i> responsive to what was identified through the data.</p>
<i>Promising Practices for 2.2 Effective Leadership</i>			
<i>Recommendations for 2.2 Effective Leadership</i>			
<i>Required Revisions for 2.2 Effective Leadership</i>			

2.3 Professional Capacity			
2.3.1 Data			
There is no content to assess for this sub-section.			
2.3.2 Guiding Questions	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p><i>Look for:</i></p> <ul style="list-style-type: none"> Describe processes 	<p>The district described well-defined district processes.</p>	<p>The district described processes; however, they could have been further defined.</p>	<p>The district did <i>not</i> describe processes in place.</p>
<p><i>Look for:</i></p> <ul style="list-style-type: none"> Describe effectiveness of the established processes 	<p>The district clearly defined the effectiveness of each of the processes.</p>	<p>The district provided minimal information on the effectiveness of one or more of the processes.</p>	<p>The district did <i>not</i> provide information on the effectiveness of the processes.</p>

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p><i>Look fors:</i></p> <ul style="list-style-type: none"> Data sources utilized to make determinations 	The data sources clearly support the determinations described.	The data sources allowed for basic determinations; however, additional data sources could have been utilized.	Data sources were <i>not</i> provided. <i>or</i> Data sources were provided but did <i>not</i> support a basic determination.
2.3.3 Trends and Patterns	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p><i>Look fors:</i></p> <ul style="list-style-type: none"> Important trends and patterns that support the identification of student, teacher, and leader needs are summarized. 	The cited trends and patterns were responsive to what was identified through the data.	The cited trends and patterns were generally responsive to what was identified through the data; however, they could have been further defined.	The cited trends and patterns were <i>not</i> responsive to what was identified through the data.
Promising Practices for 2.3 Professional Capacity			
Recommendations for 2.3 Professional Capacity			
Required Revisions for 2.3 Professional Capacity			

2.4 Family and Community Engagement			
2.4.1 Data			
There is no content to assess for this sub-section.			
2.4.2 Guiding Questions	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Look fors: <ul style="list-style-type: none"> Describe processes 	The district described well-defined district processes.	The district described processes; however, they could have been further defined.	The district did <i>not</i> describe processes in place.
Look fors: <ul style="list-style-type: none"> Describe effectiveness of the established processes 	The district clearly defined the effectiveness of each of the processes.	The district provided minimal information on the effectiveness of one or more of the processes.	The district did <i>not</i> provide information on the effectiveness of the processes.
Look fors: <ul style="list-style-type: none"> Data sources utilized to make determinations 	The data sources clearly support the determinations described.	The data sources allowed for basic determinations; however, additional data sources could have been utilized.	Data sources were <i>not</i> provided. <i>or</i> Data sources were provided but did <i>not</i> support a basic determination.
2.4.3 Trends and Patterns	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Look fors: <ul style="list-style-type: none"> Important trends and patterns that support the identification of student, teacher, and leader needs are summarized. 	The cited trends and patterns were responsive to what was identified through the data.	The cited trends and patterns were generally responsive to what was identified through the data; however, they could have been further defined.	The cited trends and patterns were <i>not</i> responsive to what was identified through the data.
Promising Practices for 2.4 Family and Community Engagement			
Recommendations for 2.4 Family and Community Engagement			
Required Revisions for 2.4 Family and Community Engagement			

2.5 Supportive Learning Environment			
2.5.1 Data			
There is no content to assess for this sub-section.			
2.5.2 Guiding Questions	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Look fors: <ul style="list-style-type: none"> Describe processes 	The district described well-defined district processes.	The district described processes; however, they could have been further defined.	The district did <i>not</i> describe processes in place.
Look fors: <ul style="list-style-type: none"> Describe effectiveness of the established processes 	The district clearly defined the effectiveness of each of the processes.	The district provided minimal information on the effectiveness of one or more of the processes.	The district did <i>not</i> provide information on the effectiveness of the processes.
Look fors: <ul style="list-style-type: none"> Data sources utilized to make determinations 	The data sources clearly support the determinations described.	The data sources allowed for basic determinations; however, additional data sources could have been utilized.	Data sources were <i>not</i> provided. <i>or</i> Data sources were provided but did not support a basic determination.
2.5.3 Trends and Patterns	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Look fors: <ul style="list-style-type: none"> Important trends and patterns that support the identification of student, teacher, and leader needs are summarized. 	The cited trends and patterns were responsive to what was identified through the data.	The cited trends and patterns were generally responsive to what was identified through the data; however, they could have been further defined.	The cited trends and patterns were <i>not</i> responsive to what was identified through the data.
Promising Practices for 2.5 Supportive Learning Environment			
Recommendations for 2.5 Supportive Learning Environment			

Required Revisions for 2.5 Supportive Learning Environment			

2.6 Demographic and Financial

2.6.1 Data

There is no content to assess for this sub-section.

2.6.2 Guiding Questions	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Look fors: <ul style="list-style-type: none"> Internal factors 	The district clearly described the internal factors that might have affected data and/or results.	The district described the internal factors; however, the factors could have been further developed.	The district did <i>not</i> describe any internal factors that might have affected data and/or results.
Look fors: <ul style="list-style-type: none"> External factors 	The district clearly described the external factors that might have affected data and/or results.	The district described the external factors; however, the factors could have been further developed.	The district did <i>not</i> describe any external factors that might have affected data and/or results.
Look fors: <ul style="list-style-type: none"> Processes 	The district described well-defined processes.	The district described processes; however, they could have been further developed.	The district <i>did</i> not describe processes in place.
2.6.3 Trends and Patterns	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Look fors: <ul style="list-style-type: none"> Important trends and patterns that support the identification of student, teacher, and leader needs are summarized. 	The cited trends and patterns were responsive to what was identified through the data.	The cited trends and patterns were somewhat responsive to what was identified through the data; however, they could have been further defined.	The cited trends and patterns were <i>not</i> responsive to what was identified through the data.

Promising Practices for 2.6 Demographic and Financial

--	--	--	--

Recommendations for 2.6 Demographic and Financial
Required Revisions for 2.6 Demographic and Financial

2.7 Student Achievement			
2.7.1 Data			
Content assessment is limited to the indicators below.			
	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Migrant students: <ul style="list-style-type: none"> Performance on the preschool pre-assessment ELA and mathematics comparisons of Priority for Service and Non-Priority for Service 	The district included the performance of migratory priority for service (PFS) children compared to migratory non-PFS and the all students group in the data review section. The district included the performance of preschool migratory children in the data review. <i>or</i> The district does not have migratory children, migratory PFS children, or migratory preschool children.	Not applicable	The district has migratory preschool children and/or migratory priority for service (PFS) children but did <i>not</i> include the performance of these children compared to migratory non-PFS and the all student group in the data review section. <i>or</i> The district did <i>not</i> include the performance of preschool migratory children in the data review.
2.7.2 Guiding Questions			
	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Look fors: <ul style="list-style-type: none"> Describe processes 	The district described well-defined processes.	The district described some, but not all, of the processes in place.	The district did <i>not</i> describe processes in place.
Look fors: <ul style="list-style-type: none"> Describe effectiveness of the established processes 	The district clearly defined the effectiveness of each of the processes.	The district provided minimal information on the effectiveness of one or more of the processes.	The district did <i>not</i> provide information on the effectiveness of the processes.

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Student subgroup gaps <i>Look fors:</i> <ul style="list-style-type: none"> Description of gaps in student achievement outcomes among student subgroups 	The description clearly identified achievement outcome gaps among student subgroups.	The description identified achievement outcome gaps among student subgroups; however, the analysis is incomplete or the description is unclear.	No description of achievement outcomes gaps among student subgroups was provided.
Reduced class size <i>Look fors:</i> <ul style="list-style-type: none"> Description of student cohorts or content areas that would benefit from evidence-based reduced class size 	The description clearly identified student cohorts or content areas that would benefit from reduced class size.	The description identified student cohorts or content areas that would benefit from reduced class size; however, additional information could have been included.	The description did not identify student cohorts or content areas that would benefit from reduced class size.
	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<i>Look fors:</i> <ul style="list-style-type: none"> Data sources utilized to make determinations 	The data sources clearly support the determinations described.	The data sources utilized allowed for basic determinations; however, additional data sources could have been included.	Data sources were <i>not</i> provided. <i>or</i> Data sources were provided but did <i>not</i> support a basic determination.
<i>2.7.3 Trends and Patterns</i>	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<i>Look fors:</i> <ul style="list-style-type: none"> Important trends and patterns that will support the identification of student, teacher, and leader needs are summarized. 	The cited trends and patterns were responsive to what was identified through the data.	The cited trends and patterns were somewhat responsive to what was identified through the data; however, they could have been further defined.	The cited trends and patterns were <i>not</i> responsive to what was identified through the data.
<i>Promising Practices for 2.7 Student Achievement</i>			
<i>Recommendations for 2.7 Student Achievement</i>			

Required Revisions for 2.7 Student Achievement

--

3. Needs Identification and Root Cause Analysis

3.1 Trends and Patterns

There is no content to assess in this section.

3.2 Program Strengths and Challenges

3.2.1 IDEA - Special Education	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> Describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program. 	<p>The district clearly described strengths and challenges.</p>	<p>The district described strengths and challenges, but could have more fully addressed strengths and challenges specific to general program implementation and students and adults involved in or affected by the program.</p>	<p>The district did <i>not</i> describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program.</p>
3.2.2 Title I, Part A - Improving the Academic Achievement of the Disadvantaged	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> Describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program. 	<p>The district clearly described strengths and challenges.</p>	<p>The district described strengths and challenges, but could have more fully addressed strengths and challenges specific to general program implementation and students and adults involved in or affected by the program.</p>	<p>The district did <i>not</i> describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program.</p>
3.2.3 Title I, Part A - Foster Care Program	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> Describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program. 	<p>The district clearly described strengths and challenges.</p>	<p>The district described strengths and challenges, but could have more fully addressed strengths and challenges specific to general program implementation and students and adults involved in or affected by the program.</p>	<p>The district did <i>not</i> describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program.</p>

3.2.4 Title I, Part A - Parent Engagement	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p><i>Look fors:</i></p> <ul style="list-style-type: none"> Describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program. 	<p>The district clearly described strengths and challenges.</p>	<p>The district described strengths and challenges, but could have more fully addressed strengths and challenges specific to general program implementation and students and adults involved in or affected by the program.</p>	<p>The district did <i>not</i> describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program.</p>
3.2.5 Title I, Part C - Education of Migratory Children	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p><i>Look fors:</i></p> <ul style="list-style-type: none"> District has migrant students or participants 	<p>The district responded confirming that there are migrant students/ participants in district.</p>	<p>Not applicable</p>	<p>The district did <i>not</i> respond confirming that there are migrant students/ participants in the district.</p>
<p><i>Look fors:</i></p> <ul style="list-style-type: none"> District has assessed and is serving migratory children 	<p>The district clearly described its process for assessing its most mobile migratory children and youth.</p>	<p>The district provided information on its process for assessing its most mobile children and youth; however, the process could have been further defined.</p>	<p>The district did <i>not</i> provide a clear explanation of its process for assessing its most mobile children and youth.</p>
<p><i>Look fors:</i></p> <ul style="list-style-type: none"> District is designing programs for children and youth residing in the district for a short period of time, including those who may never enroll in the district 	<p>The district clearly described each specific program or project that serves migrant participants (preschoolers, K12, out-of-school youth, and drop-outs) who were only in the district for a short time.</p>	<p>The district described specific programs or projects that served migrant participants (preschoolers, K12, out-of-school youth, and drop-outs) who were only in the district for a short time; however, the process could have been further defined.</p>	<p>The district did <i>not</i> describe specific programs or projects that served migrant participants (preschoolers, K12, out-of-school youth, and drop-outs) who were in the district for a short time.</p>
<p><i>Look fors:</i></p> <ul style="list-style-type: none"> District is assessing and serving migrant out-of-school youth and drop-outs 	<p>The district clearly described its process for assessing and serving out-of-school youth and drop-outs.</p>	<p>The district provided information for assessing and serving out-of-school youth and drop-outs; however, the recommendations will help the district expand this process.</p>	<p>The district did <i>not</i> describe its process for assessing out-of-school youth and drop-outs.</p>
<p><i>Look fors:</i></p> <ul style="list-style-type: none"> Identification of greatest academic need for drop-outs based on OSY Profile 	<p>The district effectively gathered and evaluated the OSY Profile data to identify the greatest academic needs of drop-outs.</p>	<p>The district completed the OSY Profile; however, limited academic needs for drop-outs were identified.</p>	<p>The district did <i>not</i> gather and evaluate the OSY Profile data to identify the greatest academic needs of drop-outs.</p>

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p><i>Look fors:</i></p> <ul style="list-style-type: none"> • Identification of greatest academic need for out-of-school youth based on OSY Profile 	The district effectively gathered and evaluated the OSY Profile data to identify the greatest academic needs of out-of-school youth.	The district completed the OSY Profiles however limited academic needs were identified of out-of-school youth.	The district did <i>not</i> gather and evaluate the OSY Profile data to identify the academic needs of out-of-school youth.
3.2.6 Title I, Part D - Neglected or Delinquent Children	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p><i>Look fors:</i></p> <ul style="list-style-type: none"> • Describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program. 	The district clearly described strengths and challenges.	The district described strengths and challenges, but could have more fully addressed strengths and challenges specific to general program implementation and students and adults involved in or affected by the program.	The district did <i>not</i> describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program.
3.2.7 Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p><i>Look fors:</i></p> <ul style="list-style-type: none"> • Describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program. 	The district clearly described strengths and challenges.	The district described strengths and challenges, but could have more fully addressed strengths and challenges specific to general program implementation and students and adults involved in or affected by the program.	The district did <i>not</i> describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program.
3.2.8 Title III - Language Instruction for English Learners and Immigrant Students	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p><i>Look fors:</i></p> <ul style="list-style-type: none"> • Describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program. 	The district clearly described strengths and challenges.	The district described strengths and challenges, but could have more fully addressed strengths and challenges specific to general program implementation and students and adults involved in or affected by the program.	The district did <i>not</i> describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program.

3.2.9 Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p><i>Look fors:</i></p> <ul style="list-style-type: none"> Describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program. 	<p>The district clearly described strengths and challenges.</p>	<p>The district described strengths and challenges, but could have more fully addressed strengths and challenges specific to general program implementation and students and adults involved in or affected by the program.</p>	<p>The district did <i>not</i> describe strengths and challenges related to general program implementation and students and adults involved in or affected by the program.</p>
3.2.10 LEA Equity Action Plan	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Equity gaps</p> <p><i>Look fors:</i></p> <ul style="list-style-type: none"> Selection of two gaps Gaps take high poverty, high minority into consideration Provides a clear analysis of selections 	<p>The district identified the two greatest equity gaps in the district.</p> <p><i>and</i></p> <p>The district provided a comprehensive analysis of the equity gaps based on quantitative and qualitative data reviewed in completing this report.</p>	<p>The district identified the two greatest equity gaps in the district.</p> <p><i>and</i></p> <p>The district provided an analysis of the equity gaps that may not be comprehensive or targeted, but is sufficient to determine the district used quantitative and qualitative data.</p>	<p>The district did <i>not</i> identify the two greatest equity gaps in the district.</p> <p><i>or</i></p> <p>The district provided some information about equity gaps, but did <i>not</i> identify the two greatest equity gaps in the district.</p> <p><i>or</i></p> <p>The district did <i>not</i> provide a complete analysis of the equity gaps based on quantitative and qualitative data reviewed in completing this report.</p>
<p>Equity gaps not chosen for focus in Equity Plan (only applicable if not included in LEA Equity Action Plan)</p> <p><i>Look fors:</i></p> <ul style="list-style-type: none"> Provides a clear rationale for selections 	<p>The district provided a clear rationale as to why the two greatest gaps were not selected as areas for focus in the LEA Equity Action Plan.</p>	<p>The district provided a rationale as to why the two greatest gaps were not selected as areas for focus in the LEA Equity Action Plan.</p>	<p>The district provided some information, but did <i>not</i> clearly communicate the rationale as to why the two greatest gaps were not selected as areas for focus in the LEA Equity Action Plan.</p> <p><i>or</i></p> <p>The district did not did <i>not</i> provide a rationale as to why the two greatest gaps were not selected as areas for focus in the LEA Equity Action Plan.</p>

3.2.11 Additional Questions for Charter Systems

There is no content to assess for this sub-section.

Promising Practices for 3.2 Program Strengths and Challenges

Recommendations for 3.2 Program Strengths and Challenges

Required Revisions for 3.2 Program Strengths and Challenges

3.3 Identification and Prioritization of Overarching Needs

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Identification of overarching needs <i>Look for:</i> <ul style="list-style-type: none"> • Identification of overarching needs based on trends and patterns, program strengths and challenges, and other data sources 	The district identified overarching needs that were clearly based on trends and patterns, program strengths and challenges, and other data sources.	The district identified overarching needs that were partially based on trends and patterns, program strengths and challenges, and other data sources.	No overarching needs were identified. <i>or</i> The district identified overarching needs that were <i>not</i> based on trends and patterns, program strengths and challenges, and other data sources.
Prioritization of overarching needs <i>Look for:</i> <ul style="list-style-type: none"> • Prioritization of overarching needs based on trends and patterns, program strengths and challenges, and other data sources 	The district prioritized all identified overarching needs (even those that will not be the focus of improvement efforts for FY18).	The district prioritized some, but not all, identified overarching needs.	No prioritization of overarching needs was provided.

Recommendations for 3.3 Identification and Prioritization of Overarching Needs

Required revisions for 3.3 Identification and Prioritization of Overarching Needs

3.4 Root Cause Analysis

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Root cause analysis process <i>Look fors:</i> <ul style="list-style-type: none"> The root cause analysis process followed the GaDOE's defined processes from the webinar series or other commonly accepted processes. 	The district provided a clear description of the root cause analysis process used by the team to identify the top 2 – 4 overarching needs. The process used by the team was sufficient to lead to the identification of root causes for each of the top 2 – 4 overarching needs.	The district provided a description of the root cause analysis process used by the team for the top 2 – 4 overarching needs; however, the processes could have been further developed.	The district did <i>not</i> provide a description of the root cause analysis process used by the team.
Overarching needs tables <i>Look fors:</i> <ul style="list-style-type: none"> Listed root causes are real root causes not contributing factors 	The district identified root causes to be addressed for each of the top 2 – 4 overarching needs and documented that the root causes were not contributing factors.	Not applicable	The district did <i>not</i> identify root causes to be addressed for each of the top 2 – 4 overarching needs.
Causes that can be affected <i>Look for:</i> <ul style="list-style-type: none"> Root causes are clearly things that the district staff can address 	The district identified whether each of the root causes to be addressed for each of the top 2 – 4 overarching needs could be affected.	The district identified whether some, but not all, of the root causes to be addressed for each of the top 2 – 4 overarching needs could be affected.	The district did <i>not</i> identify root causes or, if root causes were identified, whether any of the root causes to be addressed for each of the top 2 – 4 overarching needs could be affected was not evident.

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Related programs <i>Look fors:</i> <ul style="list-style-type: none"> Letter codes provided in 3.4 identify all relevant programs 	The district identified programs related to each of the root causes to be addressed for each of the top 2 – 4 overarching needs.	The district identified programs related to some, but not all, of the root causes to be addressed for each of the top 2 – 4 overarching needs could be affected.	The district did <i>not</i> identify root causes or, if root causes were identified, programs related to each of the root causes to be addressed for each of the top 2 – 4 overarching needs were not evident.
<i>Promising Practices for 3.4 Root Cause Analysis</i>			
<i>Recommendations for 3.4 Root Cause Analysis</i>			
<i>Required Revisions for 3.4 Root Cause Analysis</i>			

**LOCAL EDUCATIONAL AGENCY (LEA)/DISTRICT-LEVEL
PARENT and FAMILY ENGAGEMENT POLICY or PLAN**

<i>Jointly Developed</i>	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Look fors: The Policy describes how the district will involve parents and family members in jointly developing the Comprehensive LEA Improvement Plan (CLIP), the School Improvement/Title I Schoolwide Program/ Title I Targeted Assistance Plan, and if applicable the Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) plans.</p>	<p>The Policy clearly describes how the district will involve parents and family members in jointly developing the CLIP and the School Improvement Title I Schoolwide Program/Title I Targeted Assistance Plan.</p>	<p>The Policy describes how the district will involve parents and family members in jointly developing the CLIP and other school plans; however, additional detail could have improved the content.</p>	<p>The Policy does <i>not</i> describe how the district will involve parents and family members in jointly developing the CLIP and other school plans.</p>
<i>Technical Assistance</i>	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Look fors: The Policy describes how the district will provide coordination, technical assistance, and other support necessary to assist and build capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.</p>	<p>The Policy clearly describes how the district will provide ongoing coordination, technical assistance, and other support necessary to assist all Title I schools.</p>	<p>The Policy describes how the district will provide coordination, technical assistance, and other support necessary to assist all Title I schools; however, additional detail could have improved the content.</p>	<p>The Policy does <i>not</i> describe how the district will provide coordination, technical assistance, and other support necessary to assist all Title I schools.</p>
<i>Annual Evaluation</i>	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Look fors: The Policy describes how the district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of all schools served under Title I, Part A, including identifying:</p> <ul style="list-style-type: none"> • Barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); • Needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and • Strategies to support successful school and family interactions. 	<p>The Policy clearly describes how the district will provide parents with meaningful and multiple opportunities to provide feedback on the District Parent and Family Engagement Policy and identifies barriers, needs, and strategies as described in law.</p>	<p>The Policy describes how the district will provide parents an opportunity to provide feedback on the District Parent and Family Engagement Policy and identifies barriers, needs, and strategies as described in law; however, additional detail could have improved the content.</p>	<p>The Policy does <i>not</i> describe how the district will provide parents with meaningful and multiple opportunities to provide feedback on the District Parent and Family Engagement Policy and identifies barriers, needs, and strategies as described in law.</p>

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Look fors: The Policy describes how the district will use the findings of the annual evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in law.</p>	<p>The Policy clearly describes how the district will use the findings of the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parent and family engagement policies.</p>	<p>The Policy describes how the district will use the findings of the annual evaluation to design evidence-based strategies for more effective parental involvement and revise, if necessary, the district-level and school-level parent and family engagement policies; however, additional detail could have improved the content.</p>	<p>The Policy does <i>not</i> describe how the district will use the findings of the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise district-level and school-level parent and family engagement policies.</p>
<p>Reservation of Funds</p>	<p><i>Met</i></p>	<p><i>Met - with Recommendation(s)</i></p>	<p><i>Not Met - Revisions Required</i></p>
<p>Look fors: The Policy states that the district shall reserve at least 1 percent of its Title I, Part A allocation for parent and family engagement, unless the allocation is \$500,000 or less. It states that the district shall reserve not less than 90 percent of the 1 percent and the funds shall be distributed to schools, with priority given to high-need schools. The Policy states that parents and family members of children receiving services under Title I, Part A shall be involved in the decisions regarding how the 1 percent reserved are allotted for parental involvement activities.</p>	<p>The Policy clearly states that the district shall reserve at least 1% of its Title I, Part A allocation for parent and family engagement, that parents and family members are involved in the decisions regarding how the 1% is spent, and that 90% of the 1% shall be distributed to schools, with priority given to high-need schools.</p>	<p>The Policy states that the district shall reserve at least 1% of its Title I, Part A allocation for parent and family engagement, that parents and family members are involved in the decisions regarding how the 1% is spent, and that 90% of the 1% shall be distributed to schools, with priority given to high-need schools; however, additional detail could have improved the content.</p>	<p>The Policy does not state that the district shall reserve the required amounts. <i>and/or</i> The Policy does not state that parents shall be involved in the decision-making process.</p>
<p>Look fors: The Policy states that funds reserved by the district shall be used to carry out activities and strategies consistent with the Policy, including not less than one of the following:</p> <ul style="list-style-type: none"> Supporting schools and nonprofit organizations in providing professional development for district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. Supporting programs that reach parents and family members at home, in the community, and at school. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parent and family members. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. 	<p>The Policy clearly states that funds reserved by the district will be used to carry out activities and strategies consistent with the Policy, including not less than one selected activity or strategy from Section 1116(a)(3) (D).</p>	<p>The Policy states that funds reserved by the district will be used to carry out activities and strategies consistent with the Policy, including not less than one selected activity or strategy from Section 1116(a)(3) (D); however, additional detail could have improved the content.</p>	<p>The Policy does not state that funds will be used to carry out activities and strategies consistent with the Policy. <i>and/or</i> The Policy does not include at least one activity or strategy from section 1116(a)(3)(D).</p>

<i>Coordination of Services</i>	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Look fors: The Policy states that the district will coordinate and integrate parent and family engagement strategies, under Title I, Part, A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs and other activities.</p>	<p>The Policy clearly states that the district will coordinate and integrate parent and family engagement programs, activities, and strategies with other Federal, state, and local programs, including public preschool programs and other activities.</p>	<p>The Policy states that the district will coordinate and integrate parent and family engagement programs, activities, and strategies but does not state which Federal, state, and local programs, including public preschool programs and other activities; however, additional detail could have improved the content.</p>	<p>The Policy does <i>not</i> state that the district will coordinate and integrate parent and family engagement programs, activities, and strategies with other Federal, state, and local programs.</p>
<i>Building Capacity of Parents</i>	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Look fors: The Policy states that the district shall provide assistance to parents of children served by the school district or school in understanding topics such as</p> <ul style="list-style-type: none"> • The Georgia Standards of Excellence • Georgia Milestones • Title I, Part A requirements • How to monitor a child's progress • How to work with educators to improve the achievement of their children <p>and provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.</p>	<p>The Policy clearly states that the LEA will provide assistance to parents in understanding topics such as academic standards, assessments, Title I, monitoring a child's progress, and working with educators and states that it will provide materials and training to help parents to work with their children to improve their children's achievement.</p>	<p>The Policy states that the LEA will provide assistance to parents in understanding topics such as academic standards, assessments, Title I, monitoring a child's progress, and working with educators and states that it will provide materials and training to help parents to work with their children to improve their children's achievement; however, additional detail could have improved the content.</p>	<p>The Policy does not state that the district will provide assistance to parents in understanding topics such as academic standards, assessments, Title I, monitoring a child's progress, and working with educators. The Policy does not state that the district will provide materials and training to help parents to work with their children to improve their children's achievement.</p>
<p>Look fors: Applicable to school systems with Academic Parent-Teacher Teams (APTT), the Policy includes an explanation of what APTT is and invites parents to partner with teachers to set individual academic achievement goals to be addressed through evidenced-based, at-home learning activities and strategies. [A list of APTT school systems is available at http://bit.ly/apttgeorgia]</p>	<p>The Policy clearly explains what APTT is and includes an invitation for parents to partner in their child's academic success.</p>	<p>The Policy explains what APTT is and includes an invitation for parents to partner in their child's academic success; however, additional detail could have improved the content.</p>	<p>Not applicable</p>
Not Applicable			
<p>The district did not implement APTT.</p>			

<i>Building Capacity of School Staff</i>	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Look fors: The Policy states that the district shall educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff—with the assistance of parents—in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. The Policy states that the district shall provide such other reasonable support for parental involvement activities under Section 1116 as parents may request.</p>	<p>The Policy clearly states that the district will educate school staff with the assistance of parents in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school and as requested by parents.</p>	<p>The Policy states that the district will educate school staff with the assistance of parents in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school and as requested by parents; however, additional detail could have improved the content.</p>	<p>The Policy does not state that the district will educate school staff with the assistance of parents in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.</p>
<p>Look fors: Applicable to school systems with Academic Parent-Teacher Teams (APTT), the Policy states that the district will implement the APTT model as an evidence-based family engagement strategy and explains the purpose of the Family Engagement Leadership Team (FELT). [A list of APTT school systems is available at http://bit.ly/apttgeorgia]</p>	<p>The Policy states that the district will implement the APTT model as an evidence-based family engagement strategy and explains the purpose of the FELT.</p>	<p>The Policy states that the district will implement the APTT model as an evidence-based family engagement strategy, and explains the purpose of the FELT; however, additional detail could have improved the content.</p>	<p>Not applicable</p>
<i>Not Applicable</i>			
<p>District did not implement APTT.</p>			
<i>Accessibility</i>	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Look fors: The Policy states that the district and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such parents understand.</p>	<p>The Policy clearly states that the district and schools will provide opportunities for the participation of parents and family members, including parents and family members described in law, and will provide information and school reports in a format and in a language such parents understand.</p>	<p>The Policy states that the district and schools will provide opportunities for the participation of parents and family members, including parents and family members described in law, and will provide information and school reports in a format and in a language such parents understand; however, additional detail could have improved the content.</p>	<p>The Policy does not state that the district and schools will provide opportunities for the participation of parents and family members, including parents and family members described in law, and will provide information and school reports in a format and in a language such parents understand.</p>

<i>Revision Date and School Year</i>
There is no content to assess in this item.
<i>Promising Practices for Parent and Family Engagement Policy</i>
<i>Recommendations for Parent and Family Engagement Policy</i>
<i>Required Revisions for Parent and Family Engagement Policy</i>

**DISTRICT IMPROVEMENT PLAN
2017-2018 Rubric**

1. General Improvement Plan Information

There is no content to assess in this section.

2. District Improvement Goals

2.1 Creating Improvement Goals

There is no content to assess in this section.

Rubric for 2.2 - 2.5

<i>Essential Elements</i>	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Structures	The district identified the structures addressed within this system. <i>and</i> The identified structures are based on the results of the CNA and support accomplishment of the specified goal.	The district identified the structures and the structures selected appear to be based on the results of the CNA; however, additional structures may help to achieve the desired goal.	The district did not identify the structures that are addressed within this system.
Action steps	The district identified evidence-based action steps that are designed to address the root causes for each of the overarching needs. <i>and</i> The action steps are adequate to accomplish the specified goals.	The district identified evidence-based action steps that are designed to address the root causes for each of the overarching needs; however the action steps could have been further developed.	The district did not identify evidence-based action steps designed to address the root causes for any of the overarching needs.
Possible funding sources	The district specified possible funding sources for each of the identified action steps. <i>and</i> The possible funding sources for the specific action steps are based on program guidelines.	The district specified possible funding sources for each of the identified action steps; however, the proposed funding sources may not be allowable.	The district did not identify possible funding sources for any of the action steps.
Timeline for implementation	The district specified timelines for each of the identified action steps. <i>and</i> The specified timelines are appropriate based on the identified action steps.	The district specified timelines for each of the identified action steps; however, timelines may require further considerations.	The district did not identify timelines for any of the action steps.

<i>Essential Elements</i>	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Method for monitoring	The district specified methods for monitoring implementation of each of the action steps. and The methods are appropriate for the action steps, include qualitative and quantitative measures, and assess implementation processes and outcomes.	The district specified methods for monitoring implementation of each of the action steps; however, the methods might not prove to be related to the action steps. or The methods might not prove to assess implementation processes or outcomes.	The district did not specify methods for monitoring implementation of the action steps.
Position/role responsible	The district identified positions/roles of person(s) responsible for implementing each of the action steps.	The district identified positions/roles of person(s) responsible for implementing each of the identified action steps; however, the positions/roles provided might not be the appropriate selection.	The district did not identify the positions/roles of person(s) responsible for implementing any of the identified action steps.
Supplemental action steps for: <ul style="list-style-type: none"> • Economically disadvantaged • English learners • Foster care and homeless • Migrant • Race/ethnicity/minority • Students with disabilities 	The district identified supplemental action steps that will be implemented to ensure that necessary supports are in place for each of the subgroups listed on the form.	The district identified supplemental action steps; however, these steps may not be sufficient to address the identified needs of the subgroups.	The district did not identify supplemental action steps to ensure necessary supports are in place for student subgroups.

2.2 Overarching Need #1			
2.2.1 Coherent Instructional System	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.2.2 Effective Leadership	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.2.3 Professional Capacity	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.2.4 Family and Community Engagement	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.2.5 Supportive Learning Environment	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			

Promising Practices for 2.2 Overarching Need #1

--

Recommendations for 2.2 Overarching Need #1

--

Required Revisions for 2.2 Overarching Need #1

--

2.3 Overarching Need #2			
2.3.1 Coherent Instructional System	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.3.2 Effective Leadership	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.3.3 Professional Capacity	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.3.4 Family and Community Engagement	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.3.5 Supportive Learning Environment	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			

Promising Practices for 2.3 Overarching Need #2

--

Recommendations for 2.3 Overarching Need #2

--

Required Revisions for 2.3 Overarching Need #2

--

2.4 Overarching Need #3			
2.4.1 Coherent Instructional System	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.4.2 Effective Leadership	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.4.3 Professional Capacity	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.4.4 Family and Community Engagement	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.4.5 Supportive Learning Environment	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			

Promising Practices for 2.4 Overarching Need #3

--

Recommendations for 2.4 Overarching Need #3

--

Required Revisions for 2.4 Overarching Need #3

--

2.5 Overarching Need #4			
2.5.1 Coherent Instructional System	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.5.2 Effective Leadership	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.5.3 Professional Capacity	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.5.4 Family and Community Engagement	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			
2.5.5 Supportive Learning Environment	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Structure(s)			
Action steps			
Possible funding source(s)			
Timeline for implementation			
Method for monitoring			
Position/role responsible			
Supplemental action steps			

Promising Practices for 2.5 Overarching Need #4

--

Recommendations for 2.5 Overarching Need #4

--

Required Revisions for 2.5 Overarching Need #4

--

3. FY18 LEA Equity Plan

3.1 Review of Comprehensive Needs Assessment Report

There is no content to assess in this section.

3.2 Identification of Equity Gaps

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Data variables indicating equity gaps <i>Look fors:</i> <ul style="list-style-type: none"> Two data variables indicating two equity gaps (variables are the same variables explained in page 20 of the CNA Report) Equity gaps that impact minority and economically disadvantaged students 	The district identified two data variables indicating equity gaps that impact minority and economically disadvantaged students. A different data variable was identified for each equity gap. (Variables are the same variables explained in page 20 of the CNA Report.)	The district identified two data variables. A different data variable was identified for each equity gap. (Variables are the same variables explained in page 20 of the CNA Report.) The district selection was allowable, but could have been more targeted.	The district identified one data variable indicating an equity gap. <i>or</i> The district selected the same data variable indicating equity gaps. <i>or</i> The district did not identify any data variables.

Required Revisions for 3.2 Identification of Equity Gaps

--

3.3 Selection of Equity Interventions to Address Identified Equity Gaps

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Equity interventions for equity gaps <i>Look fors:</i> <ul style="list-style-type: none"> A corresponding equity intervention identified for each equity gap selected Selected intervention has evidence of supporting the corresponding gap 	The district selected a corresponding equity intervention for each of two identified equity gaps. <i>and</i> The equity intervention for each equity gap has an evidence base that supports its selection.	The district selected a corresponding equity intervention for each of two identified equity gaps. The equity intervention has an evidence base that supports its selection. The district selection was allowable; however, it could have been better matched.	The district selected a corresponding equity intervention for one or two identified equity gaps or selected the same equity intervention for both gaps. <i>or</i> The district selected a corresponding equity intervention for one or two identified equity gaps; however, the chosen interventions do not have and evidence base that supports its selection. <i>or</i> The district did not select any corresponding equity interventions for any identified equity gaps.

Required Revisions for 3.3 Selection of Equity Interventions

--

3.4 Equity Interventions for Reducing District Equity Gaps

3.4.1 Equity Interventions for Equity Gap #1	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Activities and strategies</p> <p>Look fors:</p> <ul style="list-style-type: none"> Activities/strategies are relevant, evidence based and data driven and address the identified gap 	<p>The district identified activities and strategies designed to effectively address the identified gap.</p> <p style="text-align: center;">and</p> <p>The activities and strategies are clearly adequate to reduce the gap.</p>	<p>The district identified activities and strategies designed to address the identified gap; however, whether the activity/ strategies will be effective is not readily apparent.</p>	<p>The district did <i>not</i> identify activities and strategies designed to address the gap.</p>
<p>Position/role responsible</p> <p>Look fors:</p> <ul style="list-style-type: none"> Position/role, not individual name Position/role of person(s) identified for each activity/strategy 	<p>The district identified positions/roles of persons responsible for implementing each of the activities and strategies.</p>	<p>The district identified names of persons responsible for implementing each of the activities and strategies.</p> <p style="text-align: center;">but</p> <p>The section could be improved by identifying positions/roles rather than staff names.</p>	<p>The district identified positions/roles of persons responsible for implementing <i>some</i> of the activities and strategies.</p> <p style="text-align: center;">or</p> <p>The district did <i>not</i> identify the positions/roles of persons responsible for implementing any of the activities and strategies.</p>
<p>Timeline for implementation</p> <p>Look fors:</p> <ul style="list-style-type: none"> Timeline identified for each activity/strategy and is appropriate based on the identified action steps (bi-weekly, monthly, quarterly, annually, fall, spring) 	<p>The district specified timelines for each of the identified activities and strategies.</p> <p style="text-align: center;">and</p> <p>The specified timelines are appropriate based on the identified action steps.</p>	<p>The district specified timelines for each of the identified activities and strategies.</p> <p style="text-align: center;">but</p> <p>The specified timelines could be improved by selecting timelines that would better support the identified actions steps.</p>	<p>The provided timelines do <i>not</i> appear to be calculated to achieve the identified activities and strategies.</p> <p style="text-align: center;">or</p> <p>The district did <i>not</i> identify timelines for any of the identified activities and strategies.</p>
<p>Monitoring implementation</p> <p>Look fors:</p> <ul style="list-style-type: none"> Each activity/strategy identifies a specific method for monitoring implementation Each method related to the action steps Selected methods include qualitative and quantitative measures. 	<p>The district specified methods for monitoring implementation of each of the activities and strategies.</p> <p style="text-align: center;">and</p> <p>The methods include qualitative and quantitative measures.</p>	<p>The district specified some methods for monitoring implementation of each of the activities and strategies.</p> <p style="text-align: center;">but</p> <p>Methods for monitoring implementation could be better customized to align with commonly acknowledged best practices.</p> <p style="text-align: center;">and</p> <p>The methods include qualitative and quantitative measures.</p>	<p>The district did <i>not</i> specify methods for monitoring implementation of and of the activities and strategies.</p>

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Monitoring effectiveness</p> <p><i>Look fors:</i></p> <ul style="list-style-type: none"> Each activity/strategy identifies a specific method for monitoring effectiveness Each method related to the action steps Selected methods include qualitative and quantitative measures 	<p>The district specified methods for monitoring effectiveness of each of the activities and strategies.</p> <p><i>and</i></p> <p>The methods include qualitative and quantitative measures.</p>	<p>The district specified some methods for monitoring effectiveness of each of the activities and strategies.</p> <p><i>but</i></p> <p>Methods for monitoring effectiveness could be better customized to align with commonly acknowledged best practices.</p> <p><i>and</i></p> <p>The methods include qualitative and quantitative measures.</p>	<p>The district did <i>not</i> specify methods for monitoring effectiveness of and of the activities and strategies.</p>
<p>Allocation of resources and coordination of funds</p> <p><i>Look fors:</i></p> <ul style="list-style-type: none"> Funding source(s) is identified for each activity/strategy It is explicitly stated if a funding source is not required Multiple sources to be coordinated may include: all federal programs, state funds, and local funds 	<p>The district identified <i>all</i> relevant funding source(s) and described how the source(s) will support the activities/ strategies to be implemented, monitored and measured.</p> <p><i>or</i></p> <p>If a funding source was not required, this is explicitly stated.</p> <p><i>and</i></p> <p>If appropriate, the district described how multiple sources were coordinated to support the activities/ strategies implemented, monitored, and measured.</p>	<p>The district identified one or more relevant funding source(s) and described how the source(s) will support the activities/ strategies to be implemented, monitored and measured.</p>	<p>The district did <i>not</i> address allocation of resources or coordination of funds.</p>
3.4.2 Equity Interventions for Equity Gap #2	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Activities and strategies</p> <p><i>Look fors:</i></p> <ul style="list-style-type: none"> Activities/strategies are relevant, evidence based and data driven and address the identified gap 	<p>The district identified activities and strategies that are designed to effectively address the identified gap.</p> <p><i>and</i></p> <p>The activities and strategies are adequate to reduce the gap.</p>	<p>The district identified activities and strategies designed to address the identified gap. Whether or not the activity/strategies will be effective is not readily apparent.</p>	<p>The district did <i>not</i> identify activities and strategies designed to address the gap.</p>
<p>Position/role responsible</p> <p><i>Look fors:</i></p> <ul style="list-style-type: none"> Position/role, not individual name Position/role of person(s) identified for each activity/strategy 	<p>The district identified positions/roles of persons responsible for implementing each of the activities and strategies.</p>	<p>The district identified names of persons responsible for implementing each of the activities and strategies.</p> <p><i>but</i></p> <p>The section could be improved by identifying positions/roles rather than staff names.</p>	<p>The district did <i>not</i> identify the positions/roles of persons responsible for implementing any of the activities and strategies.</p>

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Timeline for implementation</p> <p><i>Look fors:</i></p> <ul style="list-style-type: none"> Timeline identified for each activity/strategy and is appropriate based on the identified action steps (bi-weekly, monthly, quarterly, annually, fall, spring) 	<p>The district specified timelines for each of the identified activities and strategies.</p> <p><i>and</i></p> <p>The specified timelines are appropriate based on the identified action steps.</p>	<p>The district specified some timelines for each of the identified activities and strategies.</p> <p><i>but</i></p> <p>The specified timelines could be improved by selecting timelines that would better support the identified actions steps.</p>	<p>The provided timelines do <i>not</i> appear to be calculated to achieve the identified activities and strategies.</p> <p><i>or</i></p> <p>The district did <i>not</i> identify timelines for any of the identified activities and strategies.</p>
<p>Monitoring implementation</p> <p><i>Look fors:</i></p> <ul style="list-style-type: none"> Each activity/strategy identifies a specific method for monitoring implementation Each method related to the action steps Selected methods include qualitative and quantitative measures 	<p>The district specified methods for monitoring implementation of each of the activities and strategies.</p> <p><i>and</i></p> <p>The methods include qualitative and quantitative measures.</p>	<p>The district specified some methods for monitoring implementation of each of the activities and strategies.</p> <p><i>but</i></p> <p>Methods for monitoring implementation could be better customized to align with commonly acknowledged best practices.</p> <p><i>and</i></p> <p>The methods include qualitative and quantitative measures.</p>	<p>The district did <i>not</i> specify methods for monitoring implementation of and of the activities and strategies.</p>
<p>Monitoring effectiveness</p> <p><i>Look fors:</i></p> <ul style="list-style-type: none"> Each activity/strategy identifies a specific method for monitoring effectiveness Each method related to the action steps Selected methods include qualitative and quantitative measures 	<p>The district specified methods for monitoring effectiveness of each of the activities and strategies.</p> <p><i>and</i></p> <p>The methods include qualitative and quantitative measures.</p>	<p>The district specified some methods for monitoring effectiveness of each of the activities and strategies.</p> <p><i>but</i></p> <p>Methods for monitoring effectiveness could be better customized to align with commonly acknowledged best practices.</p> <p><i>and</i></p> <p>The methods include qualitative and quantitative measures.</p>	<p>The district did <i>not</i> specify methods for monitoring implementation effectiveness of and of the activities and strategies.</p>
<p>Allocation of resources and coordination of funds</p> <p><i>Look fors:</i></p> <ul style="list-style-type: none"> Funding source(s) is identified for each activity/strategy It is explicitly stated if a funding source is not required Multiple sources to be coordinated may include: all federal programs, state funds, and local funds 	<p>The district identified all relevant funding source(s) and described how the source(s) will support the activities/ strategies that will be implemented, monitored and measured. If a funding source is not required, this is explicitly stated. If appropriate, the district describes how multiple sources will be coordinated to support the activities/strategies implemented, monitored, and measured.</p>	<p>The district identified one or more relevant funding source(s) and the activities/ strategies to be implemented, monitored and measured.</p>	<p>The district did <i>not</i> address allocation of resources or coordination of funds.</p>

Promising Practices for 3.4 Equity Interventions for Reducing District Equity Gaps
Recommendations for 3.4 Equity Interventions for Reducing District Equity Gaps
Required Revisions for 3.4 Equity Interventions for Reducing District Equity Gaps

4. Required Questions

4.a Stakeholder Involvement to Improve and Coordinate Activities	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look for:</p> <ul style="list-style-type: none"> Description includes all required stakeholders Description addresses how each stakeholder group is consulted Description provided focuses on improving district Title II, Part A activities 	<p>The description clearly and concisely explains how stakeholders required by law were consulted in order to improve student achievement and equitable access to effective educators.</p>	<p>The description explains in a rudimentary fashion how every stakeholder required by law was consulted. It is clear from the explanation that the district included stakeholders, but focused on minimum requirements.</p>	<p>A description was <i>not</i> provided.</p>
<p>Look for:</p> <ul style="list-style-type: none"> Description includes coordination of funds Other strategies, programs, and activities are explicitly listed 	<p>The description clearly and succinctly explains how Title II, Part A funded activities will be coordinated with other related strategies, programs, and activities being conducted in the community.</p>	<p>The description partially explains how Title II, Part A funded activities will be coordinated with other related strategies, programs, and activities.</p>	<p>A description was <i>not</i> provided.</p> <p style="text-align: center;">or</p> <p>The description is unrelated to the coordination of Title II, Part A activities with other related strategies, programs, and activities being conducted in the community.</p>

4.b Serving Low Income and Minority Children	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> Description provides a methodology/system All three scenarios (ineffective, out-of-field, inexperienced) are addressed 	<p>The district addressed how low income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The district addressed, with limited explanation, how low income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. Methodology could be improved and/or seems difficult to implement.</p>	<p>The district restated the requirement and did not describe how this is ensured.</p> <p>or</p> <p>The district did not address how low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p> <p>or</p> <p>The description did not address ineffective teachers and/or out-of-field and/or inexperienced teachers.</p>
4.c Professional Growth Systems	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> Description addresses systems of professional growth and improvement The needs of teachers, principals/ assistant principals, and other school leaders responsible for the daily instructional and operational management of the school are addressed in the systems 	<p>Description identified and briefly explained the systems the district uses to support 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.</p>	<p>Description explained the systems the district uses to support professional growth and improvement at all stages of career development and performance for teachers, principals/ assistant principals, and other school leaders. Explanation exists but may not be well developed. Explanation limited to bulleted items that are suggested, but not required.</p>	<p>No description was provided.</p> <p>or</p> <p>Description did not describe professional growth and improvement systems for some personnel (teachers, principals/ assistant principals, other school leaders).</p> <p>or</p> <p>Description provided is unrelated to systems of professional growth and improvement.</p>
4.d.1 PQ - Intent to Waive Certification	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> Description explicitly states whether or not the district waives certification for teachers 	<p>Description explicitly stated whether or not the district waives certification for teachers.</p>	<p>Description provided limited explanation of whether or not the district waives certification for teachers.</p>	<p>No description was provided.</p> <p>or</p> <p>Description does not address whether or not certification is waived for teachers.</p>

4.d.2 PQ - Waiver Recipients	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> Description addresses all teachers and establishes whether or not certification is waived. Certification is not waived for Special Education 	<p>If the district waives certification, the description stated whether or not certification is waived for all teachers. If only waived for some teachers, the description listed the content and grade level bands for which the district waives the certification of those teachers.</p>	<p>Not applicable</p>	<p>Description did <i>not</i> address whether or not certification is waived for all or some teachers and no additional description was provided regarding content and/or grade level bands.</p> <p><i>or</i></p> <p>The district did <i>not</i> address whether or not certification is waived for all or some teachers, but listed content and/or grade level bands.</p>
4.d.3 PQ - Minimum Qualifications	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> Minimum professional qualifications listed for all teachers 	<p>If the district waives certification, the description listed the minimum professional qualifications required of teachers for employment.</p>	<p>Not applicable</p>	<p>The description provided is unclear, making it difficult to discern the minimum professional qualifications required of teachers for employment.</p>
4.e State and Federally Identified Schools	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> District plans to implement an “optional” set-aside of Title I, Part A funds to assist its state and federally-identified schools needing additional support (Title I schools only) 	<p>The district has an optional set-aside to supplement the 1003 funds for priority and/or focus schools. The improvement plan states how this optional set-aside will supplement priority and/or focus schools.</p> <p><i>or</i></p> <p>The district has no priority and/or focus schools so the optional set-aside will not be made.</p>	<p>The district has an optional set-aside for priority and/or focus schools; however, it may not be clear that these funds are supplemental to 1003 funds.</p>	<p>The district has an optional set-aside but has no priority and/or focus schools.</p> <p><i>or</i></p> <p>The improvement plan initiative for the priority and/or focus school is not supported by the CNA, further clarification is needed.</p>

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Look fors:</p> <ul style="list-style-type: none"> • Description addresses identified schools and high poverty schools • Description explicitly references Title II, Part A when discussing prioritization of funds 	<p>Description clearly outlined how the district will prioritize Title II, Part A funds to assist state and federally-identified schools needing support and schools that have the highest percentages of children from families below the poverty level.</p>	<p>Description provided limited explanation of how the district will prioritize Title II, Part A funds to assist its state and federally-identified schools needing support and schools that have the highest percentages of children from families below the poverty level.</p>	<p>No description was provided.</p> <p>or</p> <p>Description incompletely outlined how the district prioritizes Title II, Part A funds to assist its state and federally-identified schools needing support and schools that have the highest percentages of children from families below the poverty level.</p> <p>or</p> <p>Description addressed how funds are prioritized, but does not specifically address Title II, Part A.</p> <p>or</p> <p>Description did not, in any way, address how funds are prioritized to assist its state and federally-identified schools needing support and schools that have the highest percentages of children from families below the poverty level.</p>
4.f CTAE Coordination	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Look fors:</p> <ul style="list-style-type: none"> • Description of how the district will collaborate with schools to conduct a review of current practices regarding integration of career and technical education content at various grade levels • Description of current and planned career pathways offered to the student population • Description of the current and planned work-based learning opportunities made available to all students • Description of how the district addresses employability skills at various grade levels • Description of how the district incorporates career lesson plans in grades 1-5 • Description of strategies used by the district to address technical skill attainment 	<p>The district has clearly described how they will support programs that integrate CTAE content through coordinate instructional strategies and work-based learning opportunities.</p>	<p>The district provided information on how they will support programs that integrate CTAE content through coordinate instructional strategies and work-based learning opportunities; however, it could have been further developed.</p>	<p>No description was provided or the district did not adequately describe how they will support programs that integrate CTAE content through coordinate instructional strategies and work-based learning opportunities.</p>

4.g Discipline Issue Reduction	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> • Description of how the district will collaborate with schools to conduct a review of discipline data on a regular basis to reduce the overuse of discipline practices that remove students from the classroom • If discipline is an identified need in the CNA, list of goals and strategies (efforts) planned to address this need (including staff development strategies) • Possible documentation to include may be appropriate section(s) of the district’s discipline plan/PBIS plan that relate to indicator 4.g 	<p>The district has clearly described how they regularly collaborate with schools to reduce the removal of students from the classroom for discipline problems.</p> <p style="text-align: center;">and</p> <p>If discipline is an identified area of need, the district has specifically stated goals and strategies that included staff development.</p>	<p>The district provided information on how they will collaborate with schools to reduce the removal of students from the classroom due to discipline problems; however, it could have been further developed.</p>	<p>The district did <i>not</i> provide a description of how they will collaborate with schools to reduce the removal of students from the classroom.</p> <p style="text-align: center;">and/or</p> <p>If discipline is an identified area of need, the district did not provide specific goals and strategies that included staff development.</p>
4.h Middle/High School Transition Plans	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> • Description of strategies for transition from middle to high school • Description of strategies for transition from high school to postsecondary education • Coordination with higher education institutions • Description of access to early college high school and dual enrollment • Counseling of high school students to identify interests and skills 	<p>The district has clearly described how they will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.</p>	<p>The district provided information on how they will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education; however, it could have been further developed.</p>	<p>No description was provided or the district did <i>not</i> adequately describe how they will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.</p>
4.i Preschool Transition Plans	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <ul style="list-style-type: none"> • A description of plans for assisting preschool children in the transition from early childhood programs, such as Head Start or a state-run preschool program, to local elementary school programs. 	<p>The district clearly described how they will support, coordinate, and integrate services with early childhood programs and have planned transitions of participants into their schools.</p>	<p>The district provided information on how they will support, coordinate, and integrate services with early childhood programs and have planned transitions of participants into their schools; however, it could have been further developed.</p>	<p>No description was provided or the district did <i>not</i> adequately describe how they will support, coordinate, and integrate services with early childhood programs and have planned transitions of participants into their schools.</p>

4.j Targeted Assisted Schools	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Look fors:</p> <ul style="list-style-type: none"> Inclusion of parents, administrators, and pupil services in identifying eligible children for targeted assistance schools Description of how schools will develop and identify multiple (at least two) objective academic-based performance criteria to identify and rank students Description of the measurable scale (point system) that uses the objective academic criteria to rank <i>all</i> students in that grade level/content to determine the most at risk and/or in need of targeted assistance Description of the process used to identify all the students to be served in rank order by points earned per grade level/subject area. Description of how new students enrolling in the school will go through the multiple academic-based performance criteria and be ranked to determine eligibility for the targeted assistance program. 	<p>The district provided a clear description of how the school, with the inclusion of parents, administrators, and pupil services, will identify eligible students in Targeted Assistance schools.</p>	<p>The district provided information on how the school, with the inclusion of parents, administrators and pupil services, will identify eligible students in Targeted Assistance schools; however, it could have been further developed.</p>	<p>The district did <i>not</i> provide a description of how the school, with the inclusion of parents, administrators and pupil services, will identify eligible students in Targeted Assistance schools.</p>
4.k Title I Program Descriptions	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Look fors:</p> <p>Title I Schoolwide schools -</p> <ul style="list-style-type: none"> Subject area(s) to be served based on results of the CNA Evidenced-based instructional interventions to be used (class-size reduction, push-in or pull-out remediation, tutoring, before/after school tutoring, summer school, computer based instruction) Related professional development activities Related parent and family engagement activities building for capacity <p>Targeted Assistance schools -</p> <ul style="list-style-type: none"> Subject/content area(s) and grade level(s) to be served based on the CNA Evidenced-based instructional interventions to be used (push-in or pull-out remediation, tutoring, before/after school tutoring, summer school, computer based instruction) How students will be identified (objective multi-selection criteria, rank order list of students being served) Related professional development and parent and family engagement activities for eligible teachers and parents <p>Schools for children living in local institutions for neglected or delinquent children (Sec. 1112) -</p> <ul style="list-style-type: none"> Description includes how the district will support N&D schools and instructional programs; name of residential facilities or explains there are no facilities in the district 	<p>The district has clearly described the instructional program to be implemented at the Title I Schoolwide schools, Targeted Assistance schools and N&D facilities served in the district.</p>	<p>The district provided information on the instructional program to be implemented at the Title I Schoolwide schools, Targeted Assistance schools and N&D facilities served in the district; however, it could have been further developed.</p>	<p>No description was provided or the district did <i>not</i> adequately describe the instructional program to be implemented at the Title I Schoolwide schools, Targeted Assistance schools and N&D facilities served in the district.</p>

4.l Migrant Intrastate and Interstate Coordination	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors: Use of the Title I, Part C occupational survey -</p> <ul style="list-style-type: none"> • Description explaining how all schools use the occupational survey during new student registration and back-to-school registration for returning students • Description of how documents will be completed, collected, and reviewed • How documents will be submitted for further action based on the directions on the bottom of the form <p>The timely transfer of pertinent school records, including information on health, when children move from one school to another -</p> <ul style="list-style-type: none"> • Description of the district and school records transfer process for students moving in and out of the district • Description includes academic and health records • Description includes a timeline and process • Consortium districts include how coordination with the MEP Consortium staff at ABAC to support records transfer will occur, when needed <p>How the district will use the Migrant Student Information Exchange (MSIX) -</p> <ul style="list-style-type: none"> • Description of how the Migrant Student Information Exchange (MSIX) will be used in the records transfer process (both interstate and intrastate) • Description includes who in the district will access MSIX when migratory children and youth enroll • Description includes how the information in MSIX, when available, will be used for enrollment and course placement decisions for migratory children and youth 	<p>The district described its process for the use of the occupational survey, school/health records transfer; how MSIX will be utilized and how the district will be coordinating with regional MEP and ABAC staff.</p>	<p>The district described its process for the use of the occupational survey, school/health records transfer; how MSIX will be utilized and how the district will be coordinating with regional MEP and ABAC staff. However, the recommendations will help the district improve these processes.</p>	<p>The district did <i>not</i> describe its process for use of the occupational survey, school/health records transfer; how MSIX will be utilized and how the district will be coordinating with regional MEP and ABAC staff.</p>
4.m Migrant Supplemental Support Services	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>Look fors:</p> <p>Direct funded</p> <ul style="list-style-type: none"> • Narrative includes needs assessment, coordination of services, documentation of services, communication with families, and evaluation • Inclusion in other Federal programs and/or local initiatives • Assessment of needs for out-of-school youth; drop-outs; and preschool children • Outreach to families • Evaluation of funded services (regular school year and summer) <p>Consortium</p> <ul style="list-style-type: none"> • Narrative includes coordination with the MEP Consortium at ABAC for service delivery 	<p>The district clearly described how services for all migrant participants (out-of-school youth; drop-outs; and preschool children and families) will be coordinated and assessed during the regular school year and summer and how services in consortium districts will be coordinated with ABAC.</p>	<p>The district addressed the key elements of services for all migrant participants (out-of-school youth; drop-outs; and preschool children and families) and how they will be coordinated and assessed during the regular school year and summer; how consortium district services will be coordinated with ABAC. However, the recommendations will support the district in improving services for the benefit of migratory children.</p>	<p>The district did <i>not</i> describe how services for all migrant participants (out-of-school youth; drop-outs; and preschool children and families) will be coordinated and assessed during the regular school year and summer and how services will be coordinated with ABAC staff.</p>

4.n IDEA	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Graduation rate outcomes for students with disabilities</p> <p><i>Look fors:</i></p> <ul style="list-style-type: none"> • Description that clearly outlines the activities to address post-school outcomes for students with disabilities including school completion, school-age transition and post-secondary transition. • Student Success activities may be included • Description of general supervision activities (procedures, professional learning, and monitoring, etc.) to support this area. <p>(The district may opt to include the Student Success activities in this section with along with the school completion indicators.)</p>	<p>The district clearly outlined activities to address post-school outcomes for students with disabilities including school completion, school-age transition and postsecondary transition.</p> <p><i>and</i></p> <p>The district described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area.</p>	<p>The district outlined activities to address post-school outcomes for students with disabilities including school completion, school-age transition and postsecondary transition.</p> <p><i>and/or</i></p> <p>The district described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area. However; the description could have been strengthened. Activities lacked clarity and/or specific details.</p>	<p>The district did <i>not</i> address the performance goal or provided insufficient responses for all indicators.</p> <p><i>or</i></p> <p>The district did <i>not</i> address general supervision activities or provided inadequate explanations.</p>
<p>Services for young children (ages 3 - 5) with disabilities</p> <p><i>Look fors:</i></p> <ul style="list-style-type: none"> • Description clearly outlines activities to address young children with disabilities including environment, outcomes, and transition • Description of general supervision activities (procedures, professional learning, and monitoring, etc.) to support this area 	<p>The district clearly outlined activities to address services for young children with disabilities including environment, outcomes, and transition.</p> <p><i>and</i></p> <p>The district described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area.</p>	<p>The district outlined activities to address services for young children with disabilities including environment, outcomes, and transition.</p> <p><i>and/or</i></p> <p>The district described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area. However, the recommendations will support the district in improving services for young children (ages 3 - 5) with disabilities.</p>	<p>The district did <i>not</i> address the performance goal or provided insufficient responses for all indicators.</p> <p><i>or</i></p> <p>The district did <i>not</i> address general supervision activities or provided inadequate explanations.</p>

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Provision of a free and appropriate public education to students with disabilities</p> <p><i>Look fors:</i></p> <ul style="list-style-type: none"> • Description outlines activities to improve the provision of FAPE for students with disabilities • Description of general supervision activities (procedures, professional learning, and monitoring, etc.) to support this area • Improve compliance with state and federal laws and regulations • Description that outlines activities to improve compliance with state and Federal laws and regulations for students with disabilities • Description of general supervision activities (procedures, professional learning, and monitoring, etc.) to support this area. 	<p>The district clearly outlined activities to improve the provision of FAPE for students with disabilities.</p> <p><i>and</i></p> <p>The district described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area.</p>	<p>The district outlined activities to improve the provision of FAPE for students with disabilities.</p> <p><i>and/or</i></p> <p>The district described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area. However, the plan lacked specific activities and procedures for improving FAPE for students with disabilities.</p> <p><i>and/or</i></p> <p>The district may have discussed one or more indicators but did <i>not</i> make a cohesive connection among the indicators to improve FAPE for students with disabilities.</p>	<p>The district did <i>not</i> address the performance goal or provided insufficient responses for all indicators.</p> <p><i>or</i></p> <p>The district did <i>not</i> address general supervision activities or provided inadequate explanations.</p>
<p>Compliance with state and federal laws and regulations</p> <p><i>Look fors:</i></p> <ul style="list-style-type: none"> • Description of how the district will improve overall compliance and general supervision as demonstrated via timely and accurate data submission, correction of noncompliance, development and implementation of compliant procedures, policies and practices 	<p>The district clearly outlined activities to improve compliance with state and federal laws and regulations for students with disabilities.</p> <p><i>and</i></p> <p>The district described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area.</p>	<p>The district outlined activities to improve compliance with state and federal laws and regulations for students with disabilities.</p> <p><i>and/or</i></p> <p>The district described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area. However, the recommendations will help the district improve these processes.</p> <p><i>and/or</i></p> <p>The district may have discussed one or more areas but did <i>not</i> make a cohesive connection among the indicators to improve compliance with state and federal laws and regulations.</p>	<p>The district did <i>not</i> address the performance goal or provided insufficient responses for all indicators.</p> <p><i>or</i></p> <p>The district did <i>not</i> address general supervision activities or provided inadequate explanations.</p>

Promising Practices for the Required Questions

Recommendations for the Required Questions

Required Revisions for the Required Questions

**LOCAL EDUCATION AGENCY
FY18 FOSTER CARE TRANSPORTATION PLAN REVIEW RUBRIC**

<i>Reviewer(s)</i>			
1. Planning	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Point of Contact and Foster Care Transportation Plan <i>Look fors:</i> <ul style="list-style-type: none"> Designated Foster Care Point of Contact (POC) identified and a description of the POC's roles is include Clear procedures identified to provide immediate transportation for youth in foster care to the school of origin 	The district identified and provided contact information for the designated Foster Care Point of Contact (POC). Additionally, the district adequately described the POC's role and responsibilities. <i>and</i> The plan identified clear and detailed procedures to provide immediate transportation for youth in foster care to the school of origin. The procedures included coordination with the local child welfare agency and key stakeholders, steps to be taken if additional costs are incurred, and processes for dispute resolution, when applicable.	The Foster Care Point of Contact was identified but designated roles and responsibilities were vague. <i>and/or</i> A summary of how the district will provide transportation to youth in Foster Care was provided; however, the summary lacked clarity and/or specific details.	The Foster Care Point of Contact was <i>not</i> identified and/or designated roles and responsibilities were not provided. <i>and/or</i> No summary of how the district will provide transportation to youth in Foster Care was provided.
2. Guiding Questions	Met	Met - with Recommendation(s)	Not Met - Revisions Required
Transportation costs <i>Look fors:</i> <ul style="list-style-type: none"> Determination, with procedures, of who will provide transportation and incur costs between the district and the local child welfare agency is outlined 	The district outlined a detailed agreement with the local child welfare agency determining who will provide transportation and incur costs.	The district outlined an agreement established with the local child welfare agency; however, the description lacked detail regarding who will provide transportation and/or incur costs.	The district did not identify how transportation will or will not be provided based upon the guiding questions.
Confirmation of transportation services <i>Look fors:</i> <ul style="list-style-type: none"> A description of how the district will meet the requirement to provide transportation services 	If a district does not provide transportation, clear and detailed procedures were described regarding how the district will work to meet the transportation mandate.	The district indicated that transportation services are not provided; however, the plan lacked specific procedures for ensuring that youth in foster care will receive transportation services.	The district indicated that transportation services are not provided; but, the plan did not include procedures for ensuring that youth in foster care will receive transportation services.
Not Applicable			
District provides regular transportation for all students.			

3. Assurances	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Five required assurances <i>Look fors:</i> <ul style="list-style-type: none"> The district has provided assurances that it will be accountable for each of the corresponding statements. 	The district selected each assurance and the superintendent has signed and dated the document.	Not applicable	The district did not select each assurance and the superintendent did not provide a signature.
<i>Promising Practices for the Foster Care Transportation Plan</i>			
<i>Recommendations for the Foster Care Transportation Plan</i>			
<i>Required Revisions for the Foster Care Transportation Plan</i>			

**TITLE I, PART C - MIGRANT EDUCATION PROGRAM
FY18 IDENTIFICATION and RECRUITMENT PLAN REVIEW RUBRIC**

<i>Reviewer(s)</i>	
--------------------	--

District is a consortium member, not required to submit

<i>Section I: Planning and Implementation for Identification and Recruitment</i>	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Look fors: I.1 How often will the MEP contact meet with local migrant staff (recruiters and supplemental service providers -SSPs) to monitor the implementation of this ID&R plan (minimum of once a semester and summer)?</p> <ul style="list-style-type: none"> Schedule of how often the district MEP team will meet; once a semester is the minimum; more is preferred but not required Include a reference to meeting to plan for summer recruitment plans 	<p>The response includes a meeting schedule for regular school year and summer recruitment.</p>	<p>The response includes all the essential elements of on-going recruitment but can be improved by the recommendations.</p>	<p>The response does <i>not</i> include the meeting schedule for regular school year and summer recruitment.</p>
<p>Look fors: I.2 How will the district manage and coordinate local migrant staff year-round (regular school year and summer) ongoing recruitment efforts for enrolled and out-of-school youth (OSY) including preschool aged children? Please describe and include flexible staff schedules, peak periods of agricultural activity, and use of the ID&R activities checklist.</p> <ul style="list-style-type: none"> Assign recruitment areas for regular school year and summer Reference recruitment outside of the school building on-going during the week, month, year Include visits to employers, camps, neighborhoods, agencies, and other community gathering places Reference that SSPs/recruiters will have time on their schedules for recruitment Reference flexible work hours during the regular school year and summer and that schedules are flexible and will change based on peak periods and/or parent's work schedules Include a reference to the ID&R checklist Include a listing of peak periods of agricultural activity 	<p>The response includes all essential elements of on-going recruitment.</p>	<p>The response includes all the essential elements of on-going recruitment but can be improved by the recommendations.</p>	<p>The response does <i>not</i> include all the essential elements of on-going recruitment.</p>
<p>Look fors: I.3 How will the district coordinate with regional and state MEP staff for identifying and contacting potentially eligible migratory families, targeting enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed as needed (within two days)?</p> <ul style="list-style-type: none"> Frequent contact with GaDOE regional recruiter for coordination efforts (once a week is preferred) Reference completing COEs in a timely manner (first two days is preferred) Reference contact to GaDOE regional recruiter if family is not found or contacted after two days 	<p>The response adequately addresses coordination with the GaDOE MEP regional office.</p>	<p>The response addresses coordination with the GaDOE MEP regional office; however, the recommendations listed will improve the coordination.</p>	<p>The response does <i>not</i> address the essential elements of coordination with the GaDOE MEP regional office.</p>

	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
<p>Look fors: I.4 How will the district contact currently eligible migratory children and youth to determine if new qualifying moves have occurred and ensure COEs are completed as needed?</p> <ul style="list-style-type: none"> Reference that this will be done during the re-sign period Reference that this will be done after school breaks (inter-sessions, spring, holiday, summer etc) Reference that this will be done when there is a reason to determine if a move occurred 	<p>The response addresses the essential elements of on-going contact with current migratory children and youth to determine if new moves occurred.</p>	<p>The response addresses the essential elements of on-going contact with current migratory children and youth to determine if new moves occurred; however, the recommendations will improve this process.</p>	<p>The response does <i>not</i> address the essential elements of on-going recruitment.</p>
<p>Look fors: I.5 How will the district ensure the occupational survey (completed by all students during new student registration and back-to-school registration) is gathered, reviewed, and prioritized for further follow up to identify potential migratory children and youth? Include a reference to training local school staff on the process.</p> <ul style="list-style-type: none"> Occupational survey in use will be current and part of the registration packet for new enrollees and back to school registration How the district will notify/train reviewers (clerks, secretaries) of the occupational survey process and what to do with the forms Process to check with school clerks or registration clerks, on a weekly basis, for new surveys needing review Process for how the MEP contact and SSP/Recruiter will review and prioritize Occupational surveys for follow up Timeline for follow up (two days preferred); then contacts GaDOE regional recruiter, if needed 	<p>The response addresses the essential elements of how the occupational survey is used in the district.</p>	<p>The response addresses the essential elements of how the occupational survey is used in the district; however, the recommendations will improve this process.</p>	<p>The response does <i>not</i> address the essential elements of how the occupational survey is used in the district.</p>
<p>Look fors: I.6 How will the district coordinate with other agencies, organizations, and resources to build a recruitment network and identify potentially eligible migratory participants?</p> <ul style="list-style-type: none"> List of agencies for coordination (should include Migrant Health, Health Department, migrant day-cares, Telamon Corporation, Department of Labor, local farms and businesses, local churches, civil organizations, DFCS, WIC offices, and others) Timeline for coordination efforts Description of process 	<p>The response addresses the essential elements of coordination and the development of the recruitment network.</p>	<p>The response addresses the essential elements of coordination and the development of the recruitment network; however, the recommendations will improve this process.</p>	<p>The response does <i>not</i> address the essential elements of coordination and the development of the recruitment network.</p>

Section II: School District and Local Agricultural Information	Met	Met - with Recommendation(s)	Not Met - Revisions Required
<p>II.1 How will the district create and/or maintain a current local agricultural map containing profiles of employers, agricultural activities, crops and/or growing seasons?</p> <ul style="list-style-type: none"> Reference to creating a map - digital or paper Map will contain employment locations, agricultural activities, crops and/or growing season Include how the employer roster will be created and maintained. List should include name of business, business address, name and phone number of contact person Reference to plotting on the map the locations of migrant participant residences or areas where families may reside How often the district will update the information - each semester minimum - preferred three times per year or as often as needed (typical dates of 9/1, 1/1, and 6/1) 	<p>The response addresses the essential elements of developing and updating of a district map showing agricultural activities, crops and/or growing season, residences, businesses in the recruitment network. The response addresses a process for updating the information.</p>	<p>The response addresses the essential elements of developing and updating of a district map showing agricultural activities, crops and/or growing season, residences, businesses in the recruitment network. The response addresses a process for updating the information. However, the recommendations will improve this process.</p>	<p>The response does not address the essential elements of developing and updating of a district map showing agricultural activities, crops and/or growing season, residences, or businesses in the recruitment network.</p>
<p>Look fors: II.2 How will the district create and or maintain a local agricultural map that includes the areas/ neighborhoods and labor camps where migratory families may reside?</p> <ul style="list-style-type: none"> Reference to creating a map - digital or paper Map will contain employment locations, agricultural activities, crops and/or growing season Include how the employer roster will be created and maintained. List should include name of business, business address, name and phone number of contact person Reference to plotting on the map the locations of migrant participant residences or areas where families may reside How often the district will update the information - each semester minimum - preferred three times per year or as often as needed (typical dates of 9/1, 1/1, and 6/1) 	<p>The response addresses the essential elements of developing and updating of a district map showing agricultural activities, crops and/or growing season, residences, businesses in the recruitment network. The response addresses a process for updating the information.</p>	<p>The response addresses the essential elements of developing and updating of a district map showing agricultural activities, crops and/or growing season, residences, businesses in the recruitment network. The response addresses a process for updating the information. However, the recommendations will improve this process.</p>	<p>The response does not address the essential elements of developing and updating of a district map showing agricultural activities, crops and/or growing season, residences, or businesses in the recruitment network.</p>
<p>Look fors: II.3 What is the district's plan for contacting employers within its boundaries regarding hiring practices, crops and growing seasons in order to identify potentially new eligible migratory families?</p> <ul style="list-style-type: none"> Reference that contact will be made each semester - phone or in person Reference that updates and information will be added to the employer roster 	<p>The response includes the essential elements of contacting employers to supporting on-going recruitment efforts.</p>	<p>The response includes the essential elements of contacting employers to supporting on-going recruitment efforts; however, the recommendations will improve this process.</p>	<p>The response does not include the essential elements of contacting employers to supporting on-going recruitment efforts.</p>
<p>Promising Practices for the Title I, Part C ID&R Plan</p>			
<p> </p>			

Recommendations for the Title I, Part C ID&R Plan

Required Revisions for the Title I, Part C ID&R Plan

CLIP SUMMARY

<i>Promising Practices</i>
A. Comprehensive Needs Assessment District Report
<i>1.1 Identification of Team and 1.2 Identification of Stakeholders</i>
<i>1.3 Project Management</i>
<i>2.1 Coherent Instructional System</i>
<i>2.2 Effective Leadership</i>
<i>2.3 Professional Capacity</i>
<i>2.4 Family and Community Engagement</i>

2.5 Supportive Learning Environment

--

2.6 Demographic and Financial

--

2.7 Student Achievement Data

--

3.1 Trends and Patterns

There is no content for this section.

3.2 Program Strengths and Challenges

--

3.3 Identification and Prioritization of Overarching Needs

There is no content for this section.

3.4 Root Cause Analysis

--

B. Parent and Family Engagement Policy
C. District Improvement Plan
2.1 Creating Improvement Goals
There is no content for this section.
2.2 Overarching Need #1
2.3 Overarching Need #2
2.4 Overarching Need #3
2.5 Overarching Need #4
3.1 Review of Comprehensive Needs Assessment Report
There is no content for this section.

3.2 Identification of Equity Gaps

There is no content for this section.

3.3 Selection of Equity Interventions to Address Identified Equity Gaps

There is no content for this section.

3.4 Equity Interventions for Reducing District Equity Gaps

4. Required Questions

D. Foster Care Transportation Plan

E. Title I, Part C ID&R Plan

<i>Recommendations</i>
A. Comprehensive Needs Assessment District Report
<i>1.1 Identification of Team and 1.2 Identification of Stakeholders</i>
<i>1.3 Project Management</i>
<i>2.1 Coherent Instructional System</i>
<i>2.2 Effective Leadership</i>
<i>2.3 Professional Capacity</i>
<i>2.4 Family and Community Engagement</i>

2.5 Supportive Learning Environment

2.6 Demographic and Financial

2.7 Student Achievement Data

3.1 Trends and Patterns

There is no content for this section.

3.2 Program Strengths and Challenges

3.3 Identification and Prioritization of Overarching Needs

3.4 Root Cause Analysis

B. Parent and Family Engagement Policy
C. District Improvement Plan
2.1 Creating Improvement Goals
There is no content for this section.
2.2 Overarching Need #1
2.3 Overarching Need #2
2.4 Overarching Need #3
2.5 Overarching Need #4
3.1 Review of Comprehensive Needs Assessment Report
There is no content for this section.

3.2 Identification of Equity Gaps

There is no content for this section.

3.3 Selection of Equity Interventions to Address Identified Equity Gaps

There is no content for this section.

3.4 Equity Interventions for Reducing District Equity Gaps

4. Required Questions

D. Foster Care Transportation Plan

E. Title I, Part C ID&R Plan

Required Revisions
A. Comprehensive Needs Assessment District Report
1.1 Identification of Team and 1.2 Identification of Stakeholders
1.3 Project Management
2.1 Coherent Instructional System
2.2 Effective Leadership
2.3 Professional Capacity
2.4 Family and Community Engagement

2.5 Supportive Learning Environment

--

2.6 Demographic and Financial

--

2.7 Student Achievement Data

--

3.1 Trends and Patterns

There is no content for this section.

3.2 Program Strengths and Challenges

--

3.3 Identification and Prioritization of Overarching Needs

--

3.4 Root Cause Analysis

--

B. Parent and Family Engagement Policy
C. District Improvement Plan
2.1 Creating Improvement Goals
There is no content for this section.
2.2 Overarching Need #1
2.3 Overarching Need #2
2.4 Overarching Need #3
2.5 Overarching Need #4
3.1 Review of Comprehensive Needs Assessment Report
There is no content for this section.

3.2 Identification of Equity Gaps

--

3.3 Selection of Equity Interventions to Address Identified Equity Gaps

--

3.4 Equity Interventions for Reducing District Equity Gaps

--

4. Required Questions

--

D. Foster Care Transportation Plan

--

E. Title I, Part C ID&R Plan