FY 24
Consolidated LEA Improvement Plan (CLIP)

Coordinating Federal Resources through Georgia’s Systems of Continuous Improvement

January 26, 2023
10:00 a.m.

Using the State Longitudinal Data System (SLDS) CLIP Online Application
Agenda

• CLIP Overview
• FY 24 CLIP Options
• SLDS CLIP Online Application
• Training and Resources
• Questions
Presenters

John Wight
Associate Superintendent
Division of Federal Programs

Kathleen Yarbrough
Director
Division of Federal Programs

Ken Banter
Title I, Part A
Senior Program Manager

Eric McGhee
Grants
Program Manager

Lynn Holland
Special Education
Program Manager

Susan Holcomb
Family-School Partnerships
Program Manager

Margarita Munoz
Title I, Part C
Senior Program Manager

Dawna Hatcher
Title IV, Part A
Program Manager
Georgia’s ESSA Plan

The Every Student Succeeds Act (ESSA)

Georgia’s ESSA Plan details how our state is supporting children and schools with supplemental federal resources.

“With the passage of Every Student Succeeds Act, we have an enormous opportunity to reshape Georgia education and get rid of the standardized one-size-fits-all model that became prevalent under No Child Left Behind.”

-State School Superintendent Richard Woods
Georgia’s ESSA plan outlines how the Georgia Systems of Continuous Improvement will be the common, multi-tiered framework for supporting children and schools in our state.
Where do I find CLIP information?

Resources and materials shared today are found on the GaDOE website:

http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/LEA-Consolidated-Application.aspx
What is the CLIP?

- The FY 24 CLIP Guidance document is a great resource to learn about the CLIP and requirements.
- We will highlight sections of this resource today in this webinar.
- LEA staff should read all documents posted on our website.
- Questions? federalprograms@doe.k12.ga.us
What is the CLIP?

Page 2 of the CLIP Guidance document provides information about why LEAs complete the CLIP. Here is an excerpt:

“The CLIP fulfills the need for a plan from LEAs to be collected by the Georgia Department of Education (GaDOE) to define how the LEAs will support their students when accepting federal funds under The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.”
What is the CLIP?

• Consolidated LEA Improvement Plan (CLIP)
• GaDOE is required to collect plans that define how LEAs will support their students when accepting federal funds under the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.
• The CLIP outlines how LEAs will coordinate their supplemental federal fund sources to meet identified student needs in the district.
• The Georgia Systems of Continuous Improvement is the common framework that GaDOE uses to communicate with LEAs about their coordination efforts.
FY 24 CLIP and the Georgia’s Systems of Continuous Improvement

The Georgia’s Systems of Continuous Improvement framework focuses on the systems and structures (the “what”) that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts. This framework drives the work of the CLIP.
FY 24 CLIP and the Georgia’s Systems of Continuous Improvement

The outer ring of this framework is the problem-solving model. The problem-solving model guides LEAs through the process of identifying needs and addressing those needs. Federal, state, and local funds are then coordinated to meet those needs. For the ESSA and IDEA federal grants, needs identification directs the development of the budget. When GaDOE reviews federal grant budgets, a connection between the needs identified in the CLIP must be evident in the budgets.
Which federal programs and GaDOE divisions are involved with the CLIP?

Title I, Part A - Improving the Academic Achievement of the Disadvantaged
Title I, Part A - Parent and Family Engagement
Title I, Part A - Children in Foster Care
Title I, Part C - Education of Migratory Children
Title I, Part D - Programs for Neglected and Delinquent Children
Title II, Part A - Supporting Effective Instruction
Title III, Part A - Language Programs for English Learners and Immigrant Children
Title IV, Part A - Student Support and Academic Enrichment
Title IV, Part B - 21st Century Community Learning Centers
Title V, Part B - Rural Education Initiative
Title IX, Part A - McKinney-Vento Homeless Assistance Act
Individuals with Disabilities Education Act (IDEA)
School & District Effectiveness Division
Teacher & Leader Support and Development Division
Information Technology Division
Teaching and Learning Division
When is the FY 24 CLIP due?

Page 6 of the CLIP Guidance document includes the due dates.

The submission window for Part I components will open on March 1, 2023 and will close on June 30, 2023. This early and extended window for CLIP Part I submissions will allow LEAs the potential to gain CLIP Part I approval, thus readying them for immediate access to FY 24 funding when the State Board of Education meets to approve and award FY 24 federal formula grant funds at its July 19, 2023, meeting. (An LEA needing an extension to July 31, 2023, must submit a request via the CLIP application.)

Remember that an approved CLIP is required prior to budget approval.
Who in our LEA is involved in the CLIP development?

<table>
<thead>
<tr>
<th>Supplemental Federal Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EVERYONE</strong></td>
</tr>
</tbody>
</table>

All staff in the LEA involved with schools, teaching and learning; district and school community stakeholders.

Everyone needs to review the performance indicators of the district (CNA) to determine where the supplemental federal funds should be directed.
Getting Organized – Preparing for the Work

• Gather required stakeholders
• Collect data sources
• Prepare to review the FY 23 CLIP with stakeholders to determine progress of action steps toward addressing needs:
  • Are the needs we identified still applicable?
  • What additional needs are our current data sources indicating?
  • Which actions steps are meeting our intended outcomes?
  • Which action steps should we revise or remove?
How do LEAs access and submit the CLIP to GaDOE?

All CLIP applications – either option – are accessed and submitted to the GaDOE through the secure Statewide Longitudinal Data System (SLDS).
CLIP Roles in the SLDS

• District User (view, edit)
• District Administrator (view, edit, submit)
• District Superintendent (view, edit, submit)

Access is provided by your LEA’s SLDS/portal security officer.
How do LEAs submit the CLIP?

Page 6 of the CLIP Guidance document explains the submission process for each option.

**Online Option** - LEAs using the CLIP Online application will have access to a submission button for the CLIP and related documents. The LEA superintendent will use the submission button to formally submit the plan to the GaDOE Continuous Improvement Team (CIT) for review.
How does GaDOE review the CLIP?

Seventeen (17) GaDOE Continuous Improvement Teams (CITs) are aligned to the RESA regions and will review CLIPs from those LEAs.

Sample:

<table>
<thead>
<tr>
<th>G Teams</th>
<th>CLIP Lead</th>
<th>Family Engagement</th>
<th>Foster Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team 1 (Northwest GA RESA)</td>
<td></td>
<td>Anne Marie Wiseman</td>
<td>Mandi Griffin, Eric McGhee</td>
</tr>
<tr>
<td>Bartow County; Bremen City; Cartersville City; Catoosa County; Chickamauga City; Dade County; Floyd County; Gordon County; Haralson County; Paulding County; Trion City: Calhoun City; Dalton Public Schools; Polk County; Rome City; Calhoun City; Dalton Public Schools; Polk County; Rome City</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team 2 – (North GA RESA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cherokee Charter Academy; Cherokee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How does GaDOE review the CLIP?

The “CLIP Review Criteria” document is posted on the website. This document provides the criteria the CITs will use to review submissions (both options).

Example

<table>
<thead>
<tr>
<th>Planning and Preparation</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Team and Stakeholders</td>
<td>All positions/roles included in the needs assessment and improvement planning process are identified to meet the requirements of participating federal programs.</td>
</tr>
<tr>
<td>Inclusive group of stakeholders with varied perspectives</td>
<td>The district provided a defined process of how they ensured an inclusive group of stakeholders from multiple groups provided the varied perspectives needed to complete the needs assessment and improvement planning process for its federal programs.</td>
</tr>
<tr>
<td>Meaningful feedback throughout the needs assessment process</td>
<td>The district provided strategies for ensuring meaningful and ongoing feedback throughout the needs assessment and improvement planning process for its federal programs.</td>
</tr>
</tbody>
</table>
Will CLIPs be returned to the LEA for revisions?

Yes, if revisions are required, the LEA will be asked to make the revisions and resubmit their documentation.

An LEA may also receive recommendations from the CIT. Recommendations are designed to help the LEA enhance their federal program implementation.

In most situations, the CITs will call the LEA if questions arise.
How will LEAs know if their CLIP is approved or needs revisions?

Page 7 of the CLIP Guidance document explains that CLIP communication between GaDOE and the LEAs will occur in the SLDS application.

The CITs will conduct the reviews using the SLDS application site. All approvals or requests for revisions will be transmitted between the teams and the LEAs through the SLDS application site. A record of all communication will be archived in the application. When CLIPs, either version, are approved in the SLDS, the application status on the portal will automatically change from “NEW” to “APPROVED”.

This applies to each CLIP option.
Does an LEA have options for completing the FY 24 CLIP?

Yes, LEAs have two options to consider.
What should an LEA consider when selecting their option?

Online option – application in SLDS

- IS THE LEA IN NEED OF A FORMALIZED PROCESS FOR ESTABLISHING A PLAN SPECIFIC TO THE NEEDS TO BE ADDRESSED WITH ITS FEDERAL FUNDS UNDER THE ESEA/ESSA LAW?

- WERE THERE A SIGNIFICANT NUMBER OF RECOMMENDATIONS GIVEN BY THE GADOE FY 23 CLIP REVIEW TEAM DURING ITS REVIEW OF THE LEA’S FY 23 ONLINE or S-CLIP SUBMISSION?

Note: This option provides the necessary guidance, structure, and support for new LEAs completing a CLIP for the first time.
CLIP Selection - Annually

Consolidated LEA Improvement Plan (CLIP)

School Year: 
District: 

CLIP Online

The CLIP Online option is the GaDOE's main ESSA plan collection path and includes the tools, templates, and resources necessary to complete the LEA's annual application for using its federal awards.

Select

Streamlined CLIP (S-CLIP)

The Streamlined CLIP (S-CLIP) option is an alternative ESSA plan collection path. An LEA that already has in place a locally developed school improvement process and/or current strategic plan and/or charter system contract may choose this path to complete the LEA's annual application for using its federal awards.

Select
Clone Feature

Selected CLIP Option: CLIP Online

This is the first time you are creating the CLIP application for this year. Please choose from the following options:

Clone From FY23 State Approved Copy  Blank CLIP
Working with the CLIP Application in the SLDS
What is the “sandbox” in the CLIP application?

A space where the LEA can collaborate, store files, and review documents.

The LEA can create a folder organizing system to meet the needs of the LEA and stakeholder groups.

GaDOE does not have access to the sandbox in the district CLIP.
Team and Stakeholders

A. Consolidated Needs Assessment District Report

1. Planning and Preparation
   - 1.1. Identification of Team
   - 1.2. Identification of Stakeholders

1. Planning and Preparation
   1.1. Identification of Team

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1.1.1</th>
<th>1.1.2</th>
<th>1.1.3</th>
<th>1.1.4</th>
<th>1.1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Team Members</td>
<td>Program</td>
<td>Position/Role</td>
<td>Name (“NA” may be used)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Program(s)</td>
<td>Superintendent/Assistant Superintendent</td>
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<tr>
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Planning and Preparation

Identification of Team and Stakeholders

- CLIP Online: Required team members and stakeholders
- CLIP Online: Inclusive group of stakeholders with varied perspectives
- CLIP Online: Meaningful feedback throughout the needs assessment process
- S-CLIP: Outreach and Communication
- S-CLIP: Engage Stakeholders to Address Needs of Subgroups

Criteria

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

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?

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Team and Stakeholders

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?

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</tr>
</tbody>
</table>
Identifying Needs

- Conduct a comprehensive needs assessment, consulting many sources of data to determine what needs improving
- Identify overarching needs
- Identify root causes to address the identified needs
Data Collection Analysis

- The LEA team will review their progress toward the Georgia District Performance Standards (GDPS).
  - Why? To create a common understanding of what the LEA believes are the strengths and challenges.
  - GDPS are grouped by system.
  - GaDOE does not evaluate responses.
Data Collection Analysis
Sections 2.1 - 2.5

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.

Exemplary
The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.

Operational
The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.

Emerging
The district processes for engaging and supporting schools in curriculum design without district process or support.

Not Evident
District schools are left to work in isolation on curriculum design without district processes or support.

Review Your Data
Self-Ratings
Data Collection Analysis

This symbol is used throughout the CLIP. Choose this symbol and it will take you to the Instructional Improvement System (IIS) – Data Dashboard where your team can review your district’s data.

Need additional training on the IIS Data Dashboard in the SLDS? Visit the IIS website.
Data Collection Analysis

The School Improvement (SI) Dashboard is another tool for your team to use during review of data for the CNA.
Data Collection and Analysis

Insight Data Dashboards

- **From discipline and attendance to perception and bullying**, the Georgia Insights School Climate dashboard allows users to see the data behind the school climate star rating.

- **The Georgia Insights Milestones dashboard** allows users to see how students are performing across core content areas and achievement levels at the school, district, and state levels.

- **The Georgia Insights Financial Information dashboard** allows users to view detailed breakdowns of revenues and expenditures for districts and schools.

- **Using Georgia Insights**, find comparison schools for the components of the school climate rating.

- **The Georgia Insights Teacher Pipeline dashboard** allows users to see demand by district and supply from state providers.

- **The Georgia Insights Literacy dashboard** allows users to see grade-level reading rates to Lexile scores by district and school.
Data Collection and Analysis

College and Career Ready Performance Index (CCRPI) reports show how districts are performing on important indicators and are intended to inform educators, parents, and community stakeholders as they work collaboratively to improve student outcomes.
Data Collection Analysis

Section 2.6

Section 2.6 will help the LEA organize the results of their data review. This question pattern is repeated for each of the four categories:

- Perception
- Process
- Achievement
- Demographics

• GaDOE does not evaluate these responses.
Data Collection and Analysis

• Perception Data
  • Examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan

• Process Data
  • Examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops
# Data Collection and Analysis

## Types of Data

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student Performance</td>
<td>• Surveys</td>
</tr>
<tr>
<td>• Subgroup</td>
<td>• Interviews</td>
</tr>
<tr>
<td>• Attendance</td>
<td>• Focus Groups</td>
</tr>
<tr>
<td>• Graduation/Dropout</td>
<td>• Observations</td>
</tr>
<tr>
<td>• Pathway Completion</td>
<td>• Document analysis</td>
</tr>
<tr>
<td>• Discipline</td>
<td>• Professional Learning</td>
</tr>
<tr>
<td></td>
<td>• Subgroup</td>
</tr>
</tbody>
</table>
Data Collection and Analysis
Guiding Questions

• What is our data telling us?
• What additional (leading, real-time) data should we consider as we identify overarching needs?
• Are all subgroups of students performing at the optimal level?
• What trends and patterns are observed for all students and each sub-group? Be specific.
• Are there any extraordinary or external factors impacting student learning (i.e., digital learning due to the pandemic)?
• What are the important trends and patterns that will support the identification of student, teacher, and leader needs?
Needs Identification and Root Cause Analysis
Sections 3.1.1 – 3.1.8

- Section 3 moves the LEA toward needs identification by:
  - Identifying strengths and challenges by program (see sample criteria below)
  - Identifying and prioritizing needs
  - Identifying root causes

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA described strengths and challenges related to general program implementation and students and adults involved in or affected by the federal program.</td>
</tr>
</tbody>
</table>
Needs Identification and Root Cause Analysis

Sections 3.1.1 – 3.1.8

Guiding Questions:

• What needs were identified during the data analysis process?
• What specific data supports the identification of the overarching need?
• Which needs are most urgent?
• Is the need trending better or worse over time?
• Could a root cause(s) be identified?
• What do our students need to be successful?
• Is this an equity gap?
Needs Identification and Root Cause Analysis

Section 3.2

3. Needs Identification and Root Cause Analysis
   - 3.1. Strengths and Challenges based on Trends and Patterns
   - 3.2. Identification and Prioritization of Overarching Needs
   - 3.3. Root Cause Analysis

### 3.2 Identification and Prioritization of Overarching Needs

**Overarching Need # 1**

- Overarching Need
- Enter text here.

- How severe is the need?
- Is the need trending better or worse over time?
- Can Root Causes be identified?
- Priority Order

**Criteria**

<table>
<thead>
<tr>
<th>Identification and Prioritization of Overarching Needs and Root Cause Analysis</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of overarching needs</td>
<td>The district identified overarching needs that were based on trends and patterns, program strengths and challenges, and other data sources.</td>
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<tr>
<td>Prioritization of overarching needs</td>
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<tr>
<td>Root cause analysis</td>
<td>The district identified the root cause of each overarching need and identified the federal programs impacted.</td>
</tr>
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</table>
Section 3.3

Root cause analysis (RCA) is a tool used to identify the **real cause of a problem**. It is the process of defining, understanding, and solving a problem. A root cause should be foundational, actionable, wide-reaching, and alterable.
3.3 Needs Identification and Root Cause Analysis

3.3.1 Strengths and Challenges based on Trends and Patterns

3.3.2 Identification and Prioritization of Overarching Needs

3.3.3 Root Cause Analysis

<table>
<thead>
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</table>
Select Interventions

- Research many sources to determine the solutions that have a good chance of meeting the identified needs
- Consider all the evidence for needed improvement
- Research possible interventions
- Determine if LEA has the capacity to implement the possible interventions
Moving to Planning

C. District Improvement Plan

1. General Improvement Plan Information

2. District Improvement Goals

2.1. Creating Improvement Goals

3. Required Questions

District Improvement Plan

General Improvement Plan Information

District *

Team Lead *

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

- Traditional funding (all Federal funds budgeted separately)

☐ Consolidation of Funds – Fund 150: Consolidation of State/Local

☐ "FUND 400": Consolidation of Federal funds only

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

- Free/Reduced meal application

☐ Community Eligibility Program (CEP) - Direct Certification ONLY

☐ Other (if selected, please describe below)

Drop down box to select funds anticipated to be consolidated
ATTENTION:
If transferring 100% of Title II, Part A and/or Title IV, Part A, remove/deselect the applicable funding source as an IMPACTED PROGRAM in the Root Cause Analysis, and as a FUNDING SOURCE from annotated ACTION STEPS. INSERT the following statement in the STRENGTHS/CHALLENGES and REQUIRED QUESTIONS: “100% transfer of FYXX Title XX, Part A funds.”
Educational Flexibility (Ed-Flex)

- The U.S. Department of Education approved Georgia’s application for additional flexibility through the Ed-Flex program.
- Through Ed-Flex, the U.S. Department of Education (Secretary) delegates to eligible SEAs the authority to waive certain statutory or regulatory education requirements that may impede local efforts to reform and improve education.
- Ed-Flex is designed to help LEAs, educational service agencies, and schools carry out educational reforms and raise the achievement levels of all children.
- LEAs may choose to apply for this annual flexibility through the CLIP application (both CLIP options).
  - CLIP Online application is embedded in the CLIP (District Improvement Plan).
  - S-CLIP application is a document found on the Ed-Flex website.

For additional information on Ed-Flex, please visit our website.
Educational Flexibility (Ed-Flex)
Improvement Goals

This section will walk your team through the process of goal setting based on identified needs:

- Equity Gap
- Subgroups
- Funding sources
- Monitoring
- Measuring effectiveness

There are two sections here:

- Goal Definition
- Monitoring Implementation
Improvement Goals

Identify Two Equity Gaps

- TAPE Distribution
- LAPS Distribution
- Teacher Retention
  - Inexperienced teachers (less than four years of experience)
  - Inexperienced principals or assistant principals (less than four years of experience)
- Teachers out-of-field
- Teachers with provisional or emergency certification
- Discipline ISS identify subgroups and grade level spans
- Discipline OSS identify subgroups and grade level spans
- Teacher days absent
- CCRPI Star climate rating
- Student achievement identify subgroups, grade level span and content area(s)
- Lexile identity subgroups, grade level span and content area(s)
- Graduation Rate (4-year cohort)
- Pathway completers
- District Mean Growth Percentile (MGP)
- School Mean Growth Percentile (SGP)

Identify Two Equity Interventions

- EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions
- EI-2 Provide targeted school leader development
- EI-3 Provide professional learning opportunities for career advancement for teachers and school leaders
- EI-4 Identify, recruit and equitably assign effective teachers and effective school leaders
- EI-5 Support the retention of effective teachers and effective school leaders
- EI-6 Schedule class size reduction teachers at a level that is evidence based
- EI-7 Provide equitable access to student support programs and interventions
- EI-8 Promote the engagement and education of parents, families, community and business partners
- EI-9 Evaluate and monitor the working environment in support of a positive school climate
- EI-10 Equitable allocation of academic resources to students
Goal Definition:
- Starting with the needs and root causes; ending with the goal.
- Includes determining if the need is also an equity gap.
Improvement Goals

Develop SMART Goals

Types of Goals

• **Process Goals**
  Drive the implementation of school improvement efforts.

• **Performance Goals**
  Advance the mission of schools and districts by defining achievement benchmarks.

SMART Goals

SMART is an acronym for

• **S**pecific
• **M**easurable
• **A**ttainable
• **R**elevant
• **T**ime-bound
Improvement Goals

Goal Implementation:
• Starting with the goal, moving to identifying the action steps to address gaps and the subgroups
• Add additional action steps to address the goal by choosing

Let’s break this apart…
Improvement Goals

2.2 Overarching Need #1

**Goal Definition**

- **Goal**: Improve Reading.

**Evidence-based Action Steps**: Describe the evidence-based action steps to be taken to achieve the goal.

- **Action Step #1**

  - [ ] Action Steps

  - *Enter some text here*
Improvement Goals Decide on Specific Action Steps

Guiding Questions

• What action steps will the LEA implement to address the identified SMART goal? Be explicit.
• Do the action steps align with the Georgia Systems of Continuous Improvement and the structures associated with the selected system(s)?
• Do the action steps identify intended outcomes so that you know what to monitor?
• If consolidating federal funds, do the action steps meet the intent and purpose of each program?
• What targeted supports are in place to address the identified needs of your subgroups?
Plan Implementation

• Create action steps that will support the LEA in meeting the identified goal
• Action steps should include:
  • What will specifically be implemented
  • The position(s)/role(s) that will be responsible for implementation
  • The timeline for implementation of the action step
  • The artifacts that will be collected to show the action step was implemented
  • The data that will be collected to evaluate the effectiveness of the action step
  • How often the work and effectiveness of the action step/intervention will be monitored
  • The funding source(s) that could be used to implement the action step
Improvement Goals

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<tr>
<th>Action Step</th>
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<thead>
<tr>
<th>Funding Sources</th>
<th>Subgroups</th>
<th>Systems</th>
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<tbody>
<tr>
<td>Title I, Part A</td>
<td>Economically Disadvantaged, Foster, H...</td>
<td>Coherent Instruction, Effective Leadersh.</td>
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<thead>
<tr>
<th>Method for Monitoring Implementation</th>
<th>Method for Monitoring Effectiveness</th>
<th>Position/Role Responsible</th>
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<thead>
<tr>
<th>Evidence Based Indicator</th>
<th>Timeline for Implementation</th>
<th>Does this action step support the selected equity intervention?</th>
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<tbody>
<tr>
<td>Strong</td>
<td>Yearly</td>
<td>No</td>
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?
Required Question
Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).
Required Question
Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:

1. ineffective teachers
2. out-of-field teachers
3. inexperienced teachers

(Please specifically address all three variables)
Required Question
Professional Growth Systems

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

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

(Part 1) – Intent to Waive Certification
For the current fiscal year, using the flexibility granted under Georgia charter law [O.C.G.A 20-2-2065] or State Board Rule - Strategic Waivers [160-5-1-.33], does the district intend to waive teacher certification - Yes or No? [ESSA Sec. 1112(e)(1)(B)(ii)]

(Part 2) – Waiver Recipients
If the LEA waives certification, specify whether, in the current fiscal year, certification is waived:
  i. for all teachers (except Special Education services areas in alignment with the student’s IEP), or
  ii. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).

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

(Part 3) – Minimum Qualifications
If the district waives certification, state the minimum qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]
Required Question
State and Federally Identified Schools

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

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:

- coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and

- work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.
Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.
Required Question
Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
• coordination with institutions of higher education, employers and local partners; and
• increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.
Required Question
Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.
Required Question
Title I, Part A - Targeted Assisted Schools
Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.
Required Question
Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following:

- Title I schoolwide schools;
- Targeted Assistance Schools; and
- schools for children living in local institutions for neglected or delinquent children.
Required Question
Title I, Part C – Migrant Intrastate and Interstate Coordination

• Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed.

• Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):
  • description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;
  • description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.
Required Questions
Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).

2. Direct-funded LEAs describe:
   • how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.
   • how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.
Required Question
Describe how the district will meet the following IDEA performance goals:

IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.
What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:
• Description of your district’s procedures
• Specific professional learning activities
• Plan to monitor implementation with fidelity
Required Question
Describe how the district will meet the following IDEA performance goals:

IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.
What specific young children's activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:

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

IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:

• How teachers are trained on IEP/eligibility procedures and instructional practices
• How LRE is ensured
• The continuum of service options for all SWDs
• How IEP accommodations/modifications are shared with teachers who are working with SWDs
• Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided
Required Question
Describe how the district will meet the following IDEA performance goals:

IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.
How procedures and practices are implemented in your district to ensure overall compliance? Include:
• LEA procedures to address timely and accurate data submission
• LEA procedures to address correction of noncompliance (IEPs, Transition Plans)
• Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance
• Supervision and monitoring procedures that are being implemented to ensure compliance
Required Questions

Title IV, Part A – Activities and Programming

LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

For each category:
• Well-Rounded Activities (WR)—Instruction
• Safe and Healthy (SH)—Climate/Culture
• Effective Use of Technology (ET)—Professional Learning
• Effective Use of Technology 15% (ET15)—Infrastructure

For the activity in each category:
• Overarching Need number/Action Step number(s)
• New or Continuing
• Name/Description of Activity
• Measurable Goal/Intended Outcome
Required Question
Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.
Required Questions

Reducing Equity Gaps

Reflect on the previous year’s LEA Equity Action Plan

Equity Gap #1

1. Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?
   - Intervention Effective - Equity Gap Eliminated
   - Intervention Effective – Maintain Activities/Strategies
   - Intervention Effective – Adjust Activities/Strategies
   - Intervention Not Effective – Adjust Activities/Strategies
   - Intervention Not Effective – Abandon Activities/Strategies

2. Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.
Required Question
Overarching Needs for Private Schools

In this section, at a high-level, summarize the identified needs of private schools as discussed in initial consultation meetings. Strategies and interventions selected to address these needs will be included in current year program budgets and discussed in ongoing consultation. *(Note: Equitable Services budget submissions that impact allocability or the LEA’s ability to meet statutory requirements may necessitate sharing additional information with program staff.)* (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134).

Information is available on the State Ombudsman website. *(Add "No Participating Private Schools" as applicable.)*

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<thead>
<tr>
<th>Title I, Part A</th>
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<td>Title II, Part A</td>
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<td>Title III, Part A</td>
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<td>Title IV, Part B</td>
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<td>Title I, Part C</td>
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<td>IDEA 611 and 619</td>
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Review and Update of the Parent and Family Engagement Policy

✓ Plan shows a change of date for the year
✓ Plan is jointly reviewed with stakeholders and parents and updated for FY 24
✓ Parent input is reflected as a result of the required meetings for meaningful consultation

LEA Parent and Family Engagement Policy

This document is found on the FSP website.

Review criteria is found here.
Review and Update of the Foster Care Transportation Plan

- Plan shows a change of date for the year
- Plan is jointly reviewed with DFACS and stakeholders and updated for FY 24
- Any needed updates to coordination procedures are included

Foster Care Transportation Plan

This document is found on our [website](#). Review criteria is found [here](#).
Plan is reviewed and updated for FY 24

Title I, Part C – Identification and Recruitment Plan
(only required for LEAs with an MEP allocation)

This document is found on our website.

Review criteria is found here.
Progress Monitoring

Progress of CLIP action steps is reviewed and shared with GaDOE twice a year.

- Both the District Administrator and the District Superintendent roles can view, edit, and select the evidence of progress status applicable to each action step of the CLIP. New this year we have added an effectiveness rating step.
- LEAs are encouraged to convene the CLIP stakeholder group to review the status of the CLIP action steps and complete the progress monitoring application.
- GaDOE Continuous Improvement Teams (CIT) will collaboratively review the CLIP Online progress monitoring submission, not to approve it but rather to simply gain insight into how the LEA is progressing in implementing its approved plan.

Reporting Periods:
- July 1 – December 31 (reporting window open during the month of January)
- January 1 – May 1 (reporting window open during the month of May)

A navigation guide is available [here](#).
CLIP Amendments

An LEA needing to amend the CLIP may do so at any point during the year. The process is as follows:

1. The superintendent will log in to the SLDS CLIP and select “Request an Amendment”. The request includes a space for a short description of the purpose of the amendment.
2. The superintendent will submit the request to GaDOE.
3. GaDOE will receive and approve the request. An email will be sent to the LEA confirming the approval and availability of the CLIP for amending.
4. After the LEA amends the CLIP, the superintendent will submit the amended CLIP to GaDOE for review.
5. The LEA’s GaDOE Continuous Improvement Team (CIT) will review the submission and either approve or request revisions.
What training and resources are available to LEAs?

Pages 9 of the CLIP Guidance document includes information on training and resources. Several webinar opportunities are scheduled to go deeper into the CLIP options and requirements:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date and Time</th>
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<tbody>
<tr>
<td>SLDS CLIP Online Application Overview - Webinar</td>
<td>1.26.2023 at 10:00 am</td>
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<tr>
<td>SLDS Streamlined CLIP Application Overview - Webinar</td>
<td>1.26.2023 at 2:00 pm</td>
</tr>
<tr>
<td>Q&amp;A for LEAs Consolidating Funds in Schoolwide Programs</td>
<td>1.27.2023 at 10:00 am</td>
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All webinars will be recorded and posted on the GaDOE PL Catalog.
Where do I find CLIP information?

Resources and materials shared today are found on the GaDOE website:

http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/LEA-Consolidated-Application.aspx
REMINDER:

FY 24 CLIP Application opens on March 1, 2023.

Applications are due by June 30, 2023.
Feedback

Please provide us with feedback by completing our short survey. The survey can be accessed by QR code or the abbreviated link below.

Open your phone’s camera and hold up until you can see QR code. Your phone will prompt you to access a website – allow access.

OR

FY 24 CLIP Feedback Form
Questions