**COMPREHENSIVE NEEDS ASSESSMENT (CNA) AND DISTRICT IMPROVEMENT PLAN (DIP) AMENDMENT FORM**

**2018 – 2019**

**District Name:**

**District Team Lead:**

**Instructions:** For each section being amended, insert the current language from the District’s most recently approved 2017-2018 Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) in the text field on the left and the amended language to reflect requested change(s) in the text field on the right. Please note that only the sections of the CNA/DIP that are being amended are to be completed. After amendments are entered and completed, upload this form, along with the other CLIP documents, on the SLDS CLIP application.

1. **DISTRICT COMPREHENSIVE NEEDS ASSESSMENT INFORMATION**

**2.1-2.7 Data Collection and Analysis**

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| **Current Language**: State **current language** in most recently approved CNA and section number that it can be found. | **Amended Language**: Write **amended language** to reflect changes. \*\* |
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**3.1 Needs Identification and Root Cause Analysis**

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**3.2.1-9 Program Strengths and Challenges**

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**3.2.10 Program Strengths and Challenges – LEA Equity Action Plan**

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**3.3 Identification and Prioritization of Overarching Needs**

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**3.4 Root Cause Analysis**

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**3.4 Root Cause Analysis – Overarching Needs**

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1. **DISTRICT IMPROVEMENT PLAN INFORMATION**

**Federal Funding Options to Be Employed (SWP Schools) in This Plan**

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**Factor(s) Used by District to Identify Students in Poverty**

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**3.4 EQUITY INTERVENTIONS for REDUCING DISTRICT EQUITY GAPS**

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**3.4.2 EQUITY INTERVENTIONS for EQUITY GAP #2**

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**4. REQUIRED QUESTIONS**

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| **4.a** - In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding how best to improve the district’s activities to meet the purpose of Title II, Part A; and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community.  [Sec. 2103(b)(3)] | |
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| **4.b** - 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 ineffective, out-of-field, or inexperienced teachers.  [Sec. 1111(g)(1)(B)] | |
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| **4.c -** Describe the district’s systems of professional growth and improvement (for serving both the district and individual schools). The description might include:   * how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; * how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; * how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); * how the district is moving toward evidence-based professional development that aligns with ESSA’s new definition of professional development; and * what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.   [Sec. 2102(b)(2)(B)]; [Learning Forward Guidance | |
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| **4.d.1** – State whether or not the district waives certification under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33).  [Sec.1112(e)(1)(B)(ii)] | |
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| **4.d.2** - If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education, ESOL, Gifted). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education, ESOL and Gifted teachers CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. In addition, ESOL and Gifted Teachers must hold the corresponding GaPSC endorsement.  [Sec.1112(e)(1)(B)(ii)] | |
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| **4.d.3** - If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: bachelor’s degree, content assessment, coursework, field experience, etc.).  [Sec.1112(e)(1)(B)(ii)] | |
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| **4.e** - Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds.  [Sec. 1111(d); 1124(c)]; [Sec. 2012 (b)(2)(c)] | |
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| **4.f** - 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.   [Sec. 1112 (b)(12)] | |
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| **4.g** - 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.  [Sec. 1112 (b)(11)] | |
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| **4.h** - 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.   [Sec. 1112 (b)(10)] | |
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| **4.i** - 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.  [Sec. 1112 (b)(8)] | |
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| **4.j** - 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.  [Sec. 1112 (b)(9)] | |
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| **4.k** - 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.   [Sec. 1112] | |
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| **4.l** - Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:   * the use of the Title I, Part C Occupational Survey; * the timely transfer of pertinent school records, including information on health, when children move from one school to another; and * how the district will use the Migrant Student Information Exchange (MSIX).   [Sec. 1308 (2)(A)] | |
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| **4.m** - Describe how the district will provide supplemental support services and outreach activities for migratory preschool children, out-of-school youth and drop-outs and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services during the regular school year and during the summer term.  [Sec. 1304(a)(b)(1) (A)(B)(C)(D)] | |
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| **4.n** - Describe how the district will meet the following IDEA performance goals:  • IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;  • IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;  • IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with  disabilities; and  • IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.  [20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61] | |
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**2.2 OVERARCHING NEED**

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| **Structure(s)** |  | | | |
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| **Supplemental Supports: What supplemental action steps will be implemented for these subgroups?** | | | | |
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