

FY21 Consolidated LEA Improvement Plan (CLIP)

Coordinating Federal Resources through
Georgia's Systems of Continuous
Improvement

February 10, 2020
10:00 a.m.



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

Agenda

- SLDS CLIP Online Application
- Training and Resources
- Questions

Where do I find CLIP information?

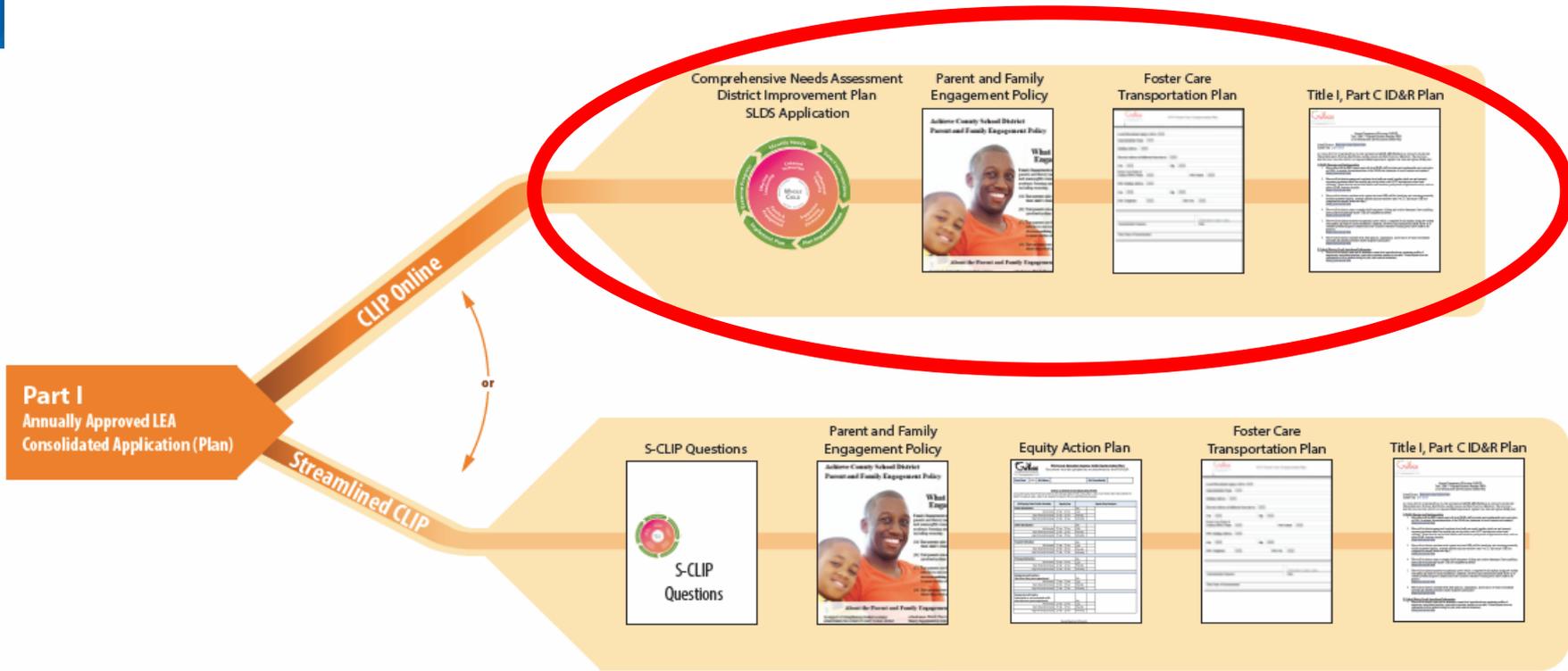
Resources and materials shared today are found on the GaDOE website here:

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

The screenshot shows the GaDOE website interface. At the top left is the GaDOE logo with the text "Georgia Department of Education". To the right is a search bar and social media icons. Below the logo is the name "Richard Woods, Georgia's School Superintendent". A navigation bar contains links for "Offices & Divisions", "Programs & Initiatives", "Data & Reporting", "LEA Consolidated Application" (highlighted with a yellow arrow), "Board & Policy", "Finance & Operations", "Contact", and "Calendar". Below the navigation bar is a breadcrumb trail: "Home → School Improvement → Federal Programs → LEA Consolidated Application". On the left is a sidebar menu with "Federal Programs" selected, showing sub-items like "Title I, Part A Improving Academic Achievement of the Disadvantaged" and "Title I, Part A - Academic Achievement Awards". The main content area features the heading "LEA Consolidated Application" and a paragraph starting with "Georgia's local educational agency (LEA) Consolidated Application includes The Consolidated LEA Improvement Plan, or 'CLIP'". A "Contact Information" link is visible on the right.



FY21 CLIP Options



What should an LEA consider when selecting their option?



- 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 FY20 CLIP REVIEW TEAM DURING ITS REVIEW OF THE LEA'S FY20 ONLINE or S-CLIP SUBMISSION?

CLIP Selection

Consolidated LEA Improvement Plan (CLIP)

School Year : 2019 - 2020
District : Ware County

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

 **Consolidated LEA Improvement Plan (CLIP)**

[Home](#) [CLIP](#) [SandBox](#) [Data Dashboard](#) [School SIP](#)

School Year : District : Vidalia City

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 FY20 State Approved Copy

Blank CLIP

Working with the CLIP Application in the SLDS

Consolidated LEA Improvement Plan (CLIP)



Home



CLIP



SandBox



Data Dashboard

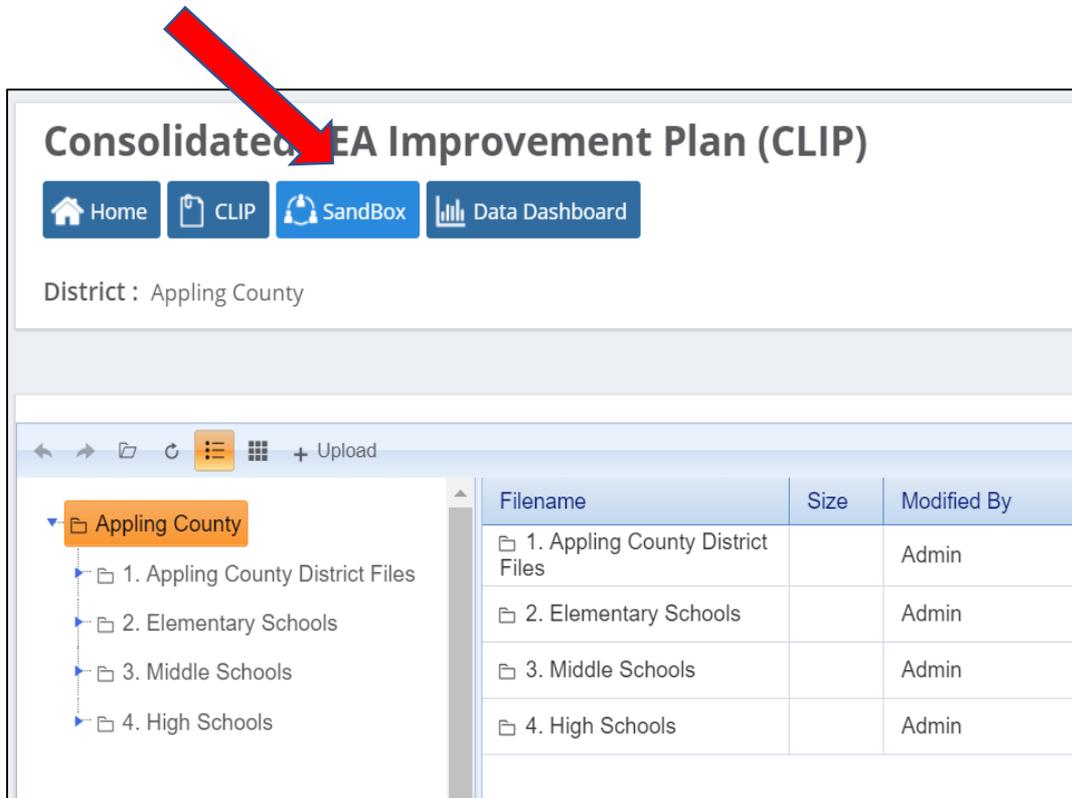
District : Appling County

- ⊕ A.Consolidated Needs Assessment District Report
- B.Parent and Family Engagement Policy
- ⊕ C.District Improvement Plan
- D.Foster Care Transportation Plan
- E.Title I, Part C ID&R Plan



Navigation Bar

What is the “sandbox” in the CLIP application?



Consolidated LEA Improvement Plan (CLIP)

Home CLIP SandBox Data Dashboard

District : Appling County

← → 📁 ↻ ☰ + Upload

- Appling County
 - 1. Appling County District Files
 - 2. Elementary Schools
 - 3. Middle Schools
 - 4. High Schools

Filename	Size	Modified By
📁 1. Appling County District Files		Admin
📁 2. Elementary Schools		Admin
📁 3. Middle Schools		Admin
📁 4. High Schools		Admin

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



1.1.1
1.1.2
1.1.3
1.1.4
1.1.5

Required Team Members		
Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Superintendent/Assistant Superintendent *	<input type="text" value="Enter some text here"/>
Multiple Program(s)	Federal Programs Director *	<input type="text" value="Enter some text here"/>
Multiple Program(s)	Curriculum Director *	<input type="text" value="Enter some text here"/>

Planning and Preparation

Identification of Team and Stakeholders	Criteria
Required team members and stakeholders	All positions/roles included in the needs assessment and improvement planning process are identified to meet the requirements of participating federal programs.
Inclusive group of stakeholders with varied perspectives	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.
Meaningful feedback throughout the needs assessment process	The district provided strategies for ensuring meaningful and ongoing feedback throughout the needs assessment and improvement planning process for its federal programs.



Team and Stakeholders

1.2.1 > 1.2.2 > 1.2.3 > 1.2.4

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

Planning and Preparation

Identification of Team and Stakeholders	Criteria
Required team members and stakeholders	All positions/roles included in the needs assessment and improvement planning process are identified to meet the requirements of participating federal programs.
Inclusive group of stakeholders with varied perspectives	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.
Meaningful feedback throughout the needs assessment process	The district provided strategies for ensuring meaningful and ongoing feedback throughout the needs assessment and improvement planning process for its federal programs.

Data Collection Analysis

2. Data Collection 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. Data Analysis Questions

- 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.

Review Your Data



Exemplary

The district continuously 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 schools in curriculum design efforts.

Self-Ratings

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.

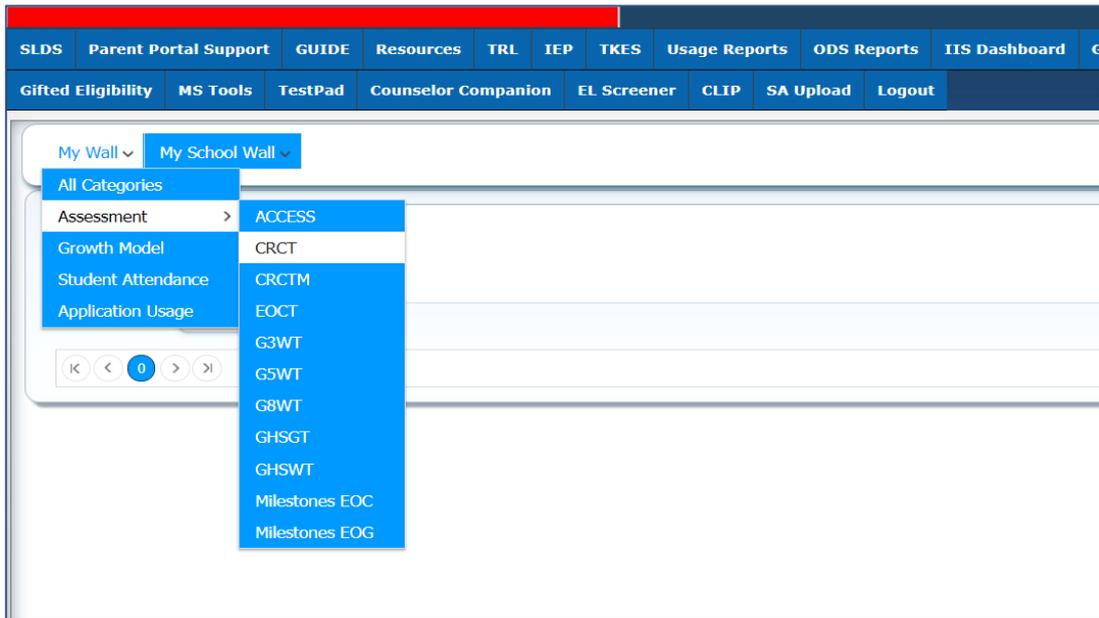
Not Evident

District schools are left to work in isolation on curriculum design without district processes or support.

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.

The screenshot shows the Dundee School System dashboard. At the top, there is a navigation bar with the following links: SLDS, Parent Portal Support, TRL, IEP, MTSS/SST, Usage Reports, IIS Dashboard, SEED, and Grow. Below this, there is a second row of links: EL Screener, CLIP/SIP, TKES/LKES, PL, SI Dashboard (circled in red), and Logout. Underneath the navigation bar, there are two dropdown menus: 'Historical Dashboard' and 'Operational Dashboard', followed by a 'School' dropdown menu with 'District' selected. Below the navigation bar, there are two search sections. The first is 'Search By GTID' with a search box and a 'Search' button. The second is 'Search By Year, System, School, Grade and Student' with dropdown menus for '2020', 'Dundee District', and 'School, Please Select'. Below the search sections, there are four more dropdown menus: 'Consider Best Score' (set to 'No'), 'Season' (set to 'Spring'), 'Admin Group' (set to 'Main.Retest'), and 'Fiscal Year' (set to '2019.2018').

Data Collection and Analysis

Insights Data Dashboards



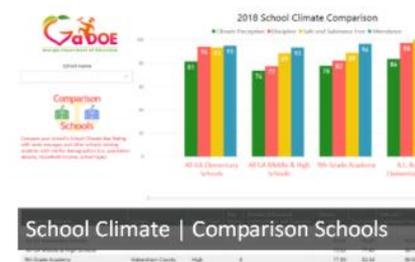
From discipline and attendance to perception and bullying, the *Georgia Insights* School Climate dashboard allows users to see the data behind the school climate star rating.



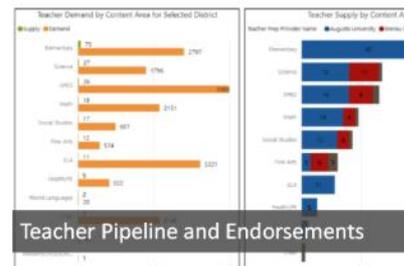
The *Georgia Insights* Milestones dashboard allows users to see how students are performing across core content areas and achievement levels at the school, district, and state levels.



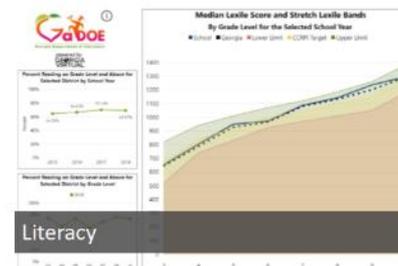
The *Georgia Insights* Financial Information dashboard allows users to view detailed breakdowns of revenues and expenditures for districts and schools.



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 Analysis

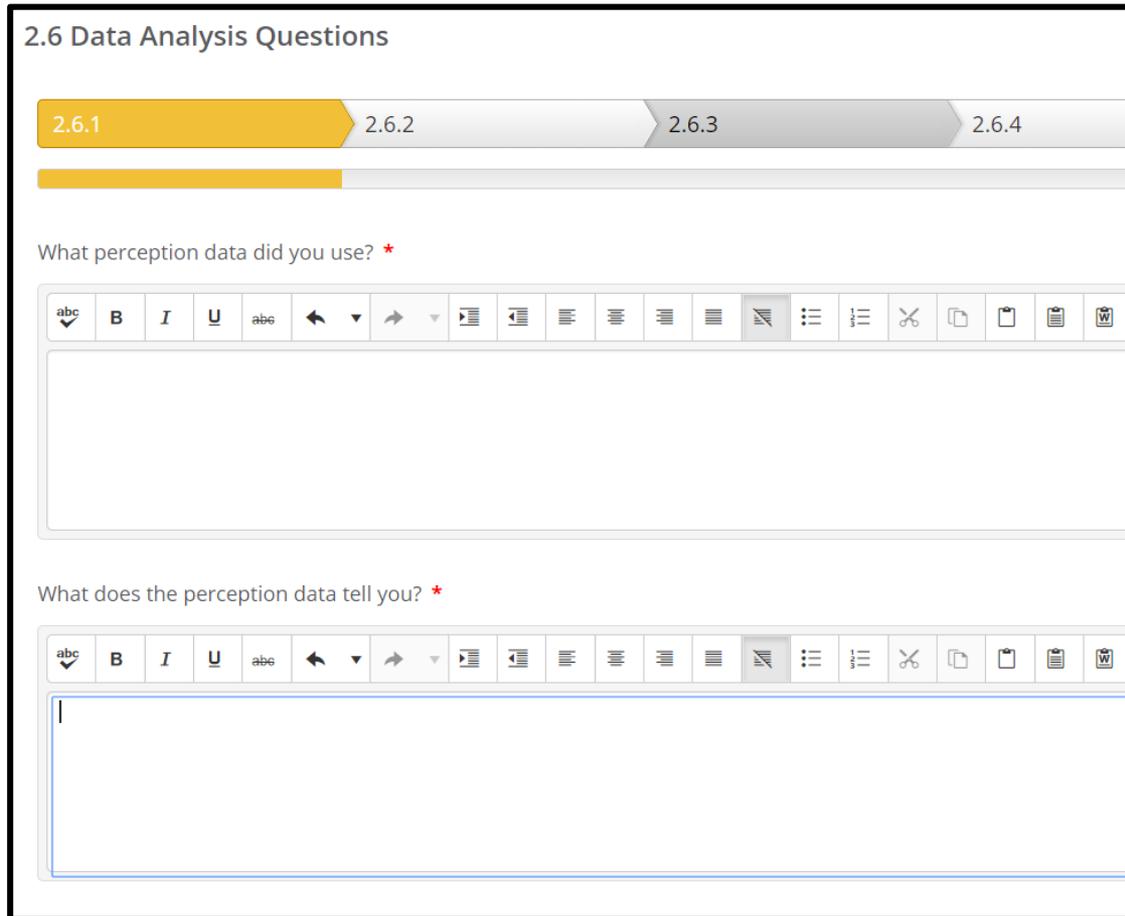
Section 2.6

2.6 Data Analysis Questions

2.6.1 2.6.2 2.6.3 2.6.4

What perception data did you use? *

What does the perception data tell you? *

The image shows a screenshot of a web-based form titled "2.6 Data Analysis Questions". At the top, there is a progress bar with four segments labeled "2.6.1", "2.6.2", "2.6.3", and "2.6.4". The "2.6.1" segment is highlighted in yellow, indicating the current question. Below the progress bar, there are two text input fields. The first field is labeled "What perception data did you use? *" and the second is labeled "What does the perception data tell you? *". Both fields have a rich text editor toolbar above them, including options for bold, italic, underline, text color, background color, bulleted list, numbered list, indent, outdent, link, unlink, and other standard editing functions. The input fields are currently empty.

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

Needs Identification and Root Cause Analysis

Sections 3.1.1 – 3.1.8

- 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

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

Root Cause Analysis

Section 3.3

- 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**

3.3 Root Cause Analysis

Overarching Need # 1 - Text will carry over to here.

+ -

Root Causes to be Addressed *

Enter text here.

This is a root cause and not a contributing cause or symptom * This is something we can affect * Impacted Programs *

No No 6 items checked

Additional Responses

abc B I U abc ← ▾ → ▾

- Check All
- Title IV, Part A - Student Support and Academic Enrichment
- IDEA - Special Education
- School and District Effectiveness
- Title I - Part A - Improving Academic Achievement of

Identification and Prioritization of Overarching Needs and Root Cause Analysis	Criteria
Identification of overarching needs	The district identified overarching needs that were based on trends and patterns, program strengths and challenges, and other data sources.
Prioritization of overarching needs	The district prioritized overarching needs that were based on trends and patterns, program strengths and challenges, and other data sources.
Root cause analysis	The district identified the root cause of each overarching need and identified the federal programs impacted.

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

1 General Improvement Plan Information

District *

Appling County

Team Lead *

Name

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

Traditional funding (all Federal funds budgeted separately)

Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY

'FUND 400' - Consolidation of Federal funds only

Factor(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)

Moving to Planning

District Improvement Plan

1 General Improvement Plan Information

District *

Team Lead *

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

Traditional funding (all Federal funds budgeted separately)

Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY

'FUND 400' - Consolidation of Federal funds only

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

Free/Reduced meal application

Community Eligibility Program (CEP) - Direct Certification ONLY

Other (if selected, please describe below)

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

Improvement Goals

2. District Improvement Goals

2.2 OverarchingNeed # 1

Goal Definition → Goal Implementation

Overarching Need as identified in CNA Section 3.2 * **Reading gaps.**

Is Need # 1 also an Equity Gap? *

Equity Gap *

Content Area(s) *

Grade Level Span(s) *

Subgroup(s) *

Equity interventions *

Root Cause # 1 * **Reading gaps.**

Goal *

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

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

There are two sections here:

- Goal Definition
- Goal Implementation

Improvement Goals

2. District Improvement Goals

2.2 Overarching Need # 1

Goal Definition Goal Implementation

Overarching Need as identified in CNA Section 3.2 * Reading gaps.

Is Need # 1 also an Equity Gap? * Yes

Equity Gap * TAPS Distribution

Content Area(s) * Grade Level Span(s) * Subgroup(s) *

Equity interventions * EI-1 Provide targeted teacher development on content, pedagogy and studen.▼

Identify Two Equity Gaps

- TAPS Distribution
- LAPS Distribution
- Teacher Retention
- Inexperienced teachers (less than four years of experience)
- Inexperienced leaders (principals or assistant principals with 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 identify 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)

- 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

Identify Two Equity Interventions

Improvement Goals

2. District Improvement Goals

2.2 OverarchingNeed # 1

Goal Definition Goal Implementation

Overarching Need as identified in CNA Section 3.2 * **Reading gaps.**

Is Need # 1 also an Equity Gap? *

Equity Gap *

Content Area(s) *

Grade Level Span(s) *

Subgroup(s) *

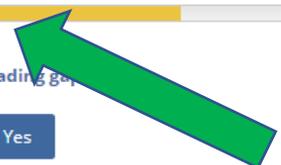
Equity interventions *

Root Cause # 1 * **Reading gaps.**

Goal *

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

2. District Improvement Goals

2.1 OverarchingNeed # 1

Goal Definition Goal Implementation

Goal: The BCSS will implement district Instructional Impact Observations in 100% of schools by the end of the 19-20 school year in

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

+ Add Action Step

Action Step # 1

Action Step *

All teachers will participate in collaborative teams twice a week that will focus on prioritizing essential standards and building common

Funding Sources * Subgroups * Systems *

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

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

Impact Check Data, Agendas Impact Check Data Deputy Superintendent, Principal, Chief of Leadership and Learning

Evidence Based Indicator * Timeline for Implementation *

Strong Yearly

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

N/A

Goal Implementation:

- Starting with the goal, moving to identifying the strategies to address gaps and the subgroups
- Add as many action steps that are needed by choosing 

Let's break this apart...

Improvement Goals

2.2 Overarching Need # 1

Goal Definition

Goal Implementation

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

Funding Sources *	Subgroups *	Systems *
<input type="text" value="Title I, Part C"/>	<input type="text" value="Foster"/>	<input type="text" value="Effective Leadership, Family and Commun.."/>
Method for Monitoring Implementation *	Method for Monitoring Effectiveness *	Position/Role Responsible *
<input type="text" value="dfhdgh"/>	<input type="text" value="Enter some text here"/>	<input type="text" value="dfhfg"/>
Evidence Based Indicator *	Timeline for Implementation *	
<input type="text"/>	<input type="text" value="Weekly"/>	

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

Rich text editor toolbar with icons for bold, italic, underline, undo, redo, bulleted list, numbered list, indent, outdent, link, unlink, refresh, undo, redo, copy, paste, and a dropdown menu.

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

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

Required Questions

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 Questions

Professional Growth Systems

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

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

Required Questions

Professional Qualifications (Part 1) – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law [OCGA 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)]

Professional Qualifications (Part 2) – Waiver Recipients

If the LEA waives certification, specify whether or not, 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 Questions

Professional Qualifications (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 Questions

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 Questions

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.

Required Questions

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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 Questions

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 Questions

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 Questions

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 Questions

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 Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:

- the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;
- 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).

Required Questions

Title I, Part C – Migrant Supplemental Support Services

1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)
2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations and receive appropriate non-academic support services.)

Required Questions

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 Questions

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 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 Questions

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 Questions

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

Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:

1. In support of well-rounded educational opportunities, if applicable
 - Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #
2. In support of safe and healthy students, if applicable
 - Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #
3. In support of the effective use of technology, if applicable
 - Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #

Required Questions

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 (FY20)

Was the LEA Equity Action Plan effective in reducing the **two** selected equity gaps selected in FY20?

Intervention Effective – Equity Gap Eliminated

Intervention Effective – Maintain Activities/Strategies

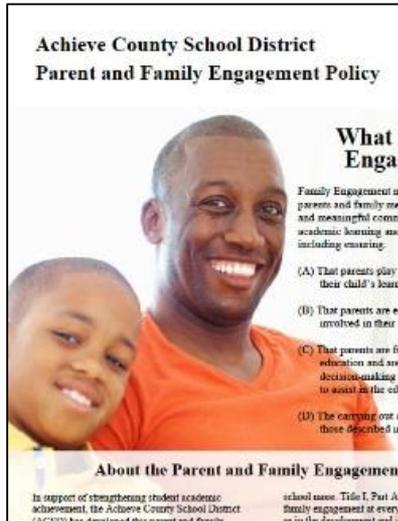
Intervention Effective – Adjust Activities/Strategies

Intervention Not Effective – Adjust Activities/Strategies

Intervention Not Effective – Abandon Activities/Strategies

Provide a brief description of LEA's success in the implementation of FY20 Equity Action Plan. The description should include the effectiveness/ ineffectiveness in addressing each selected equity gap.

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 FY21
- ✓ Parent input is reflected as a result of the required meetings for meaningful consultation

Parent and Family Engagement Policy

Parent and Family Engagement Policy

Uploaded Year:

 Upload

School Year	File Name	Uploaded By	Uploaded Date	Actions
-------------	-----------	-------------	---------------	---------

The document is found on our [website](#).

Review criteria is found [here](#).

Review and Update of the Foster Care Transportation Plan

The image shows a form titled "FY17 Foster Care Transportation Plan" with the GaDOE logo. The form includes fields for: Local Educational Agency (LEA), Superintendent Name, Mailing Address, Physical Address (if different from above), City, Zip, Foster Care Point of Contact (POC) Name, POC Email, POC Mailing Address, POC City, POC Zip, POC Telephone, and POC Fax. There are also signature lines for the Superintendent and the Print Name of Superintendent.

- ✓ Plan shows a change of date for the year
- ✓ Plan is jointly reviewed with DFACS and stakeholders and updated for FY21
- ✓ Any needed updates to coordination procedures are included

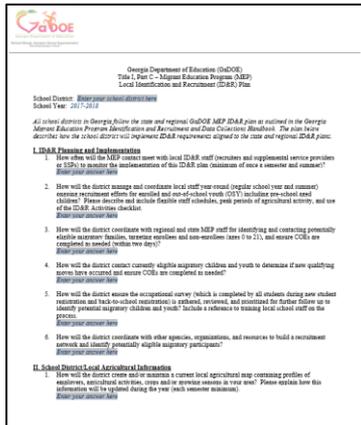
Foster Care Transportation Plan

The image shows a web interface for uploading Foster Care Transportation Plans. It features a title "Foster Care Transportation Plan", a dropdown menu for "Uploaded Year" set to "ALL", and an "Upload" button. Below these are columns for "School Year", "File Name", "Uploaded By", "Uploaded Date", and "Actions".

The document is found on our [website](#).

Review criteria is found [here](#).

Review and Update of the Title I, Part C ID&R Plan



- ✓ Plan is reviewed and updated for FY20
- ✓ FY21 template is used (changes reflect US ED guidance)

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

Title I, Part C ID&R Plan
Plan required for MEP funded districts only

Uploaded Year:

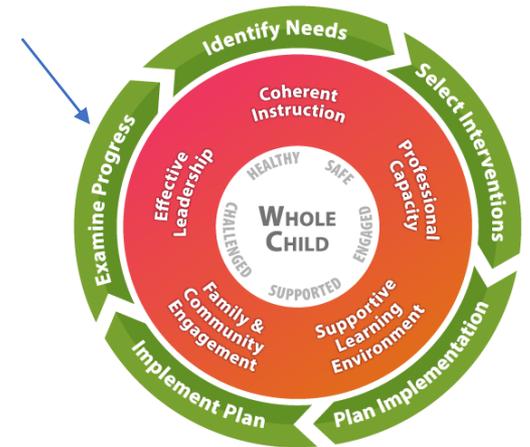
School Year	File Name	Uploaded By	Uploaded Date	Actions
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The document is found on our [website](#).

Review criteria is found [here](#).

Progress Monitoring and Evaluation

- Each federal program has an evaluation requirement – either the LEA or SEA or both must report on use and impact of the funds
- Progress monitoring of action steps is part of this evaluation for both the LEAs and GaDOE
- Mid-year and end of year in FY21
- All CLIP Online LEAs



Where do I find CLIP information?

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

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

The screenshot shows the GaDOE website interface. At the top left is the GaDOE logo. To the right is a search bar and social media icons. Below the header is a navigation menu with items: Offices & Divisions, Programs & Initiatives, Data & Reporting, Learning & Curriculum, State Board & Policy, Finance & Operations, Contact, and Calendar. A yellow arrow points to the 'Learning & Curriculum' menu item. Below the menu, a breadcrumb trail reads: Home → School Improvement → Federal Programs → LEA Consolidated Application. A dropdown menu is open under 'Federal Programs', showing options like 'Title I, Part A Improving Academic Achievement of the Disadvantaged' and 'Title I, Part A - Academic Achievement Awards'. The main content area is titled 'LEA Consolidated Application' and contains introductory text about the application process. A 'Contact Information' link is visible on the right side of the page.

When is the FY21 CLIP due?

Page 3 of the CLIP Guidance document includes the due dates.

The submission window for Part I components will open on March 1, 2020 and will close on July 31, 2020. 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 FY21 funding when the State Board of Education meets to approval and award FY21 federal formula grant funds at its July 23, 2020 meeting. (An LEA needing an extension to August 31, 2020 must contact the Division of Federal Programs at federalprograms@doe.k12.ga.us.)

Remember that an approved CLIP is required prior to budget approval.



How do LEAs submit the CLIP to GaDOE?

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



CLIP Amendments

An LEA needing to amend the CLIP may do so at any point during FY21. 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.

How Does GaDOE review the CLIP?

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

Sample:

CI Teams	CIT Lead	Special Educati	SDE	Title I, Part A	Title II, Part A
Team 1 (Northwest GA RESA)					
Bartow County; Bremen City; Calhoun City; Cartersville City; Catoosa County; ; Chickamauga City; Dade County; ; Floyd County; Gordon County; Haralson County; Paulding County; Polk County; Rome City; Trion City; Chattooga County; Dalton Public Schools; Walker County; State Schools GSD and GAB	Anne Marie Wiseman				
Dalton Public Schools; Walker County; State Schools GSD and GAB	Barry Williams	Scott Dorsey	Amy Alderman	Anne Marie Wiseman	Chris Leonard



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.

Planning and Preparation	
Identification of Team and Stakeholders	Criteria
Required team members and stakeholders	All positions/roles included in the needs assessment and improvement planning process are identified to meet the requirements of participating federal programs.
Inclusive group of stakeholders with varied perspectives	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.
Meaningful feedback throughout the needs assessment process	The district provided strategies for ensuring meaningful and ongoing feedback throughout the needs assessment and improvement planning process for its federal programs.

Updated FY21 document available on the GaDOE website.



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.

LEAs should review the CLIP Criteria document!

An LEA may also receive recommendations from the CIT. These 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 4 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.

What training and resources are available to LEAs?

Page 4-5 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:

Topic	Date and Time
FY21 CLIP General Overview – Webinar	1/31/2020; 10:00 AM
SLDS CLIP Online Application Overview - Webinar	2/10/2020; 10:00 AM
SLDS Streamlined CLIP Application Overview - Webinar	2/11/2020; 10:00 AM
Q&A for LEAs Consolidating Funds in Schoolwide Programs	2/14/2020; 10:00 AM

All webinars will be recorded and posted on our website!

Questions?

federalprograms@doe.k12.ga.us