FY23 Consolidated LEA Improvement Plan (CLIP)

Coordinating Federal Resources through Georgia’s Systems of Continuous Improvement

February 3, 2022 1:30 p.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:

http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/LEA-Consolidated-Application.aspx
FY23 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 FY22 CLIP REVIEW TEAM DURING ITS REVIEW OF THE LEA’S FY22 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

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.

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.
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 FY22 State Approved Copy
- Blank CLIP
Working with the CLIP Application in the SLDS

Consolidated LEA Improvement Plan (CLIP)

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?

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

<table>
<thead>
<tr>
<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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Position/Role</td>
<td>Name (<em>NA</em> may be used)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Program(s)</td>
<td>Superintendent/Assistant Superintendent *</td>
<td>Enter some text here</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Program(s)</td>
<td>Federal Programs Director *</td>
<td>Enter some text here</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Program(s)</td>
<td>Curriculum Director *</td>
<td>Enter some text here</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Planning and Preparation

<table>
<thead>
<tr>
<th>Identification of Team and Stakeholders</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLIP Online: Required team members 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>CLIP Online: Inclusive group of stakeholders with varied perspectives</td>
<td>The LEA provided a defined process of how they ensured an inclusive group of stakeholders from multiple groups provided the varied perspectives needed to complete the needs assessment and improvement planning process for its federal programs.</td>
</tr>
<tr>
<td>CLIP Online: Meaningful feedback throughout the needs assessment process</td>
<td>The LEA provided strategies for ensuring meaningful and ongoing feedback throughout the needs assessment and improvement planning process for its federal programs.</td>
</tr>
<tr>
<td>S-CLIP: Outreach and Communication</td>
<td>The LEA provided the outreach/communication strategies to engage families, community-based organizations, school and LEA staff/leaders, local government representatives/organizations in development of the LEA plan and specific outreach/communication strategies that target families and/or community of English Learners (ELs).</td>
</tr>
<tr>
<td>S-CLIP: Engage Stakeholders to Address Needs of Subgroups</td>
<td>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, <em>Lowest</em> achieving students, English learners, Children with disabilities, Children and youth in foster care, Migratory children, Children and youth experiencing homelessness, Neglected/delinquent/at-risk students, Immigrant children and youth.</td>
</tr>
</tbody>
</table>
Team and Stakeholders

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

<table>
<thead>
<tr>
<th>Planning and Preparation</th>
<th>Identification of Team and Stakeholders</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLIP Online: Required team members 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>
<td></td>
</tr>
<tr>
<td>CLIP Online: Inclusive group of stakeholders with varied perspectives</td>
<td>The LEA provided a defined process of how they ensured an inclusive group of stakeholders from multiple groups provided the varied perspectives needed to complete the needs assessment and improvement planning process for its federal programs.</td>
<td></td>
</tr>
<tr>
<td>CLIP Online: Meaningful feedback throughout the needs assessment process</td>
<td>The LEA provided strategies for ensuring meaningful and ongoing feedback throughout the needs assessment and improvement planning process for its federal programs.</td>
<td></td>
</tr>
<tr>
<td>S-CLIP: Outreach and Communication</td>
<td>The LEA provided the outreach/communication strategies to engage families, community-based organizations, school and LEA staff/leaders, local government representatives/agencies in development of the LEA plan and specific outreach/communication strategies that target families and/or community of English Learners (ELs).</td>
<td></td>
</tr>
<tr>
<td>S-CLIP: Engage Stakeholders to Address Needs of Subgroups</td>
<td>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, Migratory children, Children and youth experiencing homelessness, Neglected/delinquent/at-risk students, Immigrant children and youth.</td>
<td></td>
</tr>
</tbody>
</table>
# Team and Stakeholders

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?

## Planning and Preparation

<table>
<thead>
<tr>
<th>Identification of Team and Stakeholders</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLIP Online: Required team members 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>CLIP Online: Inclusive group of stakeholders with varied perspectives</td>
<td>The LEA provided a defined process of how they ensured an inclusive group of stakeholders from multiple groups provided the varied perspectives needed to complete the needs assessment and improvement planning process for its federal programs.</td>
</tr>
<tr>
<td>CLIP Online: Meaningful feedback throughout the needs assessment process</td>
<td>The LEA provided strategies for ensuring meaningful and ongoing feedback throughout the needs assessment and improvement planning process for its federal programs.</td>
</tr>
<tr>
<td>S-CLIP: Outreach and Communication</td>
<td>The LEA provided the outreach/communication strategies to engage families, community-based organizations, school and LEA staff/leaders, local government representatives/agencies in development of the LEA plan and specific outreach/communication strategies that target families and or community of English Learners (ELs).</td>
</tr>
<tr>
<td>S-CLIP: Engage Stakeholders to Address Needs of Subgroups</td>
<td>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, Migratory children, Children and youth experiencing homelessness, Neglected/delinquent/at-risk students, Immigrant children and youth.</td>
</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 for 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 for 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. The district processes for engaging and supporting schools in curriculum design without district process or support.

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

Not Evident

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.
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

#### Quantitative
- Student Performance
- Subgroup
- Attendance
- Graduation/Dropout
- Pathway Completion
- Discipline

#### Qualitative
- Surveys
- Interviews
- Focus Groups
- Observations
- Document analysis
- Professional Learning
- Subgroup
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?**: High
- **Is the need trending better or worse over time?**: Better
- **Can Root Causes be Identified?**: Yes
- **Priority Order**: 1

### Identification and Prioritization of Overarching Needs and Root Cause Analysis

<table>
<thead>
<tr>
<th>Identification and Prioritization of Overarching Needs</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>
</tr>
<tr>
<td>Prioritization of overarching needs</td>
<td>The district prioritized overarching needs that were based on trends and patterns, program strengths and challenges, and other data sources.</td>
</tr>
<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>
</tbody>
</table>
Needs Identification and Root Cause Analysis

Section 3.3

3.3 Root Cause Analysis

<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>
</tr>
<tr>
<td>Prioritization of overarching needs</td>
<td>The district prioritized overarching needs that were based on trends and patterns, program strengths and challenges, and other data sources.</td>
</tr>
<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>
</tbody>
</table>
Needs Identification and Root Cause Analysis
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.
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

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)
- Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
- '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)

New: Drop down box to select funds anticipated to be consolidated
Moving to Planning

District Improvement Plan

1. General Improvement Plan Information

General improvement Plan Information

District

Bartow County

Team Lead

Sharon Collum

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 and Federal Funds
☐ ‘FUND 400’ - Consolidation of Federal funds only

Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.

Transfer Title II, Part A to:

☐ NO FUNDS TRANSFERRED

Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)

☐ NA

Transfer Title IV, Part A to:

☐ NO FUNDS TRANSFERRED

Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)

☐ NA

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)
Educational Flexibility (Ed-Flex)
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

2. District Improvement Goals

2.2 Overarching Need #1

Goal Definition

Overarching Need as identified in CNA Section 3.2

Is Need #1 also an Equity Gap?

Equity Gap

Content Area(s)

Grade Level Span(s)

Subgroup(s)

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

Identify Two Equity Gaps

- TAPS Distribution
- LAPIS 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)

Identify Two Equity Interventions
Improvement Goals

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 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
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
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?
## Improvement Goals

<table>
<thead>
<tr>
<th>Action Step *</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>--</td>
</tr>
</tbody>
</table>

### Funding Sources *
- Title I, Part A
- Economically Disadvantaged, Foster, H...
- Coherent Instruction, Effective Leadersh...

### Systems *
- Coherent Instruction, Effective Leadersh...

### Method for Monitoring Implementation *

### Method for Monitoring Effectiveness *

### Position/Role Responsible *

### Evidence Based Indicator *
- Strong

### Timeline for Implementation *
- Yearly

### Does this action step support the selected equity intervention? *
- No

---

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 Questions
Professional Qualifications

(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 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 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.
Required Question
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 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

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 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

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 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, summarize the identified needs that will be addressed with FY23 federal funds for private schools. Include results from ongoing consultation with private schools receiving services from the LEA’s federal grants (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.)
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 FY23
✓ Parent input is reflected as a result of the required meetings for meaningful consultation

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 FY23
- Any needed updates to coordination procedures are included

This 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 FY23

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

A CLIP progress monitoring tool is available in the SLDS.
• The Progress Monitoring tools is available after a CLIP (Online or S-CLIP) is initially approved by GaDOE.
• 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.
• 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.
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
Reminders

• **CLIP Guidance and Training**

• CLIP Due Date: June 30, 2022

• Upcoming webinars:
  • February 11 at 1:00 PM – Q&A for COF – CLIP
Questions?

federalprograms@doe.k12.ga.us