FY23 Consolidated LEA Improvement Plan (CLIP)

Coordinating Federal Resources through Georgia’s Systems of Continuous Improvement

February 3, 2022
11:30 a.m.

Using the Streamlined CLIP (S-CLIP) – Navigation Overview
Agenda

• Streamlined CLIP (S-CLIP) Option
• 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

Part I
Annually Approved LEA
Consolidated Application (Plan)

Streamlined CLIP

CLIP Online

Comprehensive Needs Assessment
District Improvement Plan
SLDO Applications

Parent and Family Engagement Policy

Foster Care Transportation Plan

Title I, Part C IDEA Plan

S-CLIP Questions

Parent and Family Engagement Policy

Equity Action Plan

Foster Care Transportation Plan

Title I, Part C IDEA Plan
What should an LEA consider when selecting their option?

- ARE MORE THAN 80% OF THE LEA’S SCHOOLS WITHIN THE UNIVERSAL TIER I LEVEL OF SUPPORT?
- DOES THE LEA HAVE AN EXISTING SCHOOL IMPROVEMENT PROCESS AND/OR STRATEGIC PLAN AND/OR CHARTER CONTRACT THAT FULLY ADDRESSES IDENTIFIED NEEDS BEING TARGETED FOR IMPROVEMENT THROUGH ALL ITS SUPPLEMENTAL FEDERAL PROGRAMS, RESOURCES, AND SUPPORTS?
- DOES THE LEA HAVE A STRONG UNDERSTANDING OF ESEA/ESSA REQUIREMENTS?
CLIP Selection - Annually

Consolidated LEA Improvement Plan (CLIP)

- CLIP Online
- Streamlined CLIP (S-CLIP)

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.
Data Collection Analysis

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.
How will the S-CLIP be reviewed?

The GaDOE Review Criteria will be applied to the S-CLIP Questions, the Parent Engagement Policy, LEA Equity Action Plan, Foster Care Transportation Plan and the Migrant ID&R Plan (when applicable).
Using the S-CLIP Questions Document

This template is required for LEAs choosing the Streamlined CLIP option:

The document is found on our [website](#).
Using the S-CLIP Questions Document

The LEA team should review the opening narrative and assurance.
S-CLIP Assurance

ASSURANCE: The LEA has in place a locally-developed school improvement process and/or current strategic plan and/or charter system contract.
**S-CLIP Questions**

1. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) in planning for continuous improvement through its locally-developed school improvement process and/or current strategic plan and/or charter system contract.

<table>
<thead>
<tr>
<th>Planning and Preparation</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification of Team and Stakeholders</strong></td>
<td><strong>Criteria</strong></td>
</tr>
<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>
S-CLIP Questions

2. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) as part of its locally-developed school improvement process to address the needs of subgroups.

<table>
<thead>
<tr>
<th>Planning and Preparation</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification of Team and Stakeholders</strong></td>
<td></td>
</tr>
<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><strong>S-CLIP: Outreach and Communication</strong></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>
</tr>
</tbody>
</table>
3. Describe how the LEA’s locally-developed school improvement process and/or current strategic plan and/or charter system contract address the state’s ESSA plan for continuous improvement within the:

- problem solving process: identify needs, select evidence-based interventions, plan implementation, implement plan, and examine progress
- Georgia Systems of Continuous Improvement: coherent instruction, professional capacity, supportive learning environment, family & community engagement, and effective leadership.

*Response options (choose one or more):*

- [ ] Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving; or

- [ ] Highlight (in blue) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving and submit with this template; or

- [ ] Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 3.
4a. What components of the LEA’s locally-developed school improvement process and/or current strategic plan and/or charter system contract address the ESSA plan requirements for identifying and addressing the needs and achievement gaps of its lowest performing students; and how supplemental federally-funded services for Economically Disadvantaged (ED), EL, migratory, homeless, children in foster care, children with disabilities, those who are neglected and delinquent, are coordinated to support the strategic plan.

Response options (choose one or more):

- Copy selected excerpts from the documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above.

- Highlight (in green) selected excerpts (as applicable) from the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above and submit with this template.

- Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4a.
S-CLIP Questions

4b. From the LEA’s locally-developed school improvement process and/or current strategic plan and/or charter system contract, how is the LEA ensuring 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 - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA.

Response options (choose one or more):

☐ Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address 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 - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA; or

☐ Highlight (in yellow) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address 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 - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA, and submit this template; or

☐ Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4b.
4c. If the LEA is consolidating state, local, and federal funds through Fund 400, provide the intent and purposes statement for those funds that are being consolidated in the table below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Intent and Purpose Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A</td>
<td></td>
</tr>
<tr>
<td>Title I, Part D</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A, EL</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A, Immigrant</td>
<td></td>
</tr>
<tr>
<td>Title IV, Part A</td>
<td></td>
</tr>
<tr>
<td>Title V, Part B</td>
<td></td>
</tr>
<tr>
<td>Title I, 1003 (a)</td>
<td></td>
</tr>
<tr>
<td>Title I, 1003 (g)</td>
<td></td>
</tr>
<tr>
<td>Title IX, Part A</td>
<td></td>
</tr>
<tr>
<td>Title I, Part C</td>
<td></td>
</tr>
</tbody>
</table>

LEAs not consolidating funds must fill out Section 4d below. An LEA completing Section 4b must also complete section 4d for federal funds not being consolidated through Fund 400 and Fund 150.
### Transferability (ESSA Sec. 5103(b)) – If the LEA is transferring funds, indicate below:

<table>
<thead>
<tr>
<th>Transfer from:</th>
<th>Allocation</th>
<th>Transfer to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Transfer Title II, Part A</td>
<td>□ 100% □ Less than 100%</td>
<td>□ Title IA □ Title IC □ Title IIIA □ Title IVA □ Title VB □ Title ID</td>
</tr>
<tr>
<td>□ Transfer Title IV, Part A</td>
<td>□ 100% □ Less than 100%</td>
<td>□ Title IA □ Title IC □ Title IIA □ Title IIIA □ Title VB □ Title ID</td>
</tr>
</tbody>
</table>
S-CLIP Questions

4d. Please check the activities that the district may include in its detailed program budgets for the LEA’s available funds. For a district that consolidates funds through Fund 400, Fund 150, or the schoolwide Consolidation of Funds Initiative, fill out the tables below only for those funds that are not being consolidated.

Coherent Instruction (Choose all that apply from the suggested list below.)

- Curriculum for additional interventions
- Professional development to teach curriculum with fidelity
- Supplemental curriculum
- Multi-Tiered System of Supports (MTSS)
- Progress monitoring
- Mid-year review process with each school
- Online programs
- Blended learning

Title IA | Title IC | Title IIA | Title IVA | Title VB | DEA
--- | --- | --- | --- | --- | ---
Homeless | Homeless | Homeless | Homeless | Homeless | Homeless

• The LEA selected proposed activities that may be included in program budgets
• The LEA selected proposed activities and fund sources for each of their federal awards
Required S-Clip 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)]
(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 S-Clip 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 S-Clip 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 S-Clip 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 S-Clip 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 S-Clip 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.)
Other S-CLIP Documents
Equity Action Plan

This template is also required for LEAs choosing the Streamlined CLIP option:

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

**FY23 Local Education Agency (LEA) Equity Action Plan**  
Document must be uploaded as an attachment to the CLIP.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2023</th>
<th>LEA Name</th>
<th>LEA Coordinator</th>
</tr>
</thead>
</table>

### Data Profile Variable and Equity Intervention Selected for Equity Gap #1

<table>
<thead>
<tr>
<th>Data Variable</th>
<th><strong>CLICK HERE TO SELECT A DATA VARIABLE FOR EQUITY GAP #1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity Intervention</td>
<td><strong>CLICK HERE TO SELECT EQUITY INTERVENTION TO ADDRESS EQUITY GAP #1</strong></td>
</tr>
<tr>
<td>If applicable, student achievement area of focus</td>
<td><strong>CLICK HERE TO SELECT AREA OF FOCUS</strong></td>
</tr>
<tr>
<td>If applicable, grade level spans of focus</td>
<td><strong>CLICK HERE TO SELECT GRADE LEVEL SPANS</strong></td>
</tr>
<tr>
<td>Indicate subgroup focus</td>
<td><strong>CLICK HERE TO SELECT SUBGROUP</strong></td>
</tr>
</tbody>
</table>

**Required Analysis:** Using the State Longitudinal Data System (SLDS), LEAs must briefly analyze the data variable selected for focus this fiscal year. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.

Click Here to Enter Required Analysis

### Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (*Please add a new row for each activity*).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Data to be collected to monitor the implementation of intervention activities/strategies for Equity Gap #1.</th>
<th>Data to be collected to measure the effectiveness of intervention activities/strategies in reducing Equity Gap #1.</th>
<th>Describe how the LEA will allocate/coordinate Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.</th>
<th>Personnel Responsible (by Position)</th>
<th>Timeline (Ex. weekly, monthly, quarterly)</th>
</tr>
</thead>
</table>

Add rows as needed
Equity Action Plan

**FY23 Local Education Agency (LEA) Equity Action Plan**
Document must be uploaded as an attachment to the CLIP.

---

**FY22 Equity Gap #1**
Reflect on FY22 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA’s success in implementation of FY22 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

*Dropdown: Select End of Year Effectiveness*

*Explanation:*

---

**FY22 Equity Gap #2**
Reflect on FY22 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA’s success in implementation of FY22 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

*Dropdown: Select End of Year Effectiveness*

*Explanation:*
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

LEA Parent and Family Engagement

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

• Educational Flexibility – application on website
• CLIP Guidance and Training
• CLIP Due Date: June 30, 2022

• Upcoming webinars:
  • February 3 at 1:30 pm – CLIP Online Navigation
  • February 11 at 1 pm – COF CLIP Q and A
Questions?

federalprograms@doe.k12.ga.us