Before we get started...

It will be helpful to have a copy of the following available:

- District CNA template (blank version or pre-populated)
- District Improvement Plan template

Blank versions are available on our website (see link in chat box)
Georgia’s Systems of Continuous Improvement

The Friday Webinar Series

The Comprehensive LEA Improvement Plan (CLIP)

Office of Federal Programs
Office of Special Education Services
Office of Teaching and Learning
Office of School Improvement

May 5, 2017
## Presenters

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Wight</td>
<td>Federal Programs Director</td>
</tr>
<tr>
<td>Randy Phillips</td>
<td>Title I, Part A Program Manager</td>
</tr>
<tr>
<td>Pam Daniels</td>
<td>Title II, Part A Program Specialist</td>
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<tr>
<td>Cori Alston</td>
<td>Title III, Part A Program Manager</td>
</tr>
<tr>
<td>Israel Cortez</td>
<td>Title I, Part C Program Manager</td>
</tr>
<tr>
<td>Whittney Mitchell</td>
<td>Grants Program Specialist</td>
</tr>
<tr>
<td>Amy Song</td>
<td>Parent Engagement Program Manager</td>
</tr>
<tr>
<td>Kachelle White</td>
<td>Special Education Senior Program Manager</td>
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Georgia’s Systems of Continuous Improvement
Comprehensive LEA Improvement Plan (CLIP)
## CLIP Review Rubric

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Met</th>
<th>Met with Recommendations</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we will look for...</td>
<td>Sample</td>
<td>Sample</td>
<td>Sample</td>
</tr>
</tbody>
</table>

- Rubric will be used for all 5 parts of CLIP
- CLIP approval and/or revision requests will be documented on this rubric; loaded to portal as part of the approval documentation
- Rubric will be available on or before May 31, 2017
What is the CLIP for FY18?
Part I – Annually Approved LEA Consolidated Application (Plan) due on July 31, 2017
Comprehensive Needs Assessment (CNA)

- District Level
- Includes all Federal programs and subgroups
- Meets CNA statute requirements for each Federal program
- Meets other statute requirements in several Federal programs
What is the CLIP for FY18?

Part I – Annually Approved LEA Consolidated Application (Plan) due on July 31, 2017
District-Level Parent & Family Engagement Policy Templates

Innovative Template

http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Policies.aspx
Achieve County School District
Parent and Family Engagement Policy

What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) That parents play an integral role in assisting their child’s learning.

(B) That parents are encouraged to be actively involved in their child’s education.

(C) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

(D) The carrying out of other activities, such as those described in Section 1116 of the ESEA.

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, the Achieve County School District (ACSD) has developed this parent and family engagement policy that establishes the district’s expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district’s Title I schools. This plan will describe ACSD’s commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plans and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children’s education. Consistent with Section 1116, the ACS will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA.

- School Year
- Revision Date (month, day, year) must be prior to July 31 but after the input meetings
Jointly Developed

During the annual State of the District meetings in May, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 2017-2018 school year. The district sent an email to all parents informing them about this meeting and posted an announcement on the school district website. During this meeting, parents also reviewed and discussed the Comprehensive LEA Improvement Plan (CLIP). Additionally, each Title I school used its Parent Advisory Council to review the district parent and family engagement policy before the end of the school year.

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to your child’s school. All feedback received by July was included with the policy for this school year.

The district parent and family engagement policy was posted on district and school websites, distributed during the annual Title I school meetings early this school year, and made available in the schools’ parent resource centers.

Strengthening Our School

This year, the district family engagement coordinator (FEC) will provide assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the FEC to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the FEC will hold monthly meetings and trainings with its Title I schools’ principals and school FECs to review family engagement plans and activities.

Additionally, the district will convene a summit in March for principals and FECs to review parent and family engagement requirements and plan opportunities for multiple engagement activities and meetings for the remainder of this school year.

Reservation of Funds

The ACSD will reserve 1 percent from the total amount of Title I funds it receives in FY18 to carry out the parent and family engagement requirements listed in this policy and as described in Section 1116 of the ESSA. Furthermore, the ACSD will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

Each Title I school will host an annual School Improvement Forum in May for parents to provide suggestions on how these family engagement funds will be used in the upcoming year at the district and school level. Comments and minutes from these meetings will be reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget.
Building Parent Capacity

Building School Staff Capacity

Coordination of Services
Parent and Family Engagement Evaluation

Each year, the ACSD will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey and the School Improvement Forums.

Beginning in April, each Title I school will send home a survey and email link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In addition to the annual survey, each Title I school will also use the School Improvement Forum to facilitate group discussions to discuss the needs parents of children eligible to receive Title I services to design strategies for more effective family engagement.

The ACSD will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migrant children in providing information and school reports in a language parents can understand.

Mark Your Calendars

For Parents

- Annual Parent Survey
  April 3-17, 2018

- School Improvement Forum
  May 1-3, 2018 – Local school site

- State of the District
  May 22, 2018 – County Board Office

For Schools

- Welcoming Schools Training
  August 23, 2017 – County Board Office

- Principal and FEC Meetings
  First Wednesday of every month

Adoption

This districtwide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual State of the District meeting.

This policy was adopted by the Achieve County School District on June 15, 2017 and will be in effect for the 2017-2018 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children on or before September 1, 2017.

- Annual evaluation and Findings
- Accessibility
Discretionary Activities (Optional)

Building Capacity for Involvement

• Trainings
• Literacy Training
• Expenses to Enable Participation
• Parent Leadership
• Flexible Options
• Model Approaches
• District Parent Advisory Council
• Community and Business Roles
Recorded Webinar

http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Policies.aspx
Moving to the District Improvement Plan
What is the CLIP for FY18?
Part I – Annually Approved LEA Consolidated Application (Plan) due on July 31, 2017
District Improvement Plan

Section 1

Title I, Part A Requirement
## District Improvement Plan

### Section 2

<table>
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<tr>
<th>Overarching Need</th>
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<tbody>
<tr>
<td>Root Cause #1</td>
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<td>Root Cause #2</td>
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<tr>
<td>Root Cause #3</td>
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<tr>
<td>Root Cause #4</td>
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<tr>
<td>Root Cause #5</td>
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<tr>
<td><strong>GOAL</strong></td>
</tr>
</tbody>
</table>

- Need identified in CNA
- Root causes determine the goal
- Each Federal program will review the Overarching Need determination (CNA and District Improvement Plan)
District Improvement Plan
Section 2

### Goal and structures identified

- Each goal will be addressed through the 5 systems
- Evidenced-based action steps
- Supplemental Supports
- Each Federal program will review the action steps and supplemental supports
District Improvement Plan

Section 3

3. FY18 LEA EQUITY ACTION PLAN

3.1 REVIEW OF COMPREHENSIVE NEEDS ASSESSMENT REPORT

Using the Comprehensive Needs Assessment 2017-2018 District Report provided by the Georgia Department of Education, districts must review each data variable to determine district and school needs and areas of focus. Equity needs should be considered when reviewing this data. Districts must analyze the reasons for any identified equity gaps. This analysis should occur in the District Report.

3.2 IDENTIFICATION OF EQUITY GAPS

Districts must identify two gaps for improvement, focusing on gaps that impact minority students and economically disadvantaged students. One under Equity Gap #1 and one under Equity Gap #2. If a district does not plan to address a data variable that reflects a significant gap, the district should have provided an explanation in the data profile analysis. If a district reviews the data profile and does not identify equity gaps, the district must select two variables for continuous improvement. For each equity gap, a different data profile variable must be identified.

<table>
<thead>
<tr>
<th>Equity Gap #1</th>
<th>Equity Gap #2</th>
</tr>
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<tbody>
<tr>
<td>Data Profile Variable</td>
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<tr>
<td>IAPS distribution</td>
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<td>LLAP distribution</td>
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<tr>
<td>Teacher retention (p. 29)</td>
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<tr>
<td>Principal retention (p. 29)</td>
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<tr>
<td>Inexpensive teachers (less than four years of experience) (p. 29)</td>
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<tr>
<td>Inexpensive teachers (principals or assistant principals with less than four years of experience)</td>
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<td>Teachers out-of-field (p. 29)</td>
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<td>Teachers with provisional or emergency certification (p. 30)</td>
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<td>Discipline ISS (p. 42)</td>
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<td>Discipline OSS (p. 42)</td>
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<td>Student Attendance (p. 43)</td>
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<td>Teacher experience (p. 43)</td>
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<td>Core Subject Assessment (p. 43)</td>
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<td>Student achievement (pp. 53-67)</td>
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<tr>
<td>Subgroup</td>
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<td>Local</td>
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<td>Subgroup</td>
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<tr>
<td>Graduation rate (4 year cohort) (p. 68)</td>
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<td>District Mean Growth Percentile (MGP) (p. 68)</td>
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<tr>
<td>School Mean Growth Percentile (SGP)</td>
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<tr>
<td>Other data source: Specify equity gap</td>
<td></td>
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</tbody>
</table>
Title II, Part A

3.2 IDENTIFICATION OF EQUITY GAPS

We will look for:

• The district identified for improvement two data variables indicating equity gaps that impact minority and economically disadvantaged students. A different data variable was identified for each equity gap.
Title II, Part A
3.3 SELECTION OF EQUITY INTERVENTIONS TO ADDRESS IDENTIFIED EQUITY GAPS

We will look for:

• The district selected a corresponding equity intervention for each of two identified equity gaps. The equity intervention chosen to address each equity gap has an evidence base that supports its selection.
Title II, Part A
3.4.1 and 3.4.2 EQUITY INTERVENTION for EQUITY GAPS ONE and TWO: Activities and Strategies

We will look for:

• The district identified activities and strategies that are designed to effectively address the identified gap.

AND

• The activities and strategies appear to be adequate to reduce the gap.
Title II, Part A

3.4.1 and 3.4.2 EQUITY INTERVENTION for EQUITY GAPS ONE and TWO:

Position/Role Responsible

We will look for:

• The district identified positions/roles of persons responsible for implementing each of the activities and strategies
Title II, Part A

3.4.1 and 3.4.2 EQUITY INTERVENTION for EQUITY GAPS ONE and TWO: Timeline for Implementation

We will look for:

• The district specified timelines for each of the identified activities and strategies.

AND

• The specified timelines appear to be appropriate based on the identified action steps.
Title II, Part A

3.4.1 and 3.4.2 EQUITY INTERVENTION for EQUITY GAPS ONE and TWO: Monitoring Implementation

We will look for:

• The district specified methods for monitoring implementation of each of the activities and strategies
  AND

• The methods include qualitative and quantitative measures.

• Each activity/strategy should identify a specific method for monitoring implementation.

• Each method should be related to the action steps.

• Methods selected should include qualitative and quantitative measures.
  • Qualitative data gathers information that is not in numerical form.
  • Quantitative data is any data that can be measured numerically.
Title II, Part A

3.4.1 and 3.4.2 EQUITY INTERVENTION for EQUITY GAPS ONE and TWO: Monitoring Effectiveness

We will look for:

• The district specified methods for monitoring effectiveness of each of the activities and strategies

  AND

• The methods include qualitative and quantitative measures.
• Each activity/strategy should identify a specific method for monitoring effectiveness.
• Each method should be related to the action steps.
• Methods selected should include qualitative and quantitative measures.
  • Qualitative data gathers information that is not in numerical form.
  • Quantitative data is any data that can be measured numerically.
Title II, Part A

3.4.1 and 3.4.2 EQUITY INTERVENTION for EQUITY GAPS
ONE and TWO: Allocation of Resources and Coordination of Funds

We will look for:

• The district identified all relevant funding source(s) and described how the source(s) will support the activities/strategies that will be implemented, monitored and measured.

• If a funding source is not required, this is explicitly stated.

• If appropriate, the district describes how multiple sources will be coordinated to support the activities/strategies implemented, monitored, and measured. Coordination of funds is discussed.
District Improvement Plan
Required Questions

Section 4
Title II, Part A

4.a

In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding how best to improve the district’s activities to meet the purpose of Title II, Part A; and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community. [Sec. 2103(b)(3)]
Title II, Part A
4.a

We will look for:

• Part 1: The description explains how every stakeholder required by law is consulted on how best to improve the LEAs activities for the purpose of preparing, training and recruiting high quality teachers, principals or other school leaders in order to improve student achievement and equitable access to effective educators.

• Part 2: The description clearly and succinctly explains how Title II, Part A funded activities are coordinated with other related strategies, programs and activities being conducted in the community.
Title II, Part A
4.b

Describe how the district will ensure that low income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. ESEA section 1111(g)(1)(B)

We will look for:

• The district addresses how low income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

• The description provides a methodology/system.

• All three scenarios (ineffective, out-of-field, inexperienced) must be addressed.
Describe the district’s systems of professional growth and improvement (for serving both the district and individual schools). The description might include:

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

[Sec. 2102(b)(2)(B)]; [Learning Forward Guidance]
Title II, Part A
4.c

We will look for:

• Description identifies and briefly explains the systems the LEA uses to support professional growth and improvement at all stages of career development and performance for teachers, principals/assistant principals, other school leaders (responsible for the daily instructional and operational management of the school).
Title II, Part A
4.d.1-3

• 4.d.1 - State whether or not the district waives certification under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33). [Sec 1112(e)(1)(B)(ii)]

• 4.d.2 - If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education, ESOL, Gifted). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education, ESOL and Gifted teachers CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. In addition, ESOL and Gifted Teachers must hold the corresponding GaPSC endorsement. [Sec 1112(e)(1)(B)(ii)]

• 4.d.3 - If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: bachelor’s degree, content assessment, coursework, field experience, etc.). [Sec 1112(e)(1)(B)(ii)]
Title II, Part A
4.d.1-3

We will look for:

• 4.d.1
  • Description explicitly states whether or not the LEA waives certification for teachers.

• 4.d.2
  • If the LEA waives certification, the description states whether or not certification is waived for all teachers. If only waived for some teachers, the description lists the content, delivery and grade level bands for which the LEA waives the certification of those teachers.

• 4.d.3
  • If the LEA waives certification, the description lists the minimum professional qualifications required of teachers for employment.
Title II, Part A
4.e

4.e - Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds. [Sec. 1111(d); 1124(c)]; [Sec. 2012 (b)(2)(c)]

We will look for:

• Description clearly, succinctly and completely outlines how the LEA will prioritize Title II, Part A funds to assist its state and federally-identified schools needing support and schools that have the highest percentages of children from families below the poverty level.

• Description addresses identified schools AND high poverty schools

• Description explicitly references Title II, Part A when discussing prioritization of funds.
Title I, Part A
4.f

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

- coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and
- work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. [Sec. 1112 (b)(12)]

We will look for:

- A description of how the LEA will collaborate with their schools to conduct a review of their current practices regarding integration of career and technical education content at various grade levels
- A description of current and planned career pathways offered to the student population.
- A description of the current and planned work-based learning opportunities made available to all students
- A description of how the LEA addresses employability skills at various grade levels
- A description of how the LEA incorporates career lesson plans in grades 1-5
- A description of strategies used by the LEA to address technical skill attainment
Title I, Part A

4.g

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. [Sec. 1112 (b)(11)]

We will look for:

- A description of how the LEA will collaborate with their schools to conduct a review their discipline data on a regular basis to reduce the overuse of discipline practices that remove students from the classroom.

- If discipline is an identified need in the CNA, what goals and strategies (efforts) have been planned to address this need including staff development strategies.

- Possible documentation to include may be appropriate section(s) of the LEA’s discipline plan/PBIS plan that relate to Indicator 4g.
Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- coordination with institutions of higher education, employers and local partners; and
- increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills. [Sec. 1112 (b)(10)]

We will look for:

- A description of strategies for transition from middle to high school.
- A description of strategies for transition from high school to postsecondary education.
  - Include coordination with higher education institutions.
  - Include description of access to early college high school and dual enrollment
  - Include counseling of high school students to identify interests and skills.
Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs. [Sec. 1112 (b)(8)]

We will look for:

A description of plans for assisting preschool children in the transition from early childhood programs, such as Head Start or a state-run preschool program, to local elementary school programs.
If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. [Sec. 1112 (b)(9)]

We will look for:

- Inclusion of parents, administrators, and pupil services in identifying eligible children for targeted assistance schools.
- A description of how the school will develop and identify multiple (at least two) objective academic based performance criteria to identify/rank students.
- Description of the measurable scale (point system) that uses the objective academic criteria to rank ALL students in that grade level/content to determine the most at risk/in need of targeted assistance.
- A description of the process to be used to identify all the students to be served in rank order by points earned per grade level/subject area.
- A description of how new students enrolling in the school will go through the multiple academic based performance criteria and be ranked to determine eligibility into the targeted assistance program.
Provide a general description of the instructional program in the following:

1. **Title I schoolwide schools**;
2. Targeted Assistance Schools; and
3. Schools for children living in local institutions for neglected or delinquent children [Sec. 1112]

We will look for:

- Subject area(s) to be served based on results of the CNA
- Evidenced based instructional interventions to be used (class-size reduction, push-in or pull-out remediation, tutoring, before/after school tutoring, summer school, computer based instruction)
- Related professional development activities
- Related parent and family engagement activities building for capacity
Provide a general description of the instructional program in the following:

1. Title I schoolwide schools;
2. Targeted Assistance Schools; and
3. Schools for children living in local institutions for neglected or delinquent children [Sec. 1112]

We will look for:

• Subject/content area(s) and grade level(s) to be served based on the CNA
• Evidenced based instructional interventions to be used (push-in or pull-out remediation, tutoring, before/after school tutoring, summer school, computer based instruction)
• How students will be identified (objective multi-selection criteria, rank order list of students being served)
• Related professional development and parent and family engagement activities for eligible teachers and parents
Provide a general description of the instructional program in the following:

1. Title I schoolwide schools;
2. Targeted Assistance Schools; and
3. Schools for children living in local institutions for neglected or delinquent children [Sec. 1112]

We will look for:

- Description includes how the LEA will support N&D schools and instructional programs; name of residential facilities or explains there are no facilities in the district.
Title I, Part C
4.l

Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:

- the use of the Title I, Part C Occupational Survey;
- the timely transfer of pertinent school records, including information on health, when children move from one school to another; and
- how the district will use the Migrant Student Information Exchange (MSIX).

[Sec. 1308 (2)(A)]

We will look for:

- A description explaining how all schools use the occupational survey during new student registration and back-to-school registration for returning students
  - How documents will be completed, collected, and reviewed
  - How documents will be submitted for further action based on the directions on the bottom of the form
Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:

- the use of the Title I, Part C Occupational Survey;
- the timely transfer of pertinent school records, including information on health, when children move from one school to another; and
- how the district will use the Migrant Student Information Exchange (MSIX).

We will look for:

- A description of the district and school records transfer process for students moving in and out of the district
  - Description includes academic and health records
  - Description includes a timeline and process
  - Consortium LEAs include how coordination with the MEP Consortium staff at ABAC to support records transfer will occur, when needed.
Title I, Part C
4.l

Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:

• the use of the Title I, Part C Occupational Survey;
• the timely transfer of pertinent school records, including information on health, when children move from one school to another; and
• how the district will use the Migrant Student Information Exchange (MSIX).

We will look for:

• A description of how the Migrant Student Information Exchange (MSIX) will be used in the records transfer process (both interstate and intrastate).
  • Description includes who in the LEA (district or school) will access MSIX when migratory children and youth enroll
  • Description includes how the information in MSIX, when available, will be used for enrollment and course placement decisions for migratory children and youth
Describe how the district will provide supplemental support services and outreach activities for migratory preschool children, out-of-school youth and drop-outs and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. [Sec. 1304(a)(b)(1) (A)(B)(C)(D)]

We will look for:

- **Direct funded** - narrative includes needs assessment, coordination of services, documentation of services, communication with families, and evaluation
  - Inclusion in other Federal programs and/or local initiatives
  - Assessment of needs for out-of-school youth; drop-outs; and preschool children
  - Outreach to families
  - Evaluation of funded services (regular school year and summer)
- **Consortium** – narrative includes coordination with the MEP Consortium at ABAC for service delivery
Describe how the district will meet the following IDEA performance goals:

1: Improve graduation rate outcomes for students with disabilities;
2: Improve services for young children (3-5) with disabilities;
3: Improve the provision of a free and appropriate public education to students with disabilities; and
4: Improve compliance with state and federal laws and regulations.


We will look for:

- A description that clearly outlines the activities to address post-school outcomes for students with disabilities including school completion, school-age transition and post-secondary transition.
- Student Success activities may be included
- A description of general supervision activities (procedures, professional learning, and monitoring, etc.) to support this area.
IDEA 4.n

Describe how the district will meet the following IDEA performance goals:

1: Improve graduation rate outcomes for students with disabilities;
2: Improve services for young children (3-5) with disabilities;
3: Improve the provision of a free and appropriate public education to students with disabilities; and
4: Improve compliance with state and federal laws and regulations.


We will look for:

• A description that clearly outlines activities to address young children with disabilities including environment, outcomes, and transition
• A description of general supervision activities (procedures, professional learning, and monitoring, etc.) to support this area.
IDEA 4.n

Describe how the district will meet the following IDEA performance goals:

1: Improve graduation rate outcomes for students with disabilities;
2: Improve services for young children (3-5) with disabilities;
3: Improve the provision of a free and appropriate public education to students with disabilities; and
4: Improve compliance with state and federal laws and regulations.


We will look for:

• A description that outlines activities to improve the provision of FAPE for students with disabilities.

• A description of general supervision activities (procedures, professional learning, and monitoring, etc.) to support this area.
IDEA 4.n

Describe how the district will meet the following IDEA performance goals:

1: Improve graduation rate outcomes for students with disabilities;
2: Improve services for young children (3-5) with disabilities;
3: Improve the provision of a free and appropriate public education to students with disabilities; and
4: Improve compliance with state and federal laws and regulations.

We will look for:

- A description that outlines activities to improve compliance with state and Federal laws and regulations for students with disabilities.
- A description of general supervision activities (procedures, professional learning, and monitoring, etc.) to support this area.
Foster Care Transportation Plan

• FY18 Foster Care Transportation Plan
  • Identification of LEA foster care point of contact and how transportation will be coordinated with DFCS
  • Instruction webinar scheduled for Wednesday, May 31, 2017
Title I Part C – ID&R Plan

Identification and Recruitment (ID&R) Plan
• **ONLY** direct funded districts and ABAC must submit the ID&R plan for approval as part of the CLIP
• May 18 webinar to discuss ID&R plan development with direct funded districts

FY18 ID&R plan template is located on our website:
https://www.gadoe.org/SchoolImprovement/Federal-Programs/Pages/Gamep-Forms-andDocuments.aspx
Program Specifics
McKinney-Vento Act

• In the CNA, we will review:
  • Homeless liaison identified as part of planning team
  • Homeless Data entered into data overview
  • Homeless program included in Needs Identification and Root Cause Analysis

• In the District Improvement Plan, we will review:
  • Homeless program addressed in each of the 5 system “buckets”
Neglected and Delinquent

• In the CNA, we will review:
  • N&D coordinator identified as part of planning team  
    (*Residential facility directors recommended*)
  • N&D program included in Needs Identification and Root Cause Analysis
Rural Education Initiative

• In the CNA, we will review:
  • REAP coordinator identified as part of planning team
• In the District Improvement Plan, we will review:
  • RLIS grantees have identified Title V, Part B as a “Possible Funding Source” with the appropriate action steps
Foster Care

• In the CNA, we will review:
  • LEA foster care point of contact and the DFCS program contact identified as part of planning team
  • Foster care program included in Needs Identification and Root Cause Analysis
  • Foster Care Transportation Plan updated or revised from December 2016

• In the District Improvement Plan, we will review:
  • Foster care program addressed in each of the 5 system “buckets”
Title I, Part C – Education of Migratory Children

We will review the CNA and District Plan to:

• Ensure the needs of migrant children and youth (preschool age, K-12 enrolled, out-of-school youth and drop-outs) are included in all parts of the CNA and Improvement Plan:
  • Data Analysis
  • Identification of Need
  • Service Delivery
  • Coordination of Services
  • Parent and Family Engagement
Title III, Part A: EL and Immigrant

We will review the CNA and District Plan to:

• Ensure the needs of EL students and immigrant students are included in all parts of the CNA and Improvement Plan:
  • Data Analysis
  • Identification of Need
  • Coordination of Services
  • Parent and Family Engagement

• LEA allocations will be submitted at the August State Board meeting, following which we will have a webinar to explain the Title III Program Plan which includes:
  • Program Evaluation
  • Implementation Plans
  • Budgeting
Title I, Part A

In the CNA, we will review:

• FULL inclusion of required stakeholders in the decision-making process

• Completion of family and community engagement questions

• Identified strengths and challenges of the districts initiatives to improve the academic achievement of the lowest performing students in the school
Submitting the CLIP

• Before July 31, 2017, the designee from your district will upload the CLIP documents to the portal.

• As in past years, the Superintendent will approve the CLIP and move it to GaDOE or request revisions back to the submitter.

• The portal will open for submissions on July 1.
Submitting the CLIP

• After review, GaDOE will approve or request revisions back to the district. (The rubric will be used as the tool to communicate approval or revisions.)

• Audit Trail tab will capture the communication between GaDOE and the district.
Submitting the CLIP

Access the portal via GaDOE website: www.gadoe.org
Submitting to CLIP
CLIP Review Timeline

- GaDOE cross-divisional teams will review all components of the CLIP between August 1-4, 2017
- Any revision requests will be sent back to district to address and resubmit by August 14, 2017 for GaDOE cross-division team reviews.
- Rubric will be used for all 5 components

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<thead>
<tr>
<th>Essential Elements</th>
<th>Met</th>
<th>Met with Recommendations</th>
<th>Not Met</th>
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<td>What we are looking for...</td>
<td>Sample</td>
<td>Sample</td>
<td>Sample</td>
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Submitting the CLIP

• As in past years, once the CLIP is approved, then Part II of the Consolidated Application will begin:

Assurances  
Prayer Certification  
Budgets  
Program Specific Worksheets or Plans
Georgia’s Systems of Continuous Improvement
Updates

• Prepopulated CNA Documents for Priority and Focus schools have been delivered to Superintendents

• Prepopulated CNA Documents for the targeted schools selected by the 50 intensive SSIP districts have been delivered to Superintendents

• Prepopulated CNA Documents for Title I schools have been delivered to Superintendents
Updates

- District Improvement Plan template is complete and available on the GaDOE template
- School Improvement Plan template is complete and available on the GaDOE template
- Frequently Asked Questions (FAQ) available
- Data Guide available
Updates

Federal Programs Annual Conference

ESSA: All About Improving Schools

- Registration closes on May 15
- Conference will include sessions focused specifically on the 5 systems of Georgia’s Systems of Continuous Improvement
- Conference will include an optional opportunity for district staff to share any aspect of their FY18 CLIP with GaDOE staff for initial feedback or suggestions in 30 minute time slots. Sign-up will be available at a later date.
Questions?

federalprograms@doe.k12.ga.us