



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

# 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



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# Presenters

John Wight, Federal Programs Director
Randy Phillips, Title I, Part A Program Manager
Pam Daniels, Title II, Part A Program Specialist
Cori Alston, Title III, Part A Program Manager
Israel Cortez, Title I, Part C Program Manager
Whittney Mitchell, Grants Program Specialist
Amy Song, Parent Engagement Program Manager
Kachelle White, Special Education Senior Program Manager

Georgia Department of Education

# Georgia's Systems of Continuous Improvement



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# Comprehensive LEA Improvement Plan (CLIP)

# CLIP Review Rubric

Essential Elements	Met	Met with Recommendations	Not Met
What we will look for...	Sample	Sample	Sample

- 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

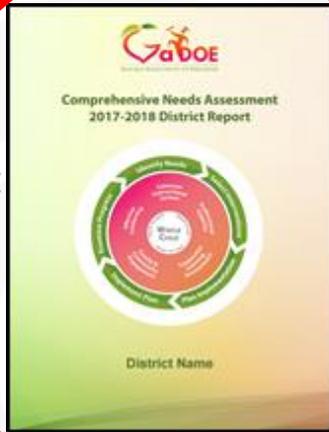
# What is the CLIP for FY18?

## Part I – Annually Approved LEA Consolidated Application (Plan) due on July 31, 2017



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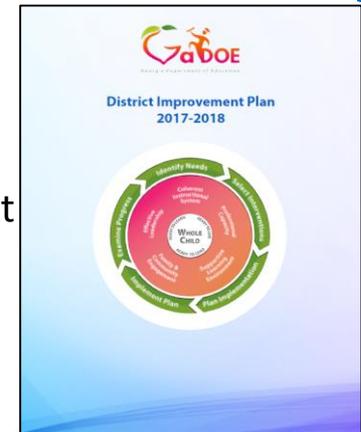
District  
CNA



Parent and  
Family  
Engagement  
Policy



District  
Improvement  
Plan



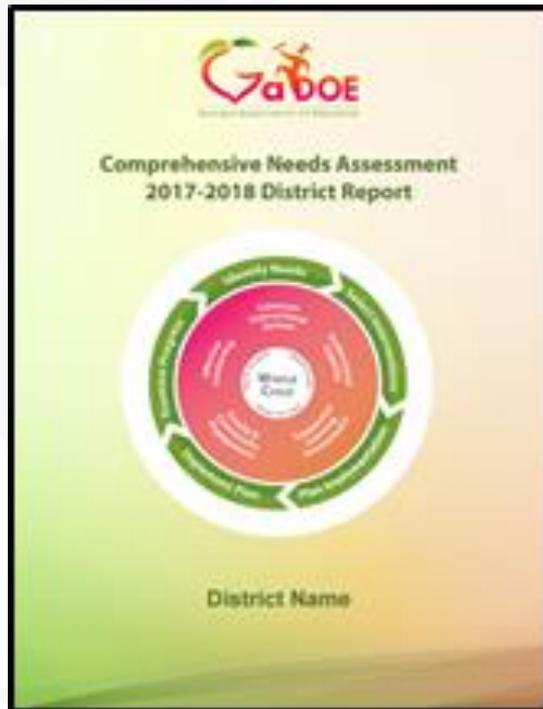
Foster Care  
Transportation  
Plan

FY17 Foster Care Transportation Plan	
Local Educational Agency (LEA)	
Superintendent Name	
Mailing Address	
Physical Address (if different from above)	
City	Zip
Foster Care Point of Contact (POC) Name	POC Email
POC Mailing Address	
City	Zip
POC Telephone	POC Fax
Superintendent Signature	Click here to enter a date
Date	
Print Name of Superintendent	

GaDOE	
Georgia Department of Education (GaDOE) Title I, Part C - Special Education Program (SEP) Local Identification and Enrollment (LID&E) Plan	
Submit Date:	2017-2018
Submit Year:	2017-2018
<p>All states/districts in Georgia follow the same set of requirements for Title I, Part C - Special Education Program (SEP) Local Identification and Enrollment (LID&amp;E) Plans as required by the Georgia Administrative Code (GAC) 600-49-1-1. The plan must be submitted to the Georgia Department of Education (GaDOE) by the deadline date listed below. The plan must be submitted to the Georgia Department of Education (GaDOE) by the deadline date listed below. The plan must be submitted to the Georgia Department of Education (GaDOE) by the deadline date listed below.</p>	
<p><b>LID&amp;E Planning and Implementation</b></p> <p>1. How will the district ensure that all eligible children and youth are identified and enrolled in the program? Please describe the process and include any data used to identify and enroll eligible children and youth. (Include a reference to existing local policies and procedures.)</p> <p>2. How will the district ensure that all eligible children and youth are identified and enrolled in the program? Please describe the process and include any data used to identify and enroll eligible children and youth. (Include a reference to existing local policies and procedures.)</p> <p>3. How will the district ensure that all eligible children and youth are identified and enrolled in the program? Please describe the process and include any data used to identify and enroll eligible children and youth. (Include a reference to existing local policies and procedures.)</p> <p>4. How will the district ensure that all eligible children and youth are identified and enrolled in the program? Please describe the process and include any data used to identify and enroll eligible children and youth. (Include a reference to existing local policies and procedures.)</p> <p>5. How will the district ensure that all eligible children and youth are identified and enrolled in the program? Please describe the process and include any data used to identify and enroll eligible children and youth. (Include a reference to existing local policies and procedures.)</p>	
<p><b>Local District Local Approval Information</b></p> <p>6. How will the district ensure that all eligible children and youth are identified and enrolled in the program? Please describe the process and include any data used to identify and enroll eligible children and youth. (Include a reference to existing local policies and procedures.)</p>	

Title I Part C,  
ID&R Plan

# Comprehensive Needs Assessment (CNA)



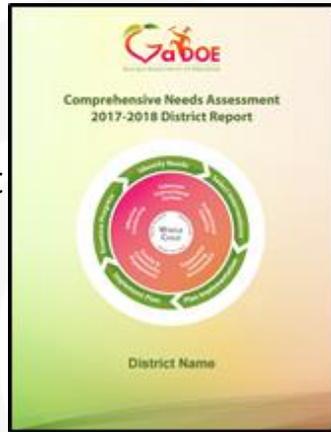
- District Level
- Includes all Federal programs and subgroups
- Meets CNA statute requirements for each Federal program
- Meets other statute requirements in several Federal programs

# What is the CLIP for FY18?

## Part I – Annually Approved LEA Consolidated Application (Plan) due on July 31, 2017



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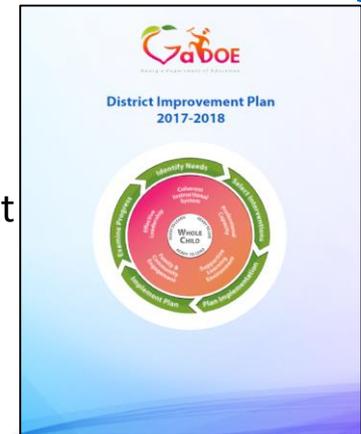


District  
CNA

Parent and  
Family  
Engagement  
Policy



District  
Improvement  
Plan



**FY17 Foster Care Transportation Plan**

Level Education Agency (LEA)

Superintendent Name:

Mailing Address:

Physical Address (if different from above):

City:  Zip:

Foster Care Point of Contact (POC) Name:  POC Email:

POC Mailing Address:

City:  Zip:

POC Telephone:  POC Fax:

Supervision:  [Click here to enter a date.](#)

Date:

Title/State of Supervisor:

Foster Care  
Transportation  
Plan

**Title I Part C, ID&R Plan**

Georgia Department of Education (GaDOE)  
Title I Part C - Special Education Program (SEP)  
Local Identification and Recruitment (LID&R) Plan

Submit Date:

Submit Year: 2017-2018

All states within Georgia follow the same set of requirements for LID&R plans as outlined in the Georgia Alternate Education Program Identification and Recruitment and Local Districts Handbook. The only change to this process was the addition of the requirement for LID&R requirements aligned to the state and regional LID&R plans.

**LID&R Planning and Implementation**

- How will the district ensure and coordinate local and non-local agencies (school year and summer) meeting requirements for student and out-of-school youth (OSY) including non-school year children? Please describe and include specific staff schedules, staff profiles of appropriate staff, and use of the LID&R Accountancy checklist.  
[Return to requirements](#)
- How will the district coordinate with regional and non-MEP staff for identifying and contacting potentially eligible students? Please describe specific strategies and non-activities (see 19-21), and ensure OSY are completed as needed. (Include the date?)  
[Return to requirements](#)
- How will the district ensure a complete review (which is completed by all students during any student reevaluation and back to school reevaluation is required, reviewed, and submitted for further follow up in identify potential eligible children and youth) (include a reference to existing local district staff or the process)  
[Return to requirements](#)
- How will the district coordinate with other agencies, organizations, and resources to build a recruitment network and identify potentially eligible eligible students?  
[Return to requirements](#)

**Local District Local Accountability Information**

How will the district ensure that resources a current local application was completed profiles of agencies, organizational profiles, state make annual updates to your staff? Please outline how the information will be updated during the year (and include a timeline).  
[Return to requirements](#)

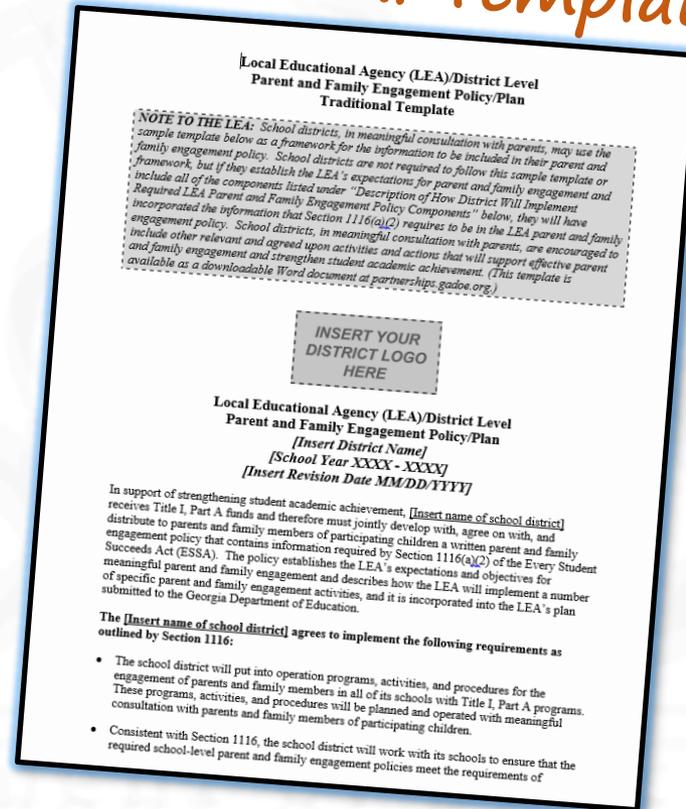
Title I Part C,  
ID&R Plan

# District-Level Parent & Family Engagement Policy Templates



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Traditional Template



Innovative Template

<http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Policies.aspx>



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## Achieve County School District Parent and Family Engagement Policy

2017-2018  
Revised June 15, 2017  
555 Main Street  
Yourtown, GA 12345  
[achievecountyschools.org](http://achievecountyschools.org)

### 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 plan, 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 ACSD 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



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## Jointly Developed

During the annual State of the District meeting 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 Schools

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 family engagement activities and meetings for the remainder of the 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 how these family engagement funds will be used in the upcoming year at the district and school-level. Comment cards 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.

- Jointly Developed
- Technical Assistance
- Reservation of Funds





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## Building Capacity

The ACSD will build the schools' and parents' capacity for strong family engagement, in order to ensure effective involvement of parents and family members and to support a partnership among the Title I schools, parents, and the community to improve student academic achievement through the following districtwide activities and programs such as Academic Parent-Teacher Teams (APTT). APTT is an evidence-based family engagement model that builds partnerships with parents. With the teacher, families set student academic goals to be addressed through at-home learning activities and strategies.

**Of Parents** - The ACSD will work as a district and through its Title I schools to provide assistance to parents in understanding state and district academic information connected to their students' learning and progress, as well as information regarding the Title I program and APTT. The ACSD will provide classes for parents to gain knowledge about the challenging state academic standards, local academic assessments, as well as the required assessments for Georgia students including alternative forms of assessment. The dates and locations for these classes and APTT meetings will be posted on the district website and shared through each Title I school's newsletter.

The ACSD will also coordinate pages on the district and school websites that will contain resources and materials, including parent guides, study guides, practice assessments, and APTT activities, to help parents work with their children at home. Copies of these materials will be made available at all Title I schools for those families who may have limited internet access, including copies in Spanish. To assist parents with understanding the online student information system and other digital educational resources (including education about the harms of copyright piracy), the ACSD technology specialists will partner with Title I schools to host workshops for parents. Dates and times for these workshops will be determined and announced by each individual school.

The ACSD has established a districtwide Parent Advisory Council comprised of parent representatives from each Title I school's Parent Advisory Council to provide advice on all matters related to family engagement in Title I Part A programs. Community leaders and business partners will be invited to serve on this council. The district will also encourage collaboration and participation with community partners by posting recordings of council and other district meetings on the website and increase participation by utilizing video conferencing technology to accommodate the schedules of these valuable partners.

The ACSD will coordinate and integrate the district's family engagement programs with the local preschool program and other federal and state funded preschool programs in the district by inviting faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, the elementary schools will host Kindergarten Ready days so parents may tour the schools and receive information to help prepare them and their children for kindergarten. The ACSD will also coordinate with these programs to ensure that parents are informed about available resources.

**Of School Staff** - The ACSD will conduct three trainings during the school year for principals and school FECs to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. These trainings will be redelivered to the faculty and staff of Title I schools. If the school is implementing APTT, the ACSD Family Engagement Leadership Team (FELT) will conduct an APTT training for the entire school staff. The purpose of the FELT is to coordinate the sustainability and growth of APTT in the district. The ACSD will also host a training for appropriate school staff and faculty that will focus on creating welcoming environments and improving two-way communication with families.

To ensure that information related to district, school, parent programs, APTT meetings, and activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' native language, where applicable, and providing interpreters at parent events and APTT meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, district and school websites, local news media, and other school message systems to post information for parents.

- 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.

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.

Beginning in April, each Title I school will send home a survey and email a 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

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 migratory children including 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



# Recorded Webinar



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Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)

www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Policies.aspx

Search this site...

Richard Woods, Georgia's School Superintendent

Offices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations - Contact

Home → School Improvement → Federal Programs → Partnerships → Policies

## Policies

### FY 18 Local Educational Agency (LEA) Policies



 *Webinar:* **LEA Parent & Family Engagement Policy Webinar** (click)

Presentation file for LEA Parent & Family Engagement Policy Webinar (PDF)  
LEA Parent & Family Engagement Policy Traditional Template (MS Word)  
LEA Parent & Family Engagement Policy Innovative Template (MS Word)

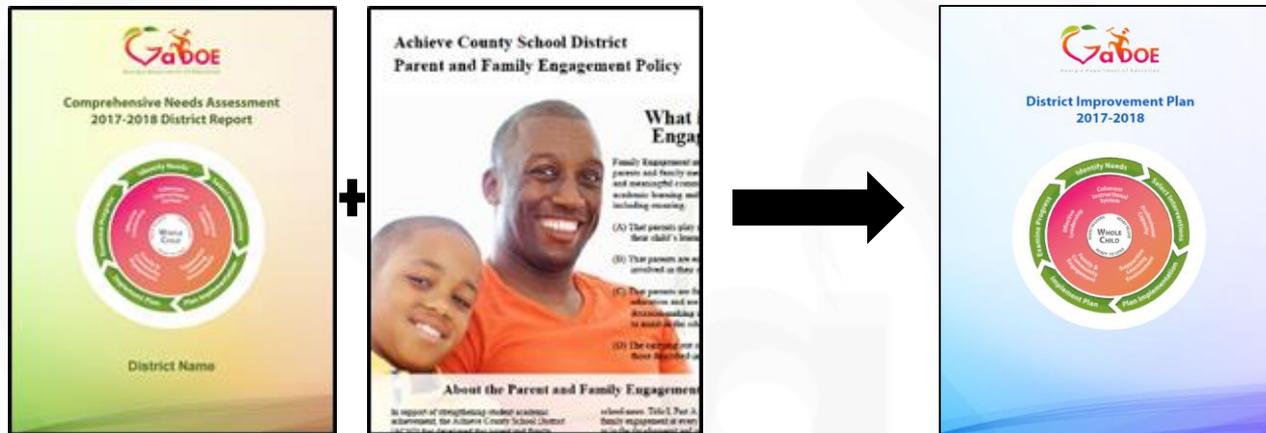
### Contact Information

**Parent Engagement Program  
Contact List**

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 Follow us on Twitter

<http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Policies.aspx>

# Moving to the District Improvement Plan



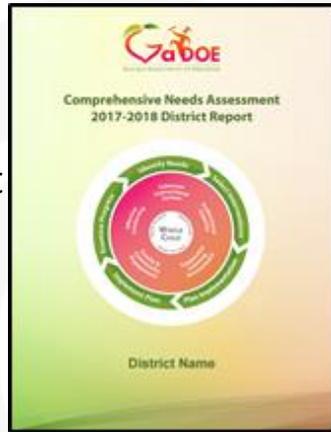
Georgia Department of Education

# What is the CLIP for FY18?

## Part I – Annually Approved LEA Consolidated Application (Plan) due on July 31, 2017



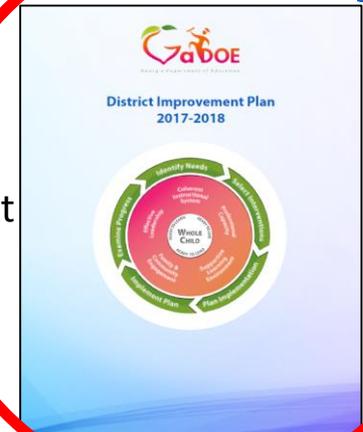
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District  
CNA



Parent and  
Family  
Engagement  
Policy



District  
Improvement  
Plan

**FY17 Foster Care Transportation Plan**

Local Education Agency (LEA) \_\_\_\_\_  
 Superintendent Name: \_\_\_\_\_  
 Mailing Address: \_\_\_\_\_  
 Physical Address (if different from above): \_\_\_\_\_  
 City: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Foster Care Point of Contact (POC) Name: \_\_\_\_\_ POC Email: \_\_\_\_\_  
 POC Mailing Address: \_\_\_\_\_  
 City: \_\_\_\_\_ Zip: \_\_\_\_\_  
 POC Telephone: \_\_\_\_\_ POC Fax: \_\_\_\_\_

\_\_\_\_\_ [Click here to enter a date.](#)  
 Start/End Dates: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Title/Name of Superintendent: \_\_\_\_\_

Foster Care  
Transportation  
Plan

**Georgia Department of Education (GaDOE)**  
 Title I Part C - Special Education Program (SEP)  
 Local Identification and Reassessment (LID&R) Plan

Submit Date: \_\_\_\_\_  
 Submit Year: 2017-2018

At a time during the year, before the start of regular school, the LEA shall identify and reassess the needs of all students who are identified as having a disability and who are currently receiving special education services. The LEA shall also identify and reassess the needs of all students who are currently receiving special education services and who are currently receiving special education services.

**LID&R Planning and Implementation**

- How will the district ensure and coordinate local and state-level special education and assessment services to provide a continuum of services for students with disabilities? [Click here to enter a date.](#)
- How will the district ensure the implementation of the LID&R plan is completed by all students during any school year? How will the district ensure that all students who are currently receiving special education services and who are currently receiving special education services are identified and reassessed? [Click here to enter a date.](#)
- How will the district ensure that all students who are currently receiving special education services and who are currently receiving special education services are identified and reassessed? [Click here to enter a date.](#)
- How will the district ensure that all students who are currently receiving special education services and who are currently receiving special education services are identified and reassessed? [Click here to enter a date.](#)

**Local District Local Assessment Information**

How will the district ensure that all students who are currently receiving special education services and who are currently receiving special education services are identified and reassessed? [Click here to enter a date.](#)

Title I Part C,  
ID&R Plan

# District Improvement Plan

## Section 1

DISTRICT IMPROVEMENT PLAN	
<b>Georgia Department of Education</b> District Improvement Plan	
<b>1. GENERAL IMPROVEMENT PLAN INFORMATION</b>	
<i>District Name</i>	
<i>Team Lead</i>	
<i>Position</i>	
<i>Email</i>	
<i>Phone</i>	
<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan</b> (Select all that apply)	
<input type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
<input type="checkbox"/>	"Fund 400" - Consolidation of Federal funds only
<b>Factor(s) Used by District to Identify Students in Poverty</b> (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal applications
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

Title I, Part A  
Requirement



# District Improvement Plan

## Section 2

### DISTRICT IMPROVEMENT PLAN

#### 2.3 OVERARCHING NEED #2

Overarching Need	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
<b>GOAL</b>	

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



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# District Improvement Plan

## Section 2

COHERENT INSTRUCTIONAL SYSTEM			
GOAL			
Structure(s)			
<i>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</i>			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
<i>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</i>			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

- 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

DISTRICT IMPROVEMENT PLAN	
<b>3. FY18 LEA EQUITY ACTION PLAN</b>	
District Name	
District Title II, Part A Coordinator	
<b>3.1 REVIEW of COMPREHENSIVE NEEDS ASSESSMENT REPORT</b>	
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.	
<b>3.2 IDENTIFICATION of EQUITY GAPS</b>	
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.	
Data Profile Variable	
Equity Gap #1	Equity Gap #2 <i>(Corresponding District CNA page numbers are provided for reference)</i>
	TAPS distribution
	LAPS distribution
	Teacher retention (p. 29)
	Principal retention (p. 29)
	Inexperienced teachers (less than four years of experience) (p. 29)
	Inexperienced leaders (principals or assistant principals with less than four years of experience)
	Teachers out-of-field (p. 29)
	Teachers with provisional or emergency certification (p. 30)
	Discipline ISS (p. 42) <span style="float: right;">If selected, identify subgroup: <input type="checkbox"/></span>
	Discipline OSS (p. 42) <span style="float: right;">If selected, identify subgroup: <input type="checkbox"/></span>
	Student Attendance (p. 43) <span style="float: right;">If selected, identify subgroup: <input type="checkbox"/></span>
	Teacher days absent (p. 43)
	CCRPI Star Climate Rating (p. 43)
	Per pupil expenditure (p. 49)
	Student achievement (pp. 52-67) <span style="float: right;">Content area: <input type="checkbox"/> Subgroup: <input type="checkbox"/></span>
	Lexile <span style="float: right;">If selected, identify subgroup: <input type="checkbox"/></span>
	Graduation rate (4 year cohort) (p. 68) <span style="float: right;">If selected, identify subgroup: <input type="checkbox"/></span>
	Graduation rate (5 year cohort) <span style="float: right;">If selected, identify subgroup: <input type="checkbox"/></span>
	Pathway completers (p. 68) <span style="float: right;">If selected, identify subgroup: <input type="checkbox"/></span>
	District Mean Growth Percentile (MGP) (p. 68)
	School Mean Growth Percentile (SGP)
	Other data source: Specify equity gap

## Equity Action Plan

# Title II, Part A

## 3.2 IDENTIFICATION OF EQUITY GAPS



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Georgia's School Superintendent  
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[gaDOE.org](http://gaDOE.org)

### 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

## 3.4.1 and 3.4.2 EQUITY INTERVENTION for EQUITY GAPS ONE and TWO: Activities and Strategies



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Georgia's School Superintendent  
"Educating Georgia's Future"  
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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.

Georgia Department of Education

# 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



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# Title II, Part A

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



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### 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



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### 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



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### 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



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### 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



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



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# 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.



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# 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.

# Title II, Part A

## 4.c



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

- how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;
- how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;
- how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);
- how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and
- what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.
- [Sec. 2102(b)(2)(B)]; [Learning Forward Guidance]



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# 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



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



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# 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



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# 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.

# Title I, Part A

## 4.h

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

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

### 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.

# Title I, Part A

## 4.i

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs. [Sec. 1112 (b)(8)]

### **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.

# Title I, Part A

## 4.j

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. [Sec. 1112 (b)(9)]

### 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.

# Title I, Part A; Grants Programs

## 4.k



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Georgia's School Superintendent  
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[gaDOE.org](http://gaDOE.org)

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

# Title I, Part A; Grants Programs

## 4.k



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

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

# Title I, Part A; Grants Programs

## 4.k



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Georgia's School Superintendent  
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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.

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# Title I, Part C

## 4.1

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

# Title I, Part C

## 4.1

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.



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# Title I, Part C

## 4.1

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

# Title I, Part C

## 4.m

Describe how the district will provide supplemental support services and outreach activities for migratory preschool children, out-of-school youth and drop-outs and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.

[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

# 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.

[20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]

### 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.

[20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]

### 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.

[20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]

### 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.

[20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]

### 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.



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Georgia's School Superintendent  
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# 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

Georgia Department of Education



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Georgia's School Superintendent  
"Educating Georgia's Future"  
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# 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



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- 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"

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# Neglected and Delinquent



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- 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

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# Rural Education Initiative



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- 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

Georgia Department of Education

# 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



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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

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# 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

Georgia Department of Education

# Submitting the CLIP

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



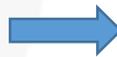
- As in past years, the Superintendent will approve the CLIP and move it to GaDOE or request revisions back to the submitter.
- The portal will open for submissions on July 1.

# 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.)



GaDOE Team  
Review



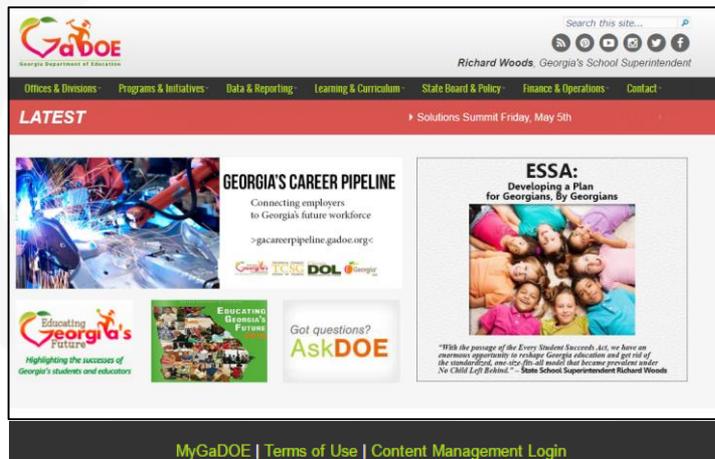
Single Sign-Off  
for all Programs



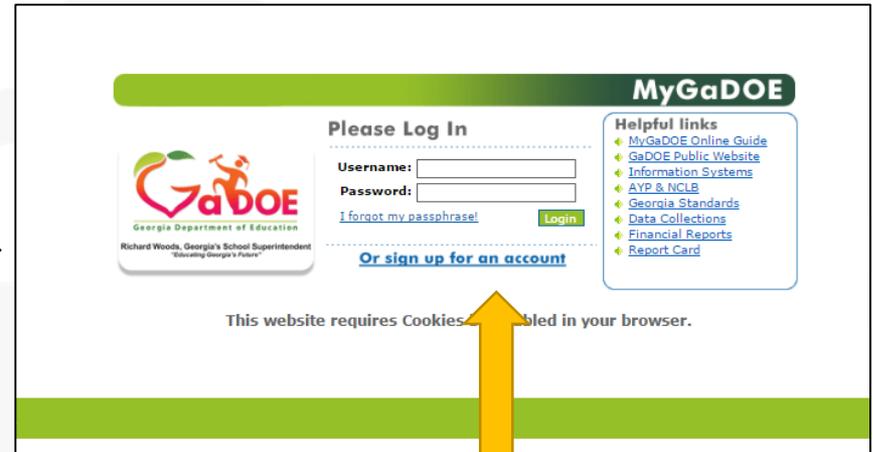
- Audit Trail tab will capture the communication between GaDOE and the district.

# Submitting the CLIP

Access the portal via GaDOE website: [www.gadoe.org](http://www.gadoe.org)

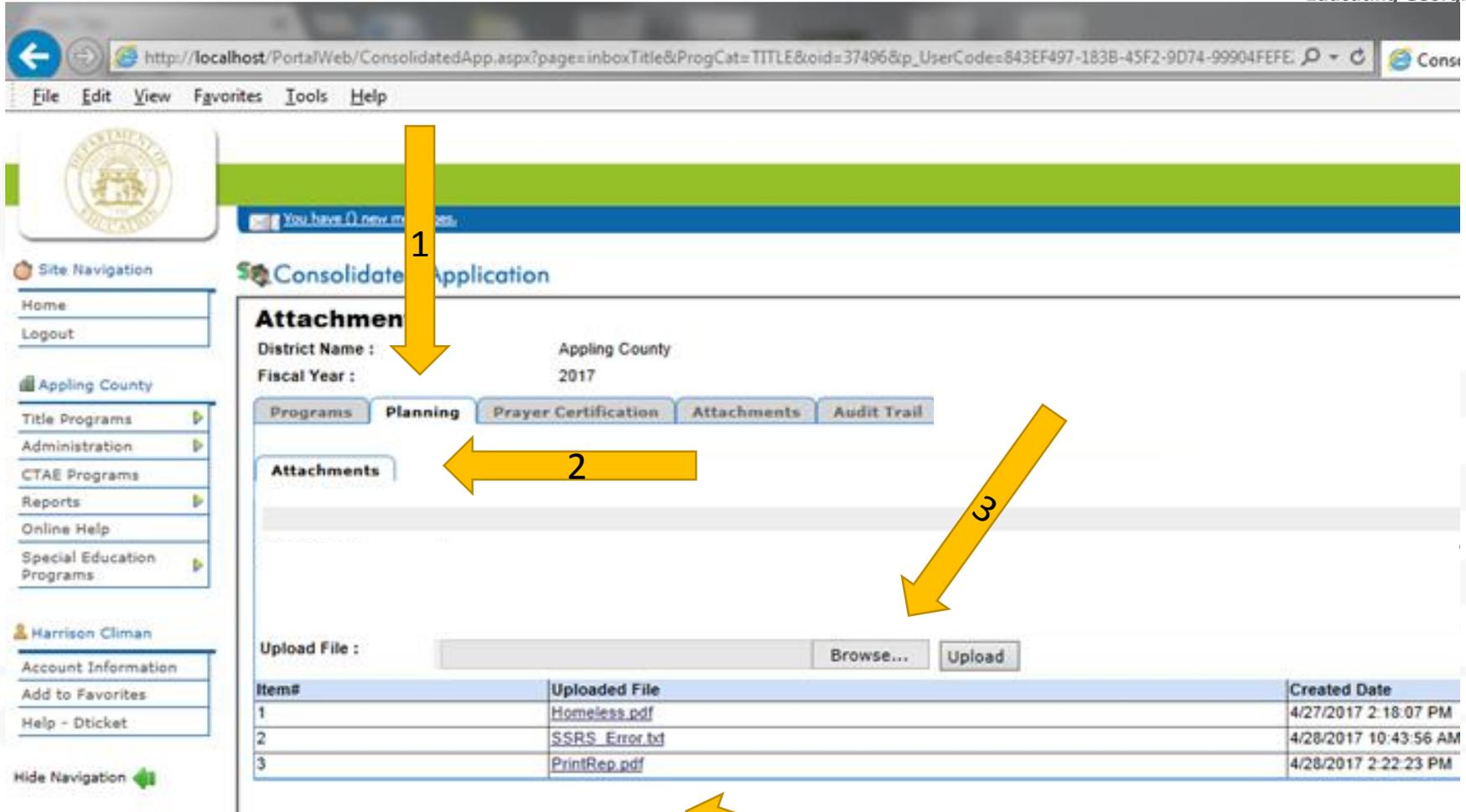


The screenshot shows the GaDOE website homepage. At the top left is the GaDOE logo. Below it is a navigation menu with links for Offices & Divisions, Programs & Initiatives, Data & Reporting, Learning & Curriculum, State Board & Policy, Finance & Operations, and Contact. A search bar is located at the top right. The main content area features a 'LATEST' section with a 'Solutions Summit Friday, May 5th' announcement. Below this are several featured articles, including 'GEORGIA'S CAREER PIPELINE' and 'ESSA: Developing a Plan for Georgians, By Georgians'. At the bottom of the page, there is a footer with links for 'MyGaDOE | Terms of Use | Content Management Login'.



The screenshot shows the MyGaDOE login page. At the top right is the 'MyGaDOE' header. Below it is a 'Please Log In' section with fields for 'Username:' and 'Password:'. There are links for 'I forgot my passphrase!' and a 'Login' button. Below the login section is a link for 'Or sign up for an account'. To the right of the login section is a 'Helpful links' box with links for 'MyGaDOE Online Guide', 'GaDOE Public Website', 'Information Systems', 'AYP & NCLB', 'Georgia Standards', 'Data Collections', 'Financial Reports', and 'Report Card'. At the bottom of the page, there is a message: 'This website requires Cookies' and 'Stored in your browser.' A yellow arrow points to the 'Stored in your browser.' text.

# Submitting to CLIP



The screenshot shows a web browser window displaying the 'Consolidated Application' interface. The browser address bar shows a URL: `http://localhost/Porta/Web/ConsolidatedApp.aspx?page=inboxTitle&ProgCat=TITLE&oid=37496&p_UserCode=843EF497-183B-45F2-9D74-99904FEFE`. The page title is 'Consolidated Application'. The interface includes a navigation menu on the left with options like 'Home', 'Logout', and 'Appling County'. The main content area shows 'Attachments' for 'Appling County' in '2017'. There are tabs for 'Programs', 'Planning', 'Prayer Certification', 'Attachments', and 'Audit Trail'. The 'Attachments' tab is active, showing a table of uploaded files. A 'Browse...' button and an 'Upload' button are visible. Four yellow arrows with numbers 1, 2, 3, and 4 point to specific elements: 1 points to the 'Attachments' tab, 2 points to the 'Attachments' sub-tab, 3 points to the 'Browse...' button, and 4 points to the table of uploaded files.

**Attachments**  
District Name : Appling County  
Fiscal Year : 2017

Programs **Planning** Prayer Certification Attachments Audit Trail

**Attachments**

Upload File :  Browse... Upload

Item#	Uploaded File	Created Date
1	<a href="#">Homeless.pdf</a>	4/27/2017 2:18:07 PM
2	<a href="#">SSRS_Error.txt</a>	4/28/2017 10:43:56 AM
3	<a href="#">PrintRep.pdf</a>	4/28/2017 2:22:23 PM

# 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

Essential Elements	Met	Met with Recommendations	Not Met
What we are looking for...	Sample	Sample	Sample



# 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



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[ga DOE.org](http://ga DOE.org)

# 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

Georgia Department of Education

# Updates

Federal Programs Annual Conference

## ESSA: All About Improving Schools

A circular diagram representing the ESSA cycle. At the center is a white circle with 'WHOLE CHILD' and 'READY TO LEARN' below it. Surrounding this are four colored segments: 'Effective Leadership' (pink), 'Coherent Instructional System' (orange), 'Supportive Learning Environment' (red), and 'Family & Community Engagement' (green). The outer ring of the cycle contains five steps: 'Identify Needs', 'Select Interventions', 'Plan Implementation', 'Implement Plan', and 'Examine Progress', each with a green arrow pointing clockwise.

June 20, 2017: New Director's Workshop  
June 21-22, 2017: Main Conference

GEORGIA INTERNATIONAL CONVENTION CENTER  
2000 CONVENTION CENTER CONCOURSE, ATLANTA, GA 30337

The GaDOE logo is located in the bottom left corner of the poster.

- 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.



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[ga.doe.org](http://ga.doe.org)

# Questions?

[federalprograms@doe.k12.ga.us](mailto:federalprograms@doe.k12.ga.us)

Georgia Department of Education