

CNA – 1.2.4 ONLINE CLIP - Stakeholder Involvement		
	Responses Approved in FY19 – Could be Strengthened	Responses Approved in FY19 - Exemplars
How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The XYZ School District team selected public relations community advocates, extended partners, advisers, and LEA core team members to create an inclusive group with varied perspectives.	The team invited the suggested stakeholder roles from the Comprehensive Needs Assessment. A variety of stakeholders meet with the district throughout the year on Continuous District and School Improvement planning. Feedback is provided to the district and its schools via focus groups, AdvancED Accreditation meetings, and surveys, and open-ended feedback forms. These stakeholders are also invited to attend school governance team meetings, board workshops, community partnership meetings such as Inter-agency Family Connections, Communities in Schools, Fine Arts Council, the School Safety Town Hall meeting and district family engagement meetings.
	We used the new GADOE's CNA template to guide our work. We decided to bolster our work & use participants from our recent District Strategic planning. It was important to have stakeholders with which we had established relationships & could discern & complete the work within a short time period. Each of the five teams included those with particular expertise and/or interest in academics & equity; teacher quality; digital tools & infrastructure; community engagement; legal issues; safety & security; mental health of staff & students; economics; & the civic & civil minded.	XYZ School District included representation of stakeholders across the rural county, businesses, spiritual leaders, post-secondary institutions, health and community organizations, emergency support resource staff, parents, PTO's, school councils, Special Ed Stakeholder groups, school administrators, teachers and students. Meetings were posted, advertised on flyers, school marquees, by mail, social media, and in person to stakeholders. Meetings followed a practice of break-out sessions, then reporting in for decisions to be made by a group, not an individual. Since XYZ School District is such a small district, with only 3 schools, elementary, middle, and high schools the coordination and attendance were optimally done and members immediately accountable. Survey data from parents, school councils, students, and community stakeholders was requested and factored into CNA discussions.
	Parents had the opportunity to volunteer for various roles throughout the school year. Faculty and staff also had the opportunity to volunteer for various roles throughout the building. In addition, the team attempted to ensure all levels of the organization were represented by soliciting participation from stakeholders who represented our varying performance and grade levels.	All stakeholders were invited to provide input via the spring stakeholder surveys and through the posting of documents on the system website. Using the conversation cafe format, the district further engaged in roundtable discussions during a town hall meeting to identify and prioritize overarching needs. In addition, feedback submitted throughout the year from comment cards, parent conferences, and school-level meetings was reviewed by the stakeholder group. The Superintendent's Advisory Council met quarterly, as did School Councils, to discuss matters related to the CNA and DIP. Note regarding required stakeholders: There are no migrant OSY or dropouts and no private schools in the LEA.
How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	The XYZ School District team will ensure that stakeholders are able to provide meaningful feedback by incorporating a variety of engagement methods. i.e. on-site meeting, website, media, newsletters, surveys, interviews, conferences, round-table discussions, emails.	Communication tools such as interactive website forms, Facebook, newspaper invitations, and Remind101 will be used to engage stakeholders in meaningful feedback opportunities. In addition, draft plans will be presented during local school governance team meetings and added to district websites for a review and feedback period prior to the final submission to GADOE. XYZ School District meetings provide a platform for bringing stakeholders together to review data, gather meaningful feedback, and solicit ideas and suggestions for improvement. Various stakeholders are invited to XYZ School District meetings throughout the year and in May to review data, discuss root causes, and determine possible goals for improvement and needs based on the data.
	During our Title I Planning Meeting, the data will be shared and discussed. In addition, the Needs Assessment document will be available for parents to review and provide feedback. Stakeholders will have the opportunity to attend data meetings throughout the school year.	Meetings will be posted, advertised on flyers, school marquees, by mail, social media, and in person to stakeholders. Meetings will follow a practice of break-out sessions, then reporting in for decisions to be made by a group, not an individual. The teams allowed students, parents, and other stakeholders who had no internet, to turn in physical copies in response to survey questions that were sent out. This information was then electronically submitted for inclusion in survey results. Different teams set up their own meeting schedules, but the district CNA meeting schedule was set to run several times weekly, alternating morning and afternoon sessions, and allowing for members to electronically scan and submit feedback.
	Feedback sheets will be provided at all stakeholder meetings and emails and/or text messages will be sent out as a means of providing feedback.	All stakeholders were invited to provide input via the spring stakeholder surveys and through the posting of documents on the system website. Using the conversation cafe format, the district further engaged in roundtable discussions during a town hall meeting to identify and prioritize overarching needs. In addition, feedback submitted throughout the year from comment cards, parent conferences, and school-level meetings was reviewed by the stakeholder group. The Superintendent's Advisory Council met quarterly, as did School Councils, to discuss matters related to the CNA and DIP. Note regarding required stakeholders: There are no migrant OSY or dropouts and no private schools in the LEA.

DIP – Required Question – Stakeholder/Coordination of Funded Activities

ONLINE CLIP	Responses Approved in FY19 – Could be Strengthened	Responses Approved in FY19 - Exemplars
<p>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.</p>	<p>The GaDOE CNA process was conducted with involvement from individuals and organizations who play a role in the education of students in XYZ School District. A cross section of teachers, principals, school leaders, paraprofessionals, specialized instructional personnel, charter school personnel, parents, community partners, and students participated in the CNA and also in the development of the XYZ School System Improvement Plan. Initial work began at the district level with input from school personnel and students; continuing into the community involving parents and community members. Intentional plans are in place to ensure all of our community representatives provide input and guidance as the plan continues to evolve and adapt based on needs.</p>	<p>Part 1) The district sought advice from multiple stakeholders. The district developed a five-year strategic plan that was created with involvement from parents, students, community members, faith-based leaders, teachers, and school and district leaders. This plan is used as a guide for the district's overarching focus and initiatives. District and building leaders meet five times a year to collaborate as the Instructional Support Team (IST).</p> <p>The Standards Assessment Inventory (SAI) was deployed for teacher feedback regarding their professional growth opportunities and needs. School and district leaders completed a SWOT analysis identifying the strengths and weaknesses. Classified and certified staff are asked for feedback regarding training they've attended. AdvancED surveys were deployed to parents, student and staff regarding culture and climate. The LEA reviews the data collected from all responses provided in developing a plan of support for the identified areas of need.</p>
<p>S-CLIP</p> <ol style="list-style-type: none"> 1. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) in planning for continuous improvement through its locally-developed school improvement process and/or current strategic plan and/or charter system contract. 2. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) as part of its locally-developed school improvement process to address the needs of subgroups. 4b. From the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract, how is the LEA ensuring ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA. 		<p>Part 2) The district coordinates general and federal funds in a variety of ways. We use state professional learning, IDEA, Title I, Title II, Title III, Title IV, and general funds to provide professional development to improve teachers content and pedagogical knowledge. Title II, state professional learning, and general funds give us the opportunity to provide on-site coaching to school leaders, a mentor and induction program for teachers. General and Title II funds have been used to support teacher and leader recruitment and retention. General and Title II funds are also used to hire teacher development specialists who mentor new/novice/struggling teachers and provide job-embedded professional development.</p> <p>These specialists work along with the district's instructional coaches who are funded through general funds. Title I funds have been used to hire Title I Academic Coaches at Title I schools to provide job-embedded professional development in the core content areas. Lastly, IDEA, Title I, Title III, and general funds are used to conduct parent and family engagement activities and to purchase instructional resources to support learning at home.</p>

DIP - Required Question – State/Federally Identified Schools

	Responses Approved in FY19 – Could be Strengthened	Responses Approved in FY19 - Exemplars
<p>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:</p>	<p>The district does not have any state or federally-identified schools needing support.</p> <p>XYZ School District does not have any state and federally-identified schools needing support. However, in the event the system did have such schools needing support, the system 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</p>	<p>Schools submit their Prioritized Needs to the district every spring in preparation for the new school year. Allocation of funds from the district to the schools is based on these prioritized needs as well as student enrollments, achievement data and other sources. During the spring, schools also notify the district if there will be additional funds needed for training due to changes in student enrollment, new hiring, new courses or career pathways. Schools develop their individual school improvement plans based on data and determine appropriate SMART goals for the upcoming school year. These plans are submitted to the District and then approved if appropriate or returned to the school for revision if needed. Title IIA budgeting decisions are made based on data which includes the level of student need, the gravity of need for improvement, and program guidelines. Title IIA funds are prioritized to the schools based on needs that are identified in the equity plan as well as other needs found in the comprehensive needs assessment.</p> <p>A face-to-face meeting will be held with principals of federally-identified school twice each year (April & August) in order to discuss their areas of improvement, plan requirements, and budgets. The Director of Federal Programs, Title I Assistant Director, and RESA Title I School Improvement Specialist provide ongoing technical assistance throughout the year to assist the school with the overarching task of closing the achievement gap between their lowest performing subgroup and highest performing subgroup. All of the professional learning opportunities explored in FLP schools and all other Title I Schools are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs. Title I Schools federally-identified will develop a plan (as required by the GaDOE) that addresses all required components. The plan will be submitted to the GaDOE for approval. The plan will outline the steps to close the achievement gap within their school. Schoolwide plans and plans specific to federally-identified schools will be reviewed each year and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). Each school will hold an annual meeting where all stakeholders are given the opportunity to review the school plans and make comments. All parents, teachers, administrators, and other school personnel will be invited to the meeting to provide input. All schools will notify stakeholders in multiple ways. Notice of the meeting dates will be provided via school marquees, newsletters, websites, and/or phone/email messaging system. Parents that cannot attend the meeting will be given the opportunity to obtain a copy from each school and submit input before the final revisions are approved. The Parent Coordinator in each school will be responsible for collecting the required Information (agenda, meeting notes, and sign in sheets). Each school will hold its meetings at the beginning of the school year. The revision dates will be clearly marked on each plan. Additionally, revision of the plan will include stakeholders (parents, district leaders, teachers, and community). Results regarding the plan will be shared with stakeholders through School Council meetings, Title I meetings (school and system-wide), school and system websites, and the school newsletter. Data will be collected and analyzed by the principal and teachers. The team will make decisions to adjust the program when deemed necessary. A letter will be distributed at the beginning of the school year to invite parents/stakeholders to become a part of the team. Stakeholders will also have the opportunity to provide feedback on an ongoing basis. Parents have been informed that they have the opportunity to provide feedback regarding the plan at any time and any concerns will be discussed with the principal and teachers and revisions made (if necessary). There will also be two formal meetings per year where all parents are invited to attend and hear updates, share information, and share any concerns or suggestions regarding the plan as it pertains to being a federally-identified school.</p>

DIP - Required Question – Serving Low Income/ Minority Children		
<p>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.</p>	Responses Approved in FY19 – Could be Strengthened	Responses Approved in FY19 - Exemplars
	<p>The district seeks to hire teachers that are professionally qualified. All teachers participate in on-going professional learning to increase their effectiveness as a classroom teacher. Out-of-field teachers are required to compose a plan to work towards obtaining in-field certification. Inexperienced teachers are enrolled in the Induction program which includes being assigned a mentor and professional learning sessions above and beyond what experienced teachers receive.</p> <ul style="list-style-type: none"> • Effective Title II effective reporting • Continue to maintain PQ teachers • Improve Family Community Engagement Efforts • Monitor at risk disproportionality <p>The Comprehensive Needs Assessment, like the School Improvement Plan; once completed will be a live working document. The MCS Leadership team will create the frame work for a series of Professional Learning Communities. Each community will have a series of non-negotiables such as: [all subgroups] 1) Data Gathering, Interpretation, Analysis, and Interpretation, 2) Graduation Rate, 3) Attendance/Discipline, 4) Math and ELA/Reading Achievement, 5) Family Community Engagement. Subs are provided so that the community can meet during the day. Members of the community rotate.</p>	<p>All schools in the XYZ School District are Title I school-wide program schools. The district will work with all schools on using Equity data when scheduling for learning. Class roles will be reviewed to ensure that low-income and minority children are not placed in classes of ineffective or inexperienced teachers at disproportionate rates. The district will continue to monitor the hiring process to make sure that all new hires meet professional qualifications and are assigned to in-field duties. In addition, collaborative planning, monitoring, and assessment processes will facilitate the implementation of the Student Learning Cycle (SLC) to ensure a guaranteed, viable curriculum and quality instruction.</p> <p>In the spring of each year (or prior to scheduling students), administration at each school is required to gather data on teacher experience (in field, out of field, and inexperienced), low achieving student needs, poverty levels, and minority status. An equity rubric has been established for determining the experience level, degree level, and certification level (in-field/out of field) of a teacher. Administrators responsible for scheduling, ensure that students who were taught by inexperienced teacher/out of field teacher the previous year will have a veteran teacher in the upcoming school year, based on the rubric. Correspondence from a feeder school to the next school of which groups of students have had inexperienced teachers or out of field teachers is documented through emails. Each school has access to reports developed using Access software prior to scheduling showing equity data for specific subgroups: ED, SWD, EL, Minority, and gender. Schools are required to balance classes based on these areas and to maintain equity within a range of 5%-10%. If there are extenuating circumstances, schools are required to discuss situations with Title program directors for further direction. Documentation of equity reports is submitted to a Google Classroom and reviewed by Title Directors.</p>

DIP - Required Question – Professional Qualifications (PQ)

- PQ – Intent to Waive Certification 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).
- PQ – Waiver Recipients If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education). 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 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, Teachers must hold the corresponding GaPSC endorsement.
- PQ – Minimum Qualification 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.)

Example 1	Example 2	Example 3	Example 4	Example 5	Example 6
<p>XYZ District does not waive certification for teachers. XYZ definition of professionally qualified requires all teachers to hold a valid Georgia certificate and/or hold industry certificate. All XYZ Charter schools will meet their professional qualification as defined in their charter application.</p>	<p>XYZ District waives certification under State Board Rule-Strategic Waivers (160-5.1-.33)</p>	<p>XYZ District is a Strategic Waiver School System (SWSS). We are allowed, under the strategic waiver, to waive certification requirements for our teachers when necessary. However, the goal of our school system is to help our teachers move to full certification whenever possible and to have a fully certified teacher workforce.</p>	<p>The XYZ District waives certification for all teachers except for Special Education, ESOL, and Gifted teachers.</p>	<p>Yes</p>	<p>Yes</p>
	<p>For the current fiscal year, certification is not waived for any teachers.</p>	<p>XYZ District is a Strategic Waiver School System (SWSS). We are allowed, under the strategic waiver, to waive certification requirements for our teachers when necessary.</p>	<p>Although certification is waived, XYZ District requires employees to be able to be professionally certified. This includes the ability to participate in certification programs (TAPP) and the ability to score proficient on the GACE. All teachers are required to hold a clearance certificate.</p>	<p>Certification is waived for all teachers except Special Education teachers.</p>	<p>Certification may be waived for all teachers except special education.</p>
	<p>Bachelor's degree Content Assessment Clearance Certificate</p>	<p>Clearance Certificate. 4-year college degree. Teaching Certification Preferred certified within 3 years SpEd meet GA state certifications. Not Certified BT Salary Schedule</p>	<p>Although certification is waived, XYZ District requires employees to be able to be PQ. This includes the ability to participate in certification programs (TAPP) and the ability to score proficient on the GACE. All teachers are required to hold a clearance certificate.</p>	<p>Clearance Certificate Bachelor's Degree; or, Two years of field experience or Bachelor's Degree for CTAE candidates</p>	<p>Bachelor's degree or industry certification Pass the GaPSC basic skills or Exemption minimum GPA of 2.5 or a Master's degree 18 credit hours or a passing score on GACE Clearance Certificate CTAE - a bachelor's degree OR at least 3 years of specialized in field work experience and at least one aligned specialized industry credential Degree - (T) Salary OR Industry – (T2) Salary 10-year cap on their verifiable work experience.</p>