

Statewide Longitudinal Data System (SLDS)
CLIP
(Comprehensive LEA Improvement Plan)
Navigation Guide
Release Notes



Statewide Longitudinal Data System (SLDS)
CLIP (CNA, DIP, SIP)

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Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

Level of Access

*Users working on the District Plan (regardless of their position) will see their District information, whereas users working on the School Plan will only see their School information.

The CLIP/SIP applications provide the ability to develop both a District Plan (CLIP) and a School Plan (SIP). What a user sees will be solely based on the level of access that was “provisioned” to them by your Districts “Profile Manager”. The level of access is managed by the District and can be changed/edited at any time, for example a Principal can work with the District plan for a while and then be “RE-provisioned” to work on their School plan (or vice versa).

The District’s Profile Manager can access the most current Release Notes for “Adding Roles for CLIP” by clicking on [Release Notes](#).

Choosing which CLIP

Before LEAs begin producing work within the CLIP, a District level person will be asked which of the three CLIP options their District will use the upcoming “Improvement Plan”. This selection is made PRIOR to any work being entered. Once the selection is made by the District, this screen will not show up again for any user until the next CLIP cycle (the following year)

The screenshot shows the SLDS application interface. The top navigation bar includes links for SLDS, Parent Portal Support, GUIDE, Resources, TRL, IEP, TKES, Usage Reports, IIS Dashboard, Growth Model, LOR, L A Status, and PD. Below this is a secondary bar with GOFAR, High School Feedback, Gifted Eligibility, TestPad, Counselor Companion, EL Screener, CLIP/SIP (highlighted with a red arrow), and Logout.

The main content area is titled "Consolidated LEA Improvement Plan (CLIP)". It displays the following information:

- School Year : [dropdown]
- District : [dropdown] City

Three options are presented for selection:

- CLIP Online**: ONLINE OPTION is the GaDOE's main ESSA plan collection path and includes all of the tools, templates, and resources of the online Statewide Longitudinal Data System (SLDS) application that the GaDOE built for use after the FY18 CLIP PDF, with significant input regarding improvements to the FY18 templates and process from LEAs. [Select button]
- CLIP Offline**: OFFLINE OPTION is the transition year path for an LEA to maintain in place its PDF FY18 CLIP. The LEA will use an offline Word amendment form template to make simple amendments to the FY18 CLIP. The LEA will create a permanent CLIP in the online SLDS application in FY20. [Select button]
- Streamlined CLIP (S-CLIP)**: The Streamlined CLIP (S-CLIP) option is an alternative ESSA CLIP submission path. An LEA choosing this option should carefully consider if it has more than 20% of its schools identified for Tier II, III, or IV level of support. The S-CLIP creates a streamlined plan for an LEA that already has in place a locally developed school improvement process and/or current strategic plan, and/or charter system contract. [Select button]

Figure 1

Online Option - this is the option when a District decides to do their Improvement Plan within SLDS.

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CLIP Offline – this is the option when a District decides to use last years (2017-2018 Plan) and then making modifications to the PDF and resubmitting.

Streamlined CLIP (S-CLIP) – is the alternative ESSA CLIP submission.

*The purpose of this document anticipates the District is using the “Online Option”.

We strongly suggest this decision should be made before ANY user tries to access the CLIP application.

Landing Page

The Landing Page is the 1st page users will see when they select the CLIP icon (after the CLIP option has been selected).

The screenshot shows the 'Consolidated LEA Improvement Plan (CLIP)' landing page. At the top, there are navigation buttons: a home icon (1), 'Sandbox' (2), and 'Data Dashboard' (3). Below these is a 'District' dropdown menu. The main section is titled 'Selected CLIP Option : CLIP Online'. It features a 'School Year' dropdown menu (4) set to '2017 - 2018'. Below this is a progress bar (5) showing '0%'. Further down are fields for 'Status : Not Started', 'Submission Status : Started', 'Started On: 2/6/2018', 'Last Updated Date :', and 'Last Updated By :'. There are two buttons: 'View Working Copy' (6) and 'Print' (7). At the bottom, there is a 'State Submissions History' table with columns for Fiscal Year, Name, Application, Superintendent, and State. The table is currently empty, showing 'No records to display.' (8).

Figure 2

- 1- Sandbox- Users can go directly into the Sandbox area.
- 2- Data Dashboard- Users can go directly to the Data Dashboard area.
- 3- The School Year of the CLIP that is being worked on. As additional CLIP years are added, the dropdown will be populated with previous years.
- 4- Progress bar – as different sections are “Completed” throughout the CLIP, the progress bar will show the overall completion status of the CLIP process.
- 5- Status, Submission Status, Last Update Date, and Last Updated By will auto-populated as events happen.
- 6- This is the BUTTON to enter the current WORKING copy of the CLIP.
- 7- This is the Print Button, it allows to print the all sections of the working copy at once.

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- 8- As CLIP reports are “saved” and submitted to the state, links to those copies will be displayed in this area. Users will be able to click on and view the submitted copies. The user will also be able to see the status of the report, for example Superintendent signed off or State signed off.

Sandbox

The Sandbox is the collaboration space for districts. With proper permissions any person n the CLIP “panel” or team that is working on the District’s CLIP will be able to share any data that the panel wishes to upload into the sandbox. Inside of the Sandbox will be the default sections of the CLIP, but district can create any additional folders within the Sandbox. First, lets describe the 3 parts of the Sandbox DISPLAY window. We will use these references throughout this section regarding the Sandbox (see Figure 3).

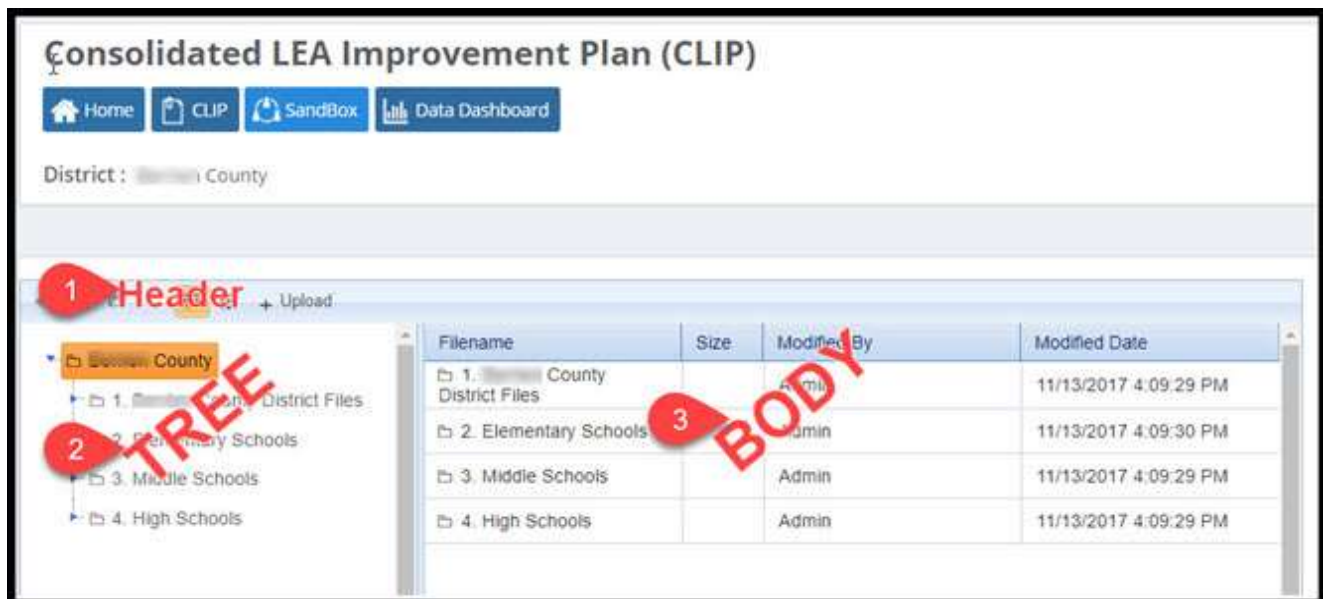


Figure 3

1. Header- this is where the user can change various settings of the display- including refresh, adding folders, changing the view, and Uploading documents.
2. TREE- this is the left-hand side of the display and it gives a structural view of all the Sandbox Folders.
3. BODY- this is the right-hand side of the display and it resembles the TREE, but this area will be the next step BELOW the item selected from the TREE. This allows the user to see the documents that are stored inside of the selected folder.

Large Districts will see this view:

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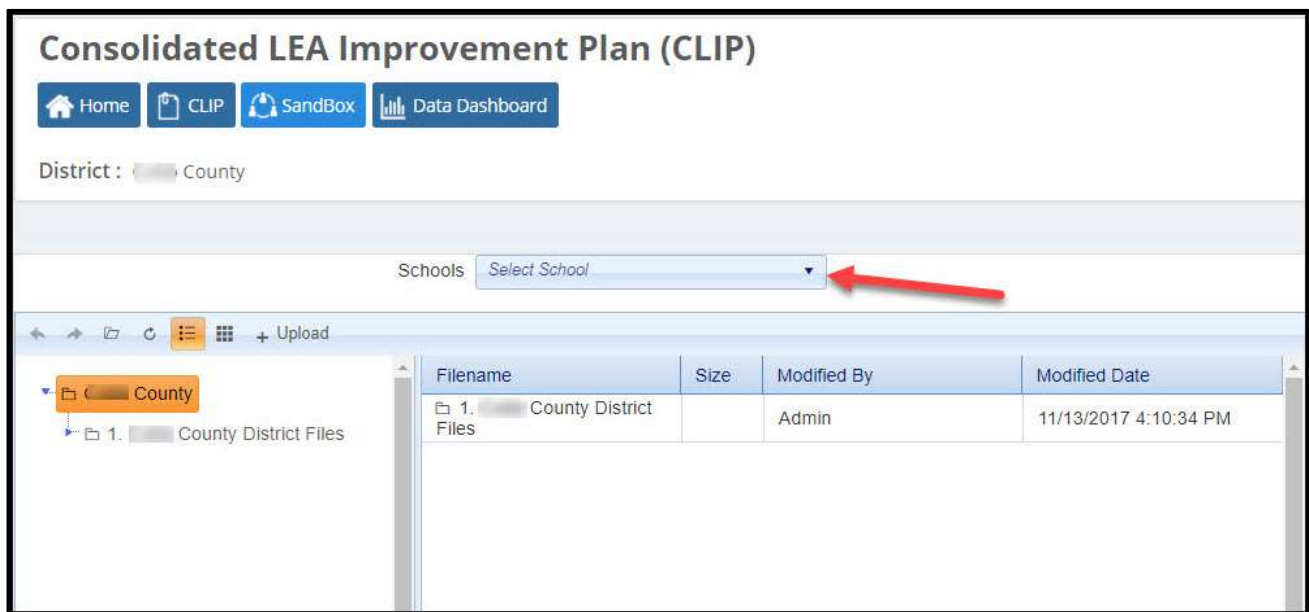


Figure 4

Since there are so many Schools within a large district, District users can click on the “*Select School*” dropdown (see Figure 5) and see the different school levels.

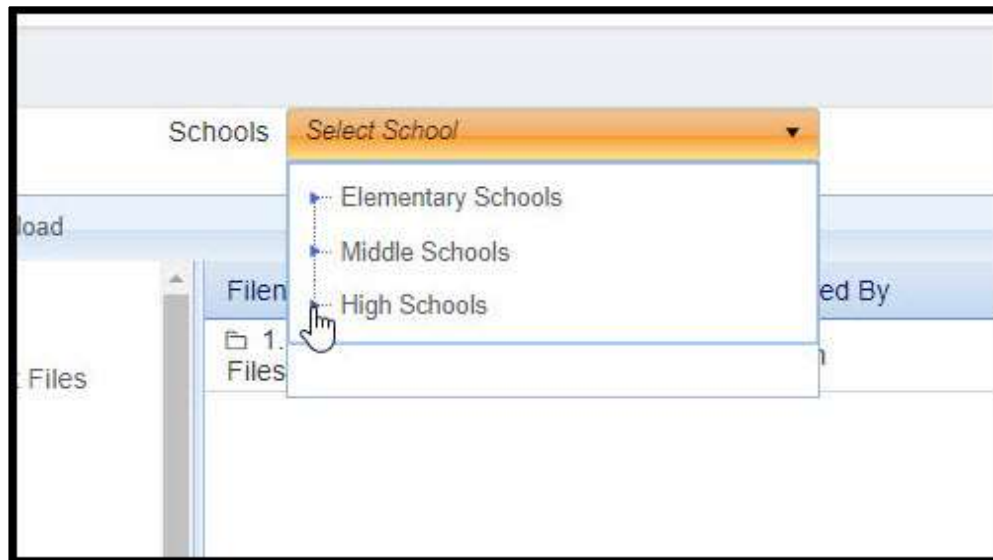


Figure 5

And then by clicking on the “blue bullet arrow” (see the pointer in Figure 5), that school level will expand and show all the schools in that level.

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

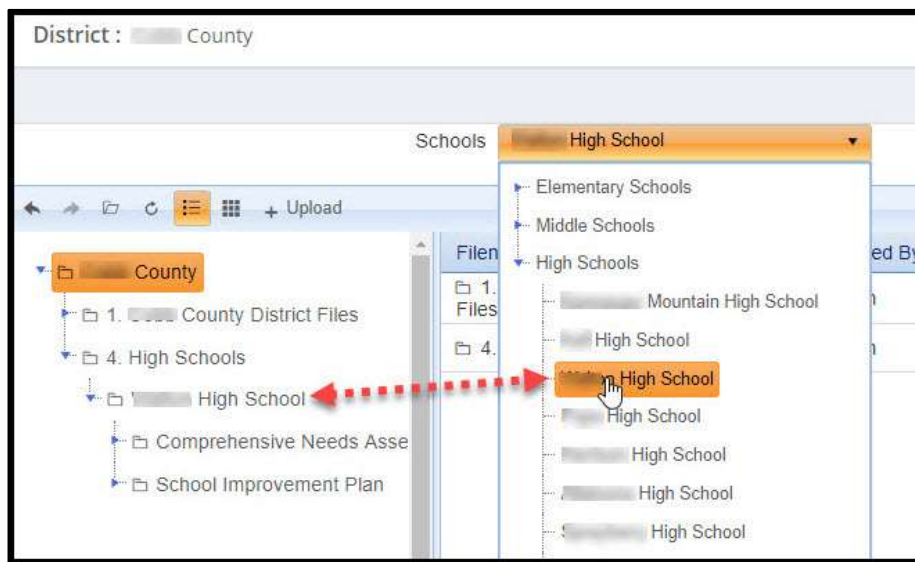


Figure 6

By selecting the desired school, that school's folder will appear in the left-hand window.

Most Districts will see this view:

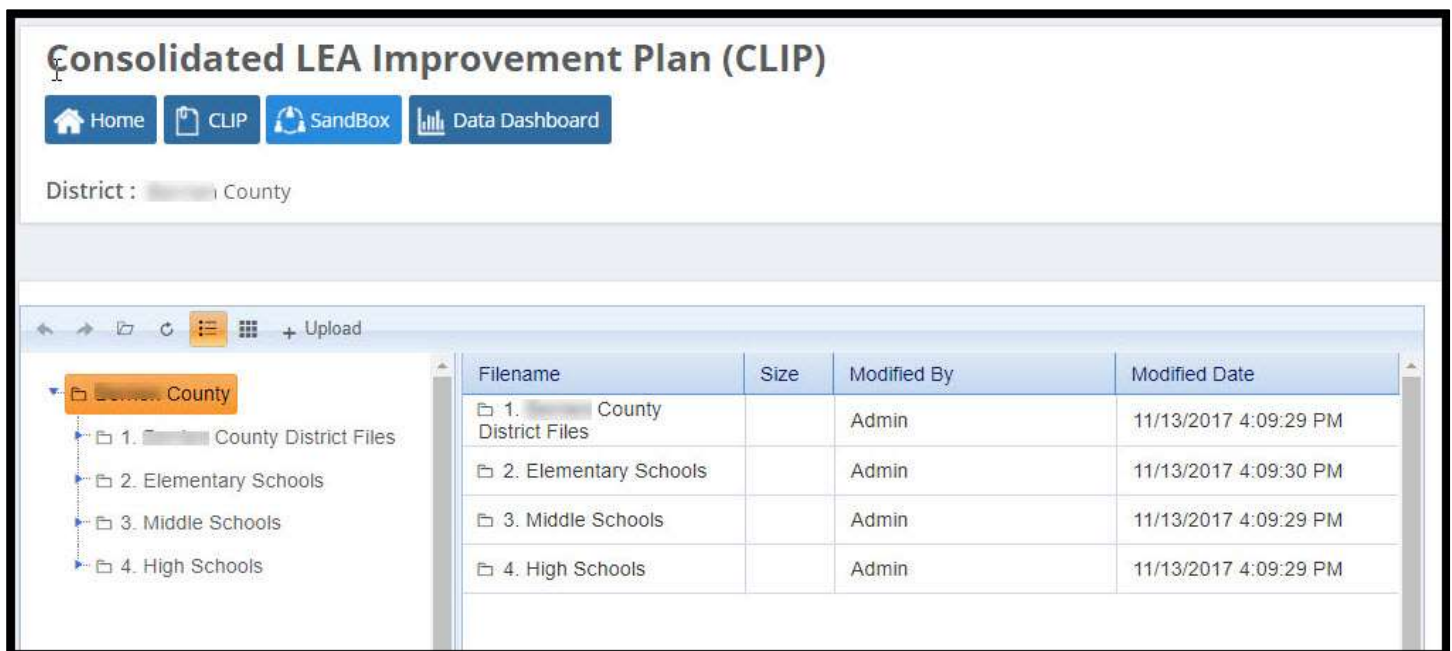


Figure 7

Most districts will see their district's school levels listed in the left side of the sandbox (see Figure 6). Then when the user clicks on the "blue bullet arrow" as in Figure 7, that selection will expand and show all the district's schools in that level.

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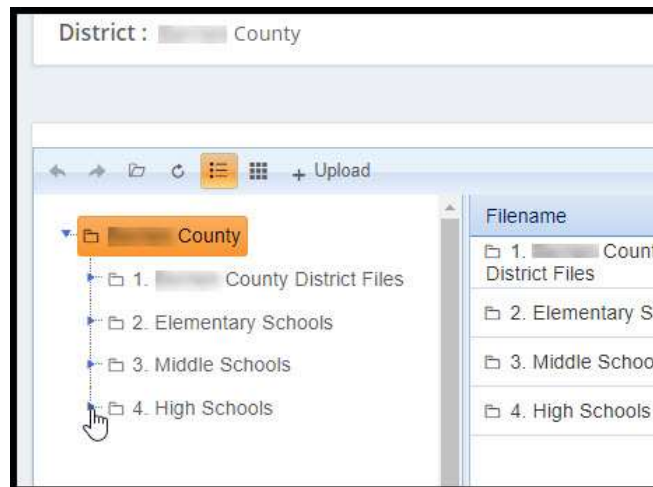


Figure 8

After the list of schools appear, the user can select any specific school as in Figure 9.

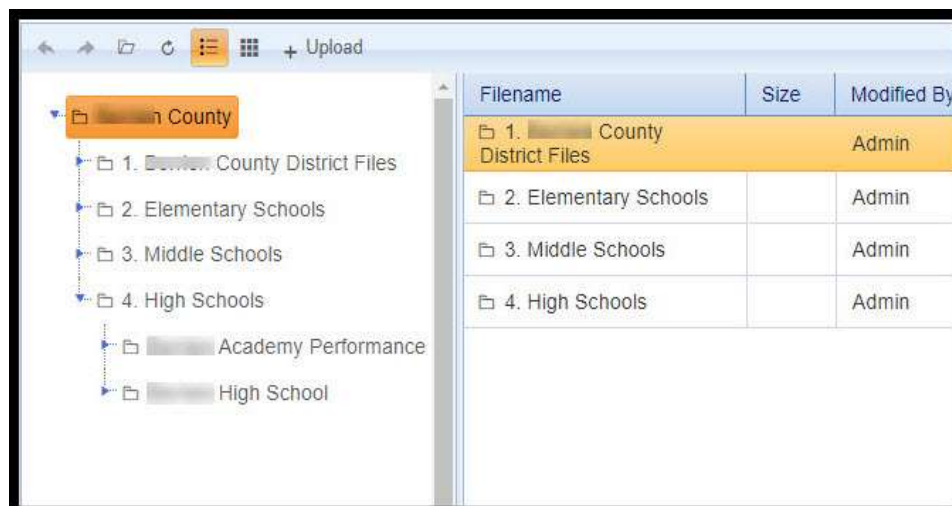


Figure 9

Sandbox View (Grid vs Thumbnails)

Users can choose how they want to see the body of the sandbox display- either by Grid view or Thumbnails view. By default, the display is in Grid view (Figure 10).



Figure 10

Or if the user prefers the “Thumbnails View” they can select the waffle like icon as in Figure 11. The body of the Sandbox will convert to Thumbnails View display.

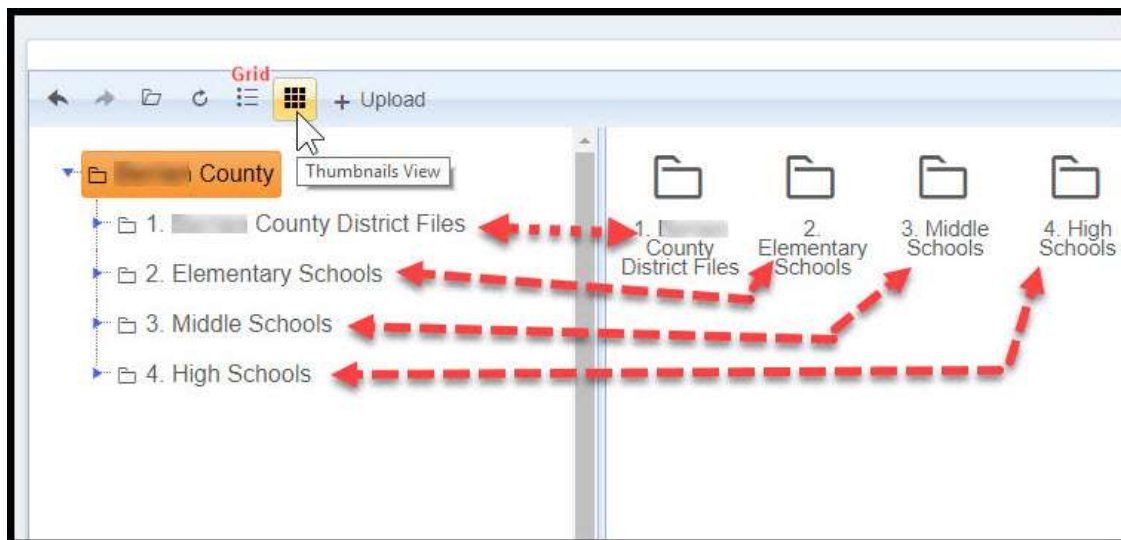


Figure 11

Regardless of which view (Grid or Thumbnails) the body of the Sandbox will reflect the item that is selected in the “TREE”

Sandbox Folders

Since the Sandbox is built on “folders”, by default each of the sections within the CLIP already have their own folder. As you can see in Figure 12, by clicking on the “blue bullet arrow”, the user can see the 5 sections within the CLIP application

- A. Comprehensive Needs Assessment [CNA]

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- B. Parent and Family Engagement Policy
- C. District Improvement Plan [DIP]
- D. Foster Care Transportation Plan
- E. Title 1, Part C ID&R Plan

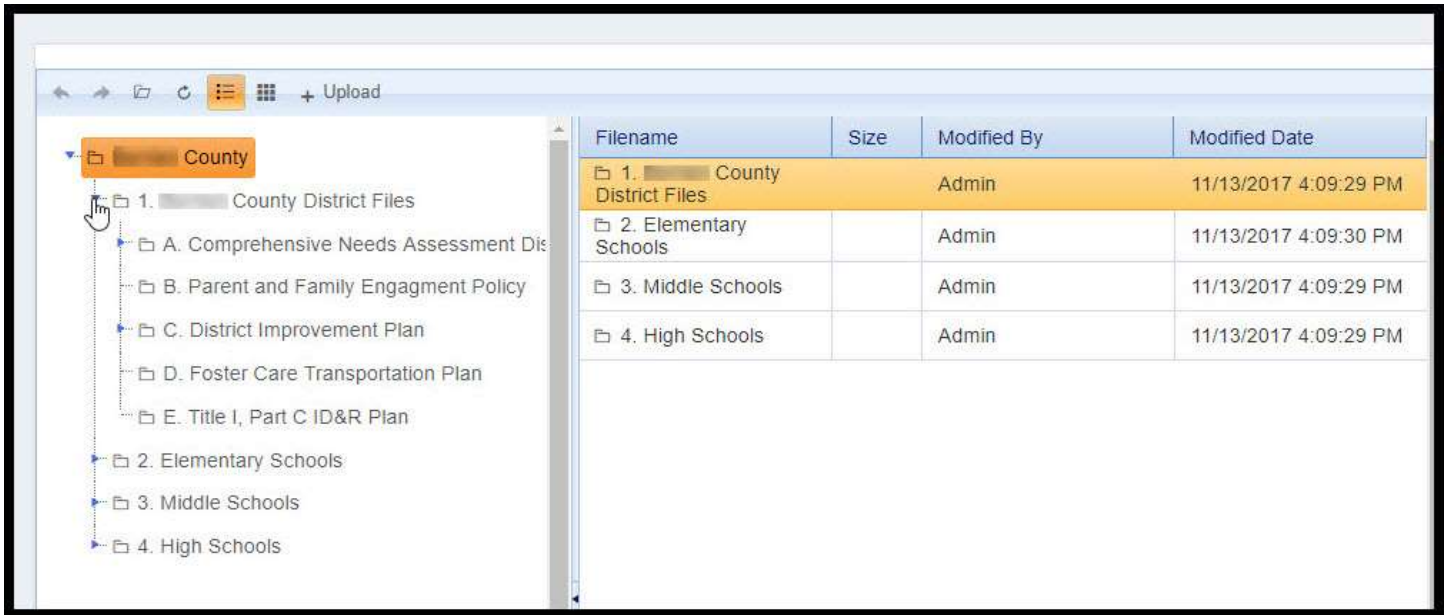


Figure 12

The user can drill down even further, by clicking on the “blue bullet arrow” beside A. Comprehensive Needs Assessment or C. District Improvement Plan (see figure 13).

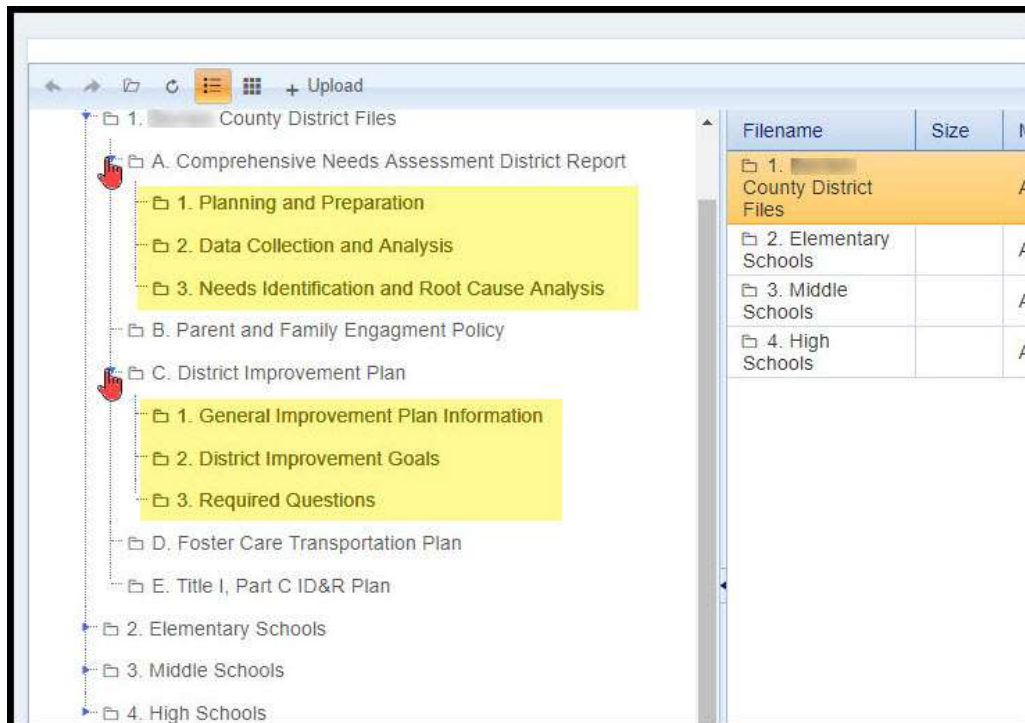


Figure 13

Adding Folders in Sandbox

Any sandbox user can create NEW folders within the folder “TREE”. First the user must select the existing folder level that you wish to create a new folder under, such as in the figure 14, where “1. Planning and Preparation” has been selected. Then the user can navigate to sandbox header and click on the “New Folder” option.

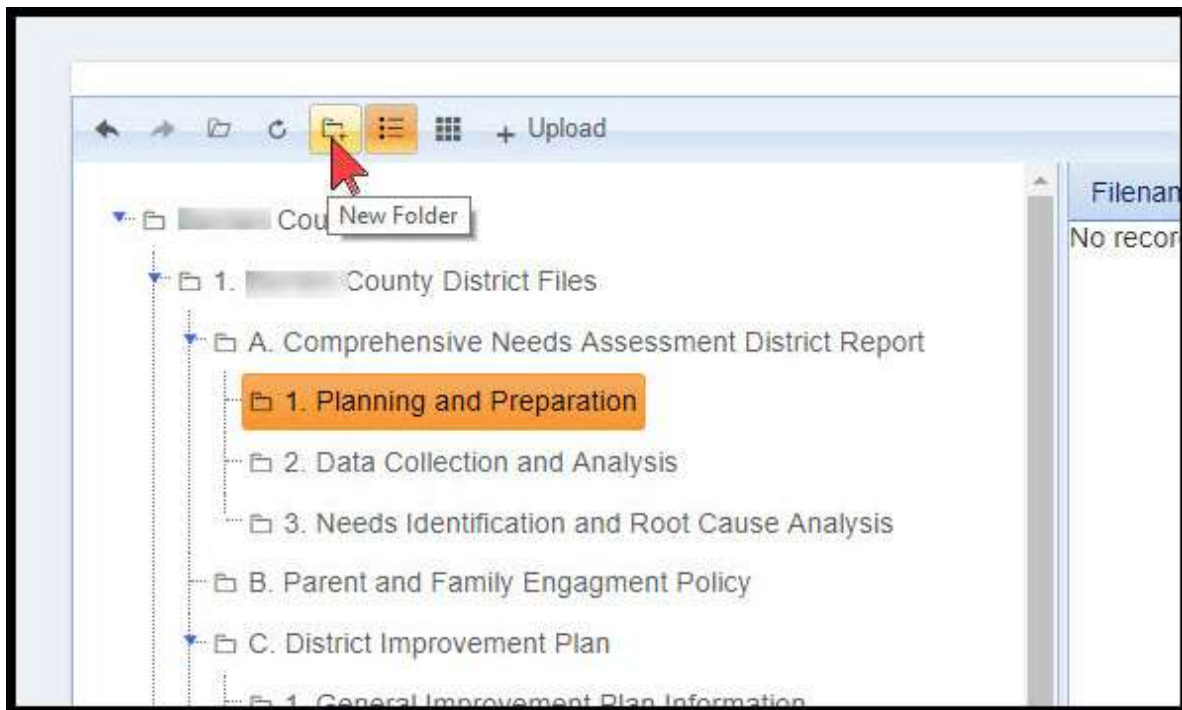


Figure 14

A new dialog box will open, where the user will type in the desired name of the New Folder (see figure 15)

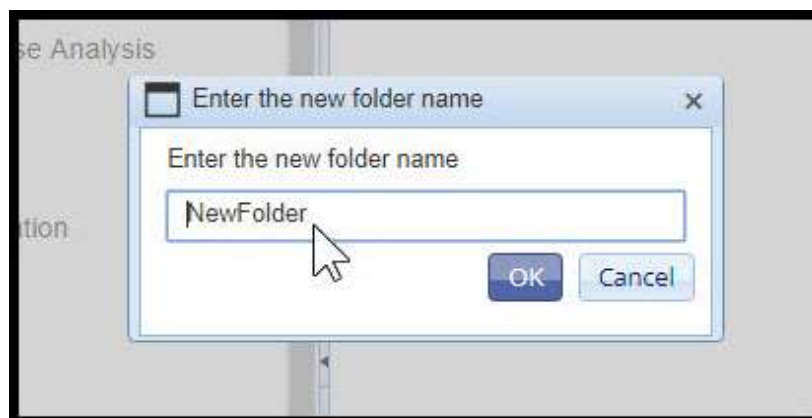


Figure 15

In our example, we named the new folder “Pre-planning requirements”.

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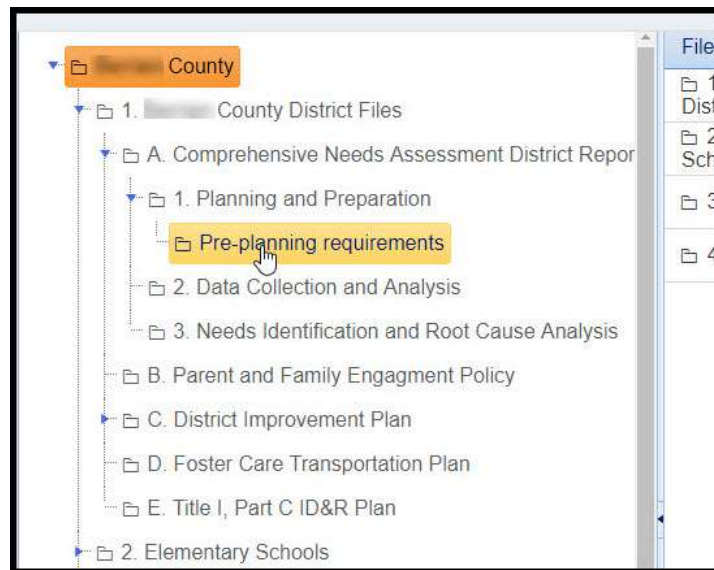


Figure 16

As you can see in Figure 16, the new folder called “Pre-planning requirements” is not displayed under the “1. Planning and Preparation” folder.

Uploading Files into the Sandbox

CLIP panel members can upload and share unlimited documents to the existing folders within the Sandbox or create additional folders where the documents are best suited.

How to Upload –

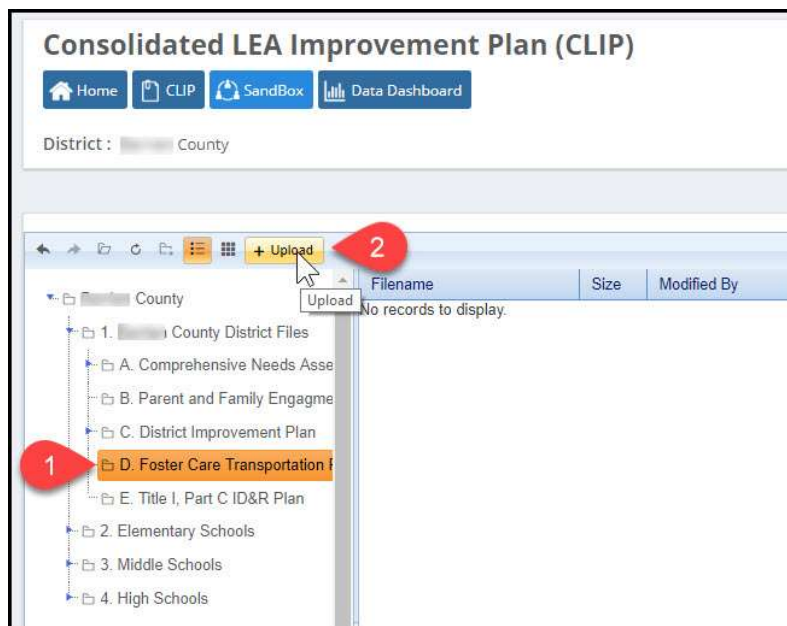


Figure 17

User will select the FOLDER level where they wish to upload a document to (see Figure 17 item 1). Then click on the “+Upload” button (see Figure 17 item 2).

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Once the user clicks on the “+Upload” button, a dialog/entry box will appear (see Figure 18).

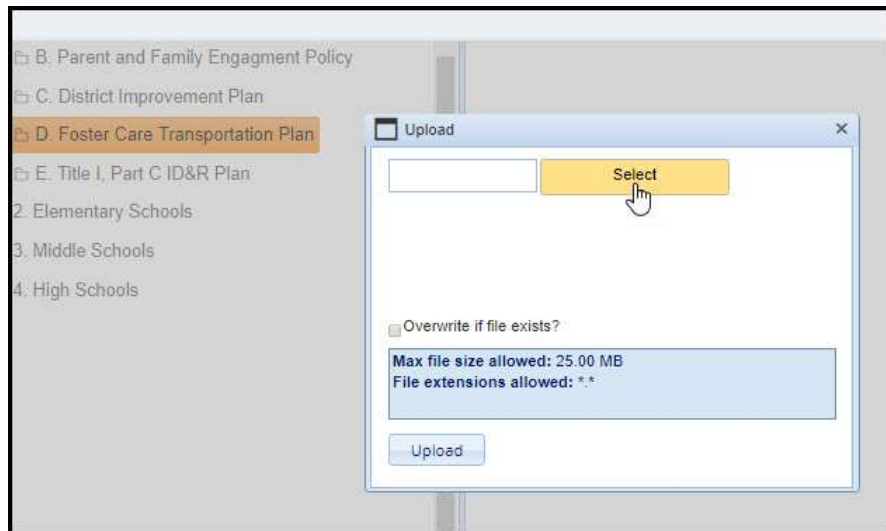


Figure 18

The user will click on the “Select” button, and the “explorer box” will open for the user to navigate to the location where the desired file is stored. In this example, we are uploading a transportation word doc (see Figure 19). The user would select the desired file, and then click on “Open”.

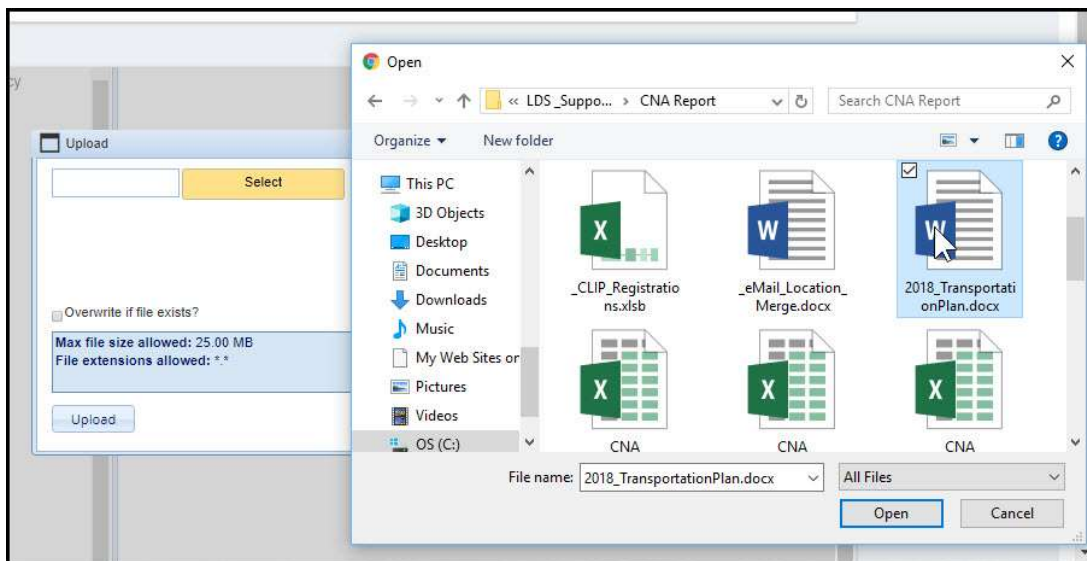


Figure 19

Once the desired file is selected and OPEN is clicked, the “explorer box” disappears and the user is returned to the “Upload Dialog box”. The user can now see the file listed inside to the “Upload Dialog box” (see Figure 20 item 1). The user can accept that file by clicking on the “Upload” button (see Figure 20 item 3), or the user can Remove that file from the “Upload Dialog box” by clicking on the Remove link to right of the file name (see Figure 20 item 2).

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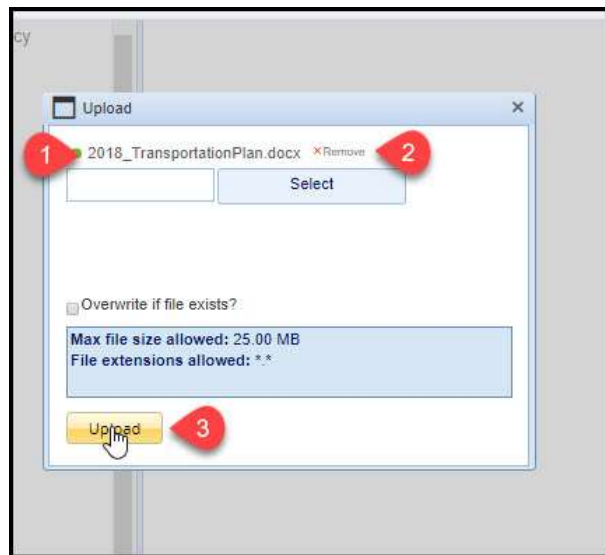


Figure 20

All CLIP panel users will now be able to see the uploaded file. In our example the “2018_TransportationPlan.docx is now visible under the “D. Foster Care Transportation Plan” (see Figure 21).

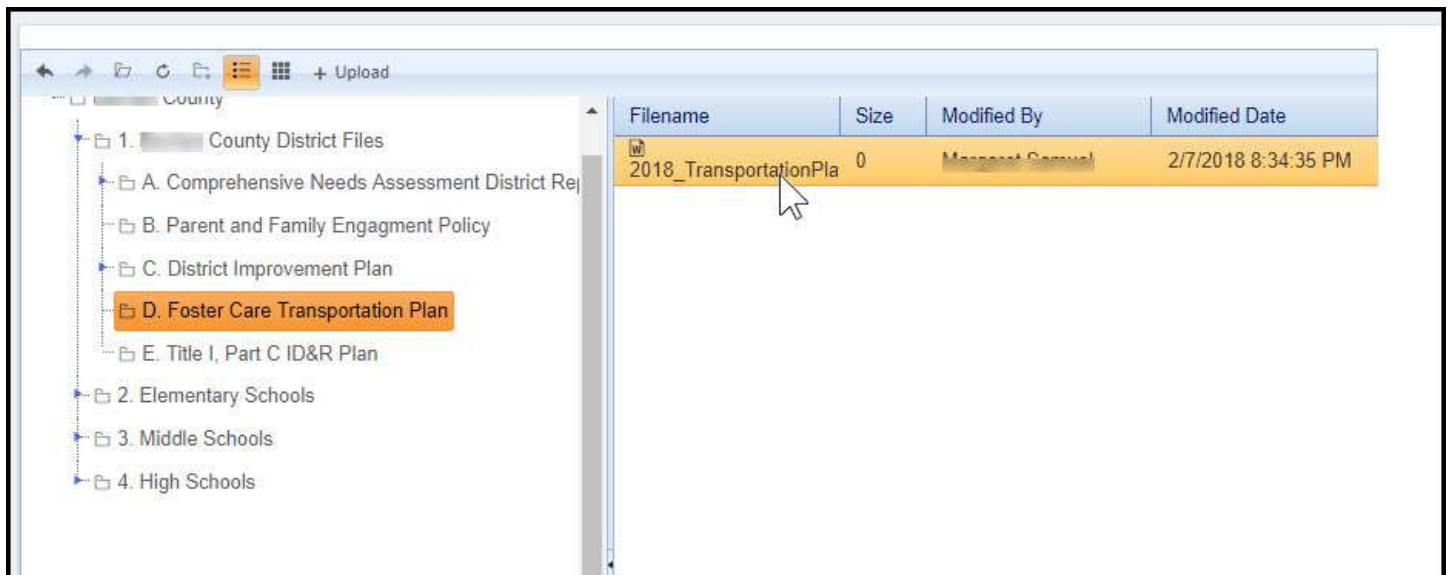


Figure 21

File Types Available to Upload

Users will be able to upload various file types. The file types that have been confirmed to be available to upload are Word, Excel, JPG, PowerPoint, Access, and PDF. Other files may also be available, but others have not been verified at the time of this document. Please notice there is a 25 MB maximum size on the uploaded file.

Uploaded Files can be....

Once the file has been uploaded to the sandbox, users (any CLIP Panel user) can right click on the file and perform several tasks (see Figure 22).

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

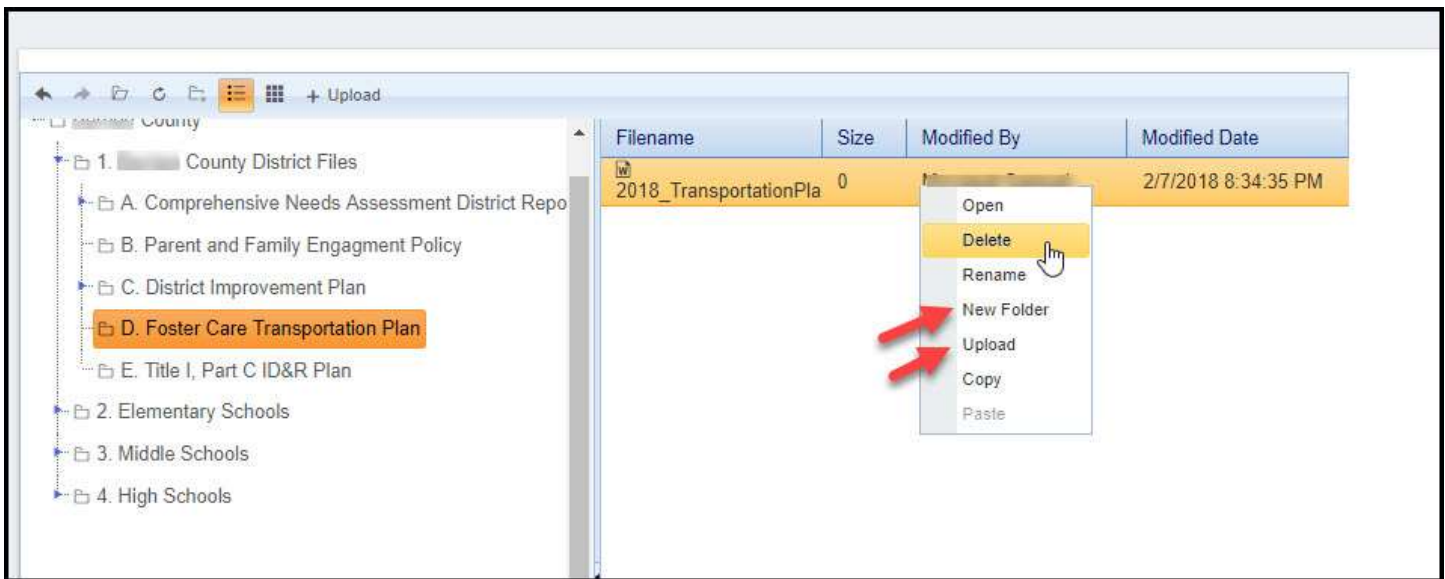


Figure 22

The tasks that can be performed are:

Open – this normally downloads the selected file to the user’s computer/device. The user can then open the file from their computer.

Delete – users can delete any file that has been uploaded. This removes the selected file from the Sandbox, not from the original location the file was uploaded from.

Rename – users can rename any file that has been uploaded.

New Folder – users can create new folders under the “Parent Folder” that is currently selected in the TREE area.

Upload – users can upload another file to this same location.

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Data Dashboard

The Data Dashboard is the application that provides the user (both District & School) the ability to see their Districts data that is behind their CCRPI score (other data is expected over time). When the user clicks on the Data Dashboard from the main screen, the Data Dashboard landing page opens (see Figure 23).

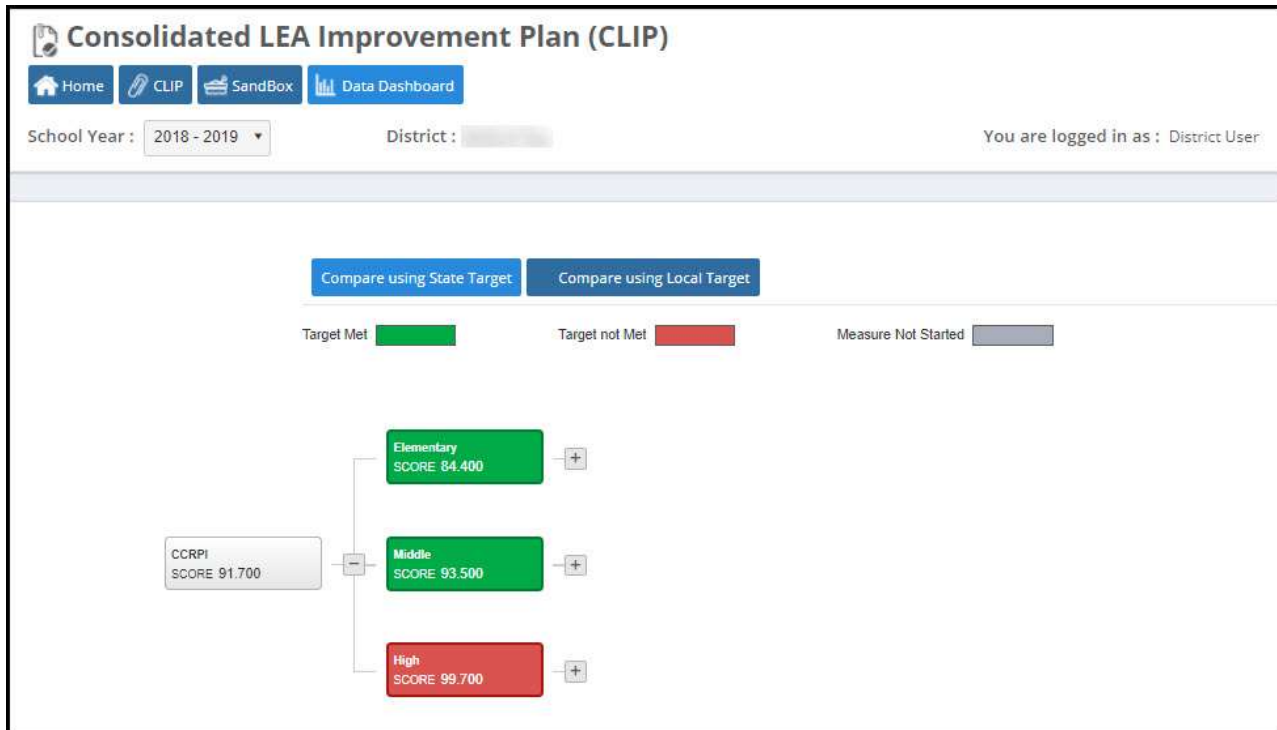


Figure 23

From the Data Dashboard the user can Compare using the State Target (default) or Compare using Local Target (discussed later).

CCRPI display explained

The user will see in the center of the screen the “Tree” that can be drilled down on (see Figure 24).

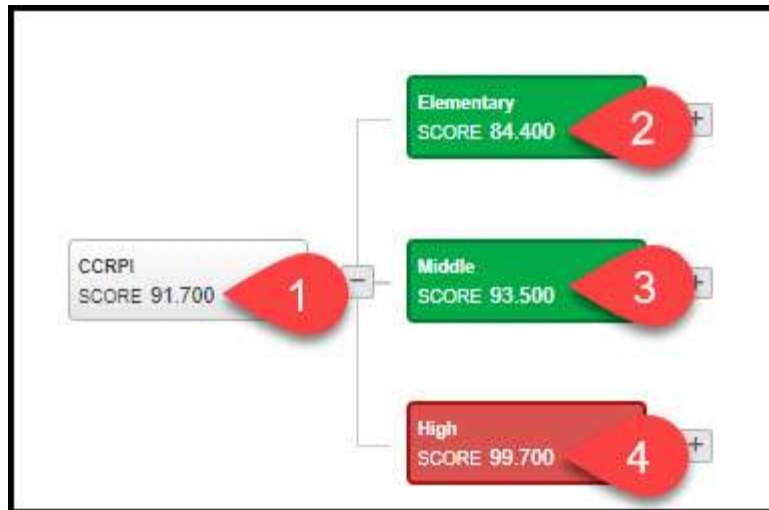


Figure 24

*Users working on the District Plan (regardless of their position) will see their District, whereas users working on the School Plan will only see their School data.

Here is the description of the 4 items displayed

1. The District (School) CCRPI score from the previous year. In the example, the District received a 91.7 score.
2. The combined CCRPI for all Elementary schools within the District, the Elementary Schools received a 84.4 score.
3. The combined CCRPI for all Middle schools within the District, the Middle Schools received a 93.5 score.
4. The combined CCRPI for all High schools within the District, the High Schools received a 99.7 score.

State Target Comparison - Drilling down in Data Dashboard

As you can in Figure 24, the High School’s CCRPI is 99.7, and that is a HIGH score- but why is the item red. In the Data Dashboard if any item within that scope of data is below the target, then the starting label is red. This way, the user can see that something within that scope needs attention and they are able to drill down on that item, until they can find the area below the target.

In Figure 24, the user can click on the “+” sign beside High School score, and the data will drill down to the next level of data. In Figure 25, you can the next level is Content Mastery, Progress, Achievement Gap, Grad Rate, and Attendance.

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

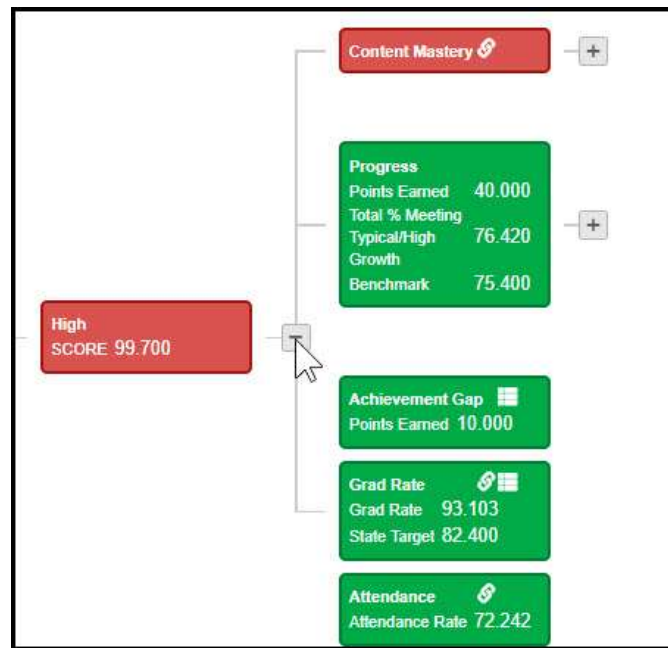


Figure 25

With the next level of data showing that Content Mastery is in red, the user can see that is the area that is below the target. In Figure 26, the user can click on the “+” sign beside Content Mastery and drill down to actual assessment level CCRPI scores. In this example, Physical Science is the assessment that triggers the red all the way back to the original Data Dashboard tree (see Figure 23)

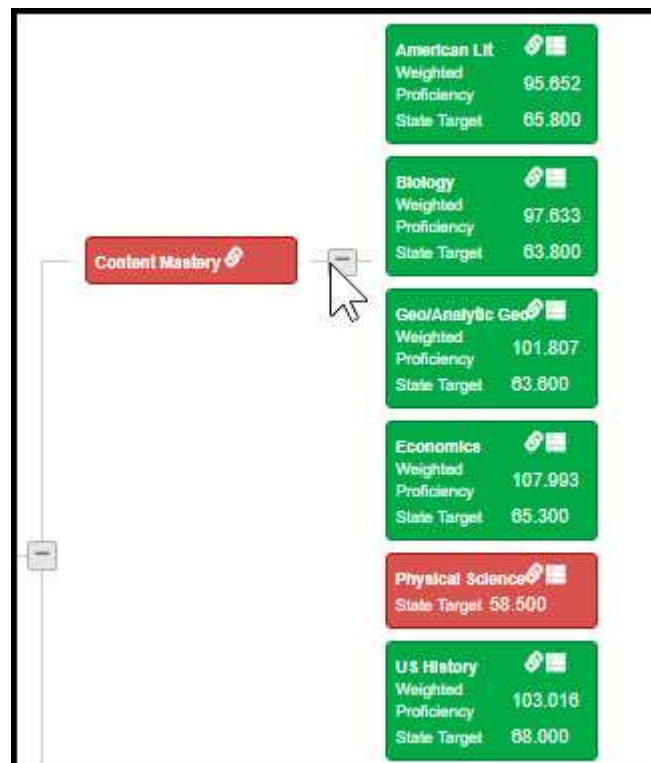


Figure 26

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Content Mastery – Legend

When the user drills all the way down to most granular level, they will see that metric's data points.

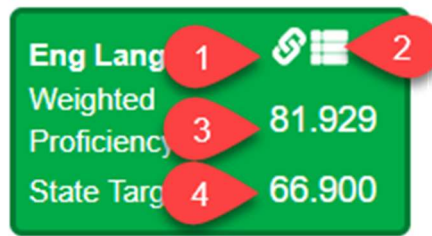


Figure 27

In Figure 27, the user sees:

1. The chain-link to the IIS Data Analysis Tool with a pre-filtered data set for that metric (see Figure 28).

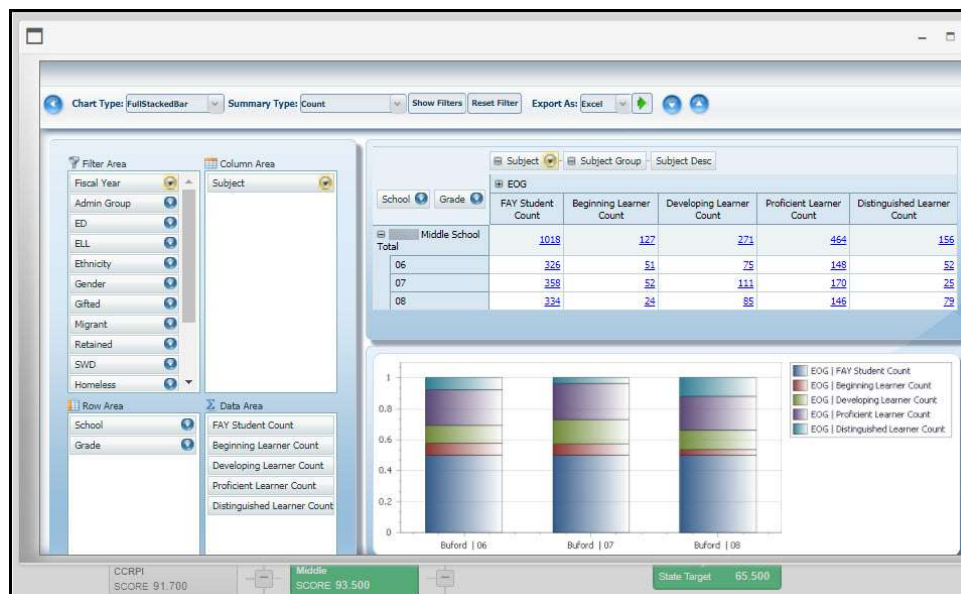


Figure 28

2. The waffle-like icon will open a different display (see Figure 29)

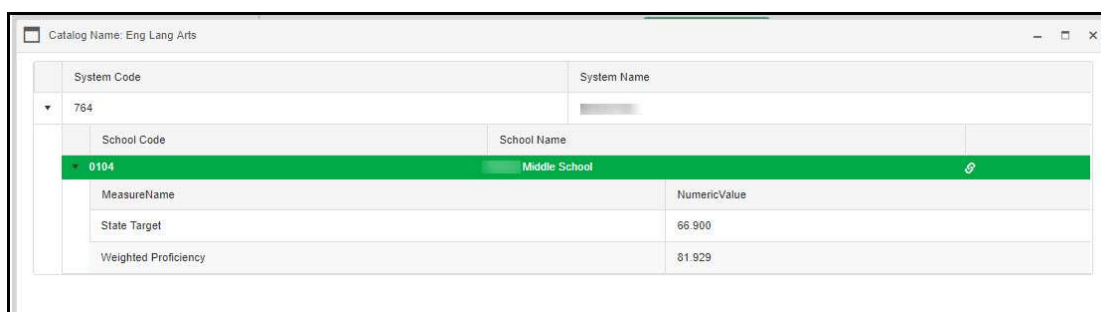


Figure 29

3. The weighted proficiency for that metric
4. State Target for that metric

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Local Target Comparison - Drilling down in Data Dashboard

You may have noticed, when you opened the Data Dashboard, there were two options “Compare using State Targets” and “Compare using Local Targets” (see Figure 23).

Clicking on the “Compare using Local Targets” will change the look of the display. Until someone within the LEA alters the Local Targets, you may see Gray Boxes (see Figure 30)

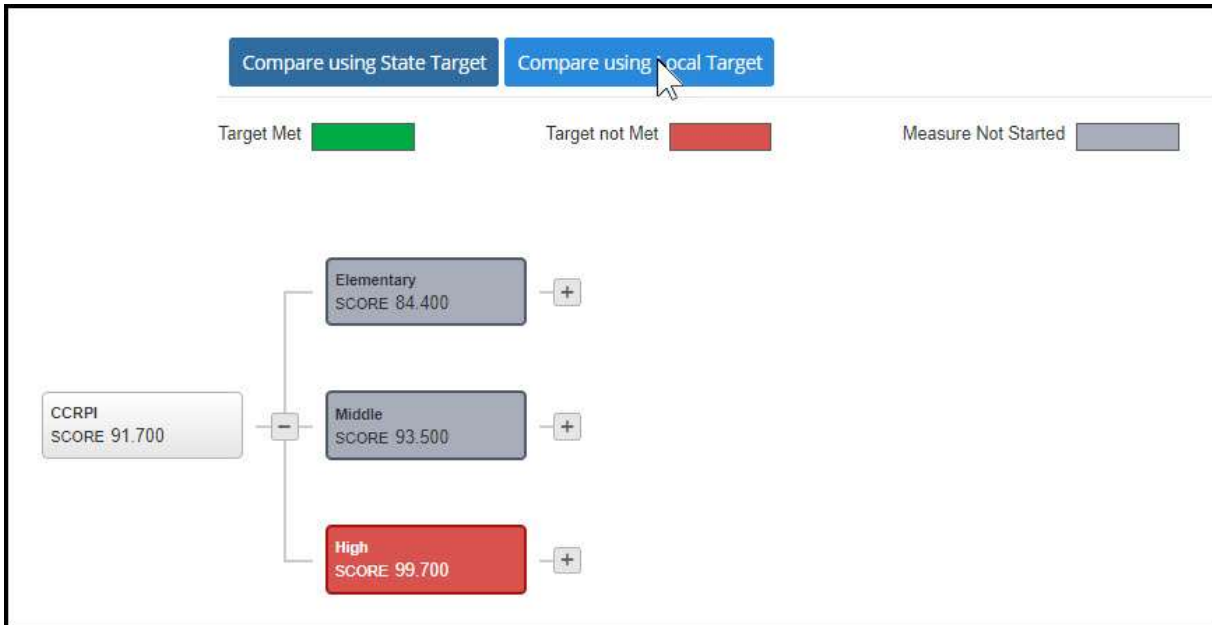


Figure 30

Because no local targets have been set, this example is showing Elementary & Middle as Gray because “Measure Not Started” and the High is red because it was already red based on the state target.

Setting Local Targets

To set Local Targets, the user would drill down to the most granular level. The user will see a new icon that was not previously seen as in Figure 27. This new icon can be seen in Figure 31.

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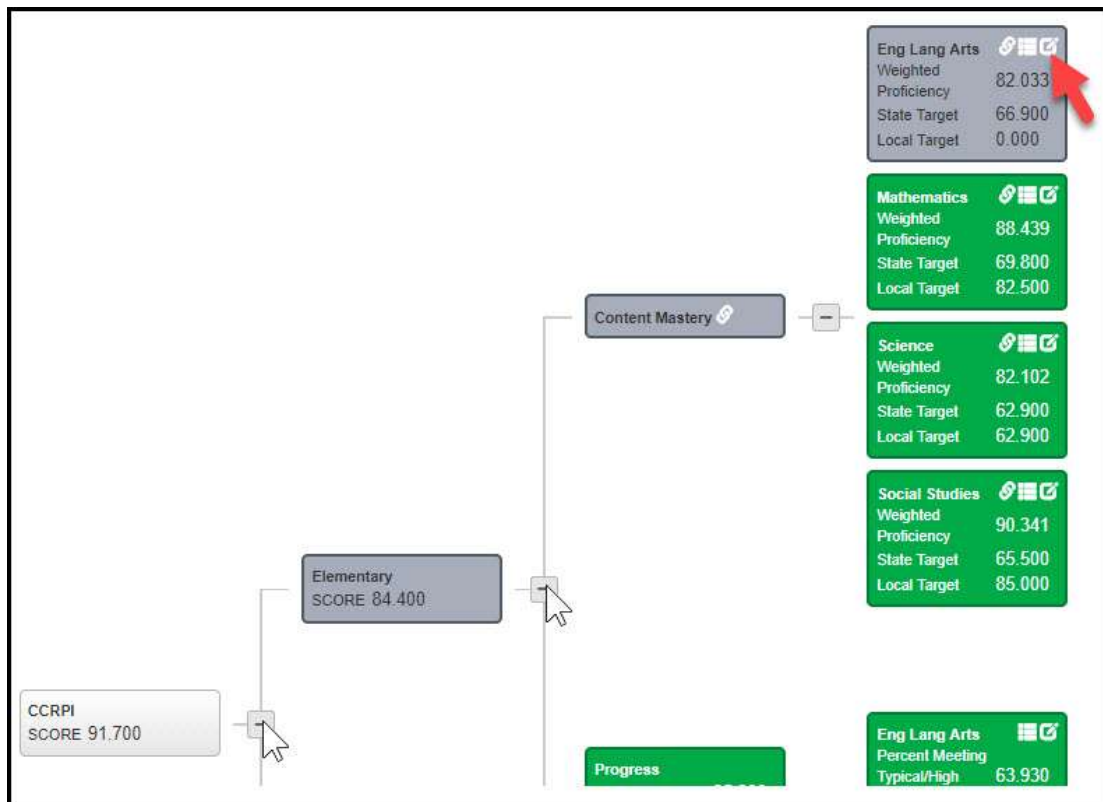



Figure 31

To set a Local Target for that subject, the user would click on the new icon . The Set Target box opens

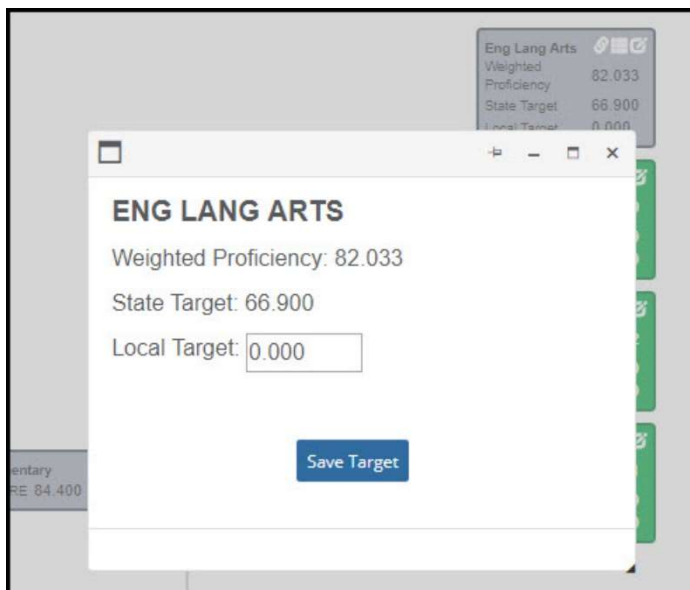


Figure 32

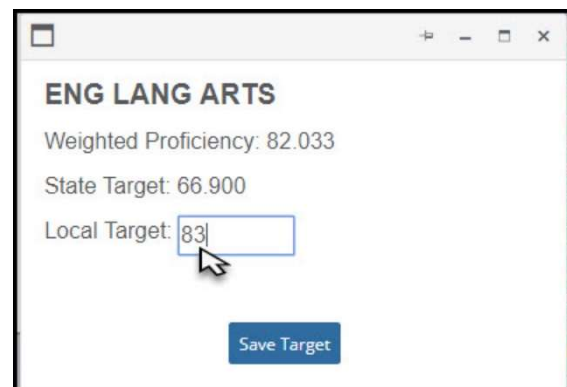


Figure 33

In the above example, we are setting the Local Target as 83. With this example having a Weighted Proficiency of 82.033, the set local target of 83 would mean the metric is below the Local Target and the display box will be red (see Figure 34). Please realize nothing has changed regarding the State Target- this Local Target is managed completely at the local level. Districts and Schools may find this helpful in setting their local goals.

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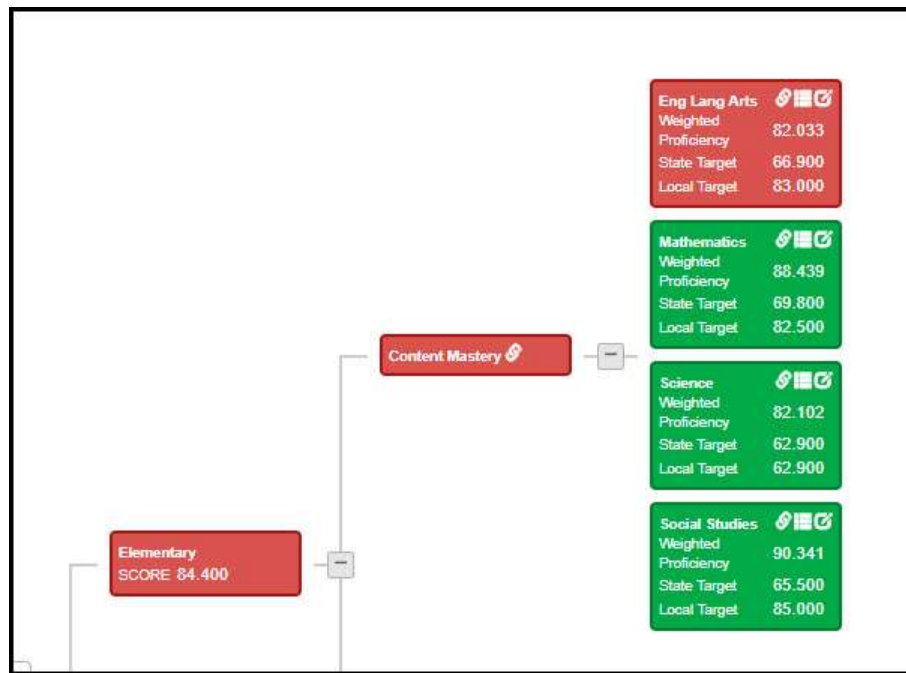


Figure 34

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

CLIP

Narrative/text boxes

Throughout the next few sections, you will come across questions that require a narrative response. The user will be able to write as much text as the user wishes to enter in the narrative boxes. In addition, the user can Copy & Paste from other sources (including previous years DIP plans). The user can use bullets, different fonts, bold, underline, etc. The narrative box even has a spell-checker.



Figure 35

Landing Page

To begin/resume working on the CLIP- the user would click on “Working Copy” from the CLIP Landing page (see Figure 2 item #6). When the CLIP Landing page opens, users will see the Figure 36.

Figure 36

Landing page items defined

Many things are going on with this page.

1. The CLIP Tree, shows the 5 reports that make up the complete CLIP
 - a. CNA- Comprehensive Needs Assessment

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- b. Parent and Family Engagement Policy
- c. District Improvement Plan
- d. Foster Care Transportation Plan
- e. Title 1, Part C ID&R Plan

There is a direct correlation to the CLIP Tree (left hand side) to the navigation bar across the top of the page.

- 2. Users will notice an Asterisk marks the required fields that must have something entered in the corresponding box- the system will validate on quantity not quality. The system cannot know whether the data you enter is correct, rather the system can only determine if you have entered something.
- 3. The print icon- clicking on this icon will provide printing capability for this section only. **The printed version will also give some direction on how to complete that section.** Printing can be done before any information is entered, mid-stream of entering data, or at the end of the data entry process.
- 4. The “Next” button allows the user to proceed to the next page. When the user clicks the “Next” button, they will notice the screen change. Notice the difference between Figure 36 and Figure 38. The Navigation bar in Figure 38 has moved to 1.1.2

A-Consolidated Needs Assessment

A-1.Planning and Preparation

The first part of the CLIP plan, is where the District enters their CLIP team members.

If the user will click the print icon, they will a pdf version of that section. Included in the pdf, will be a brief guide on how to complete the section (see Figure 37)

PLANNING AND PREPARATION

1. PLANNING AND PREPARATION

1.1.Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.


Required Team Members

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Superintendent/Assistant Superintendent	Superintendent's Name
Multiple Program(s)	Federal Programs Director	Federal Programs Director's Name
Multiple Program(s)	Curriculum Director	Curriculum Director's Name

Figure 37

1. Planning and Preparation

1.1 Identification of Team



1.1.1

1.1.2

1.1.3

1.1.4

1.1.5

Required Team Members

Program	Position/Role	Name ("NA" may be used)
McKinney-Vento Homeless	Homeless Liaison *	<input type="text" value="Sarah MacDonarchy"/>
Neglected and Delinquent	N&D Coordinator *	<input type="text" value="Sarah MacDonarchy"/>
Rural	REAP Coordinator *	<input type="text" value="Bob"/>
Special Education	Special Education Director *	<input type="text" value="Dana Treaudell"/>

Figure 38

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

As the user progresses through the pages within that section by clicking “Next” button, the navigation bar will show what page they are on. When the user comes to the last page of the section, they will see a “Finish” button.

1. Planning and Preparation

1.1 Identification of Team

1.1.1 1.1.2 1.1.3 1.1.4 **1.1.5**

Recommended and Additional Team Members

Program	Position/Role	Name
Title III	Refugee support service staff	<input type="text" value="Enter some text here"/>
Title III	Community adult ESOL providers	<input type="text" value="Enter some text here"/>
Title III	Representatives from businesses employing non-English speakers	<input type="text" value="Enter some text here"/>
Title IV, Part A	Media specialists/librarians	<input type="text" value="Enter some text here"/>
Title IV, Part A	Technology experts	<input type="text" value="Enter some text here"/>
Title IV, Part A	Faith-based community leaders	<input type="text" value="Enter some text here"/>

[Previous](#) [Finish](#)

Figure 39

The “Finish” button tells the system you are through with the section. Even after clicking on “Finish”, you can always come back to this section and change/edit the information within that section. The system will then always give you an option to “Review” the previous section or “Continue” to the next section as in Figure 40.

1. Planning and Preparation

1.1 Identification of Team

1.1 Identification of Team has been completed successfully.

[Review 1.1 Identification of Team](#) [Continue to Next Section](#)

Figure 40

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

Clicking on “Continue to Next Section” will take the user to “A-1.2 Identification of Stakeholders”. Below is the guide the user will see by clicking on the print icon.

PLANNING AND PREPARATION

1. PLANNING AND PREPARATION

1.2. Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Required Stakeholders

Program	Position/Role	Name ("NA" may be used)
---------	---------------	-------------------------

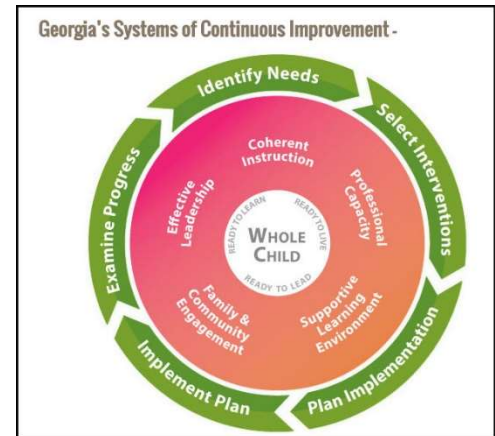
Figure 41

After completing all of section A-1.2 the user will click on “Finish” (similar to Figure 38). After clicking on “Finish”, the user will have a chance to Review or Continue to Next Section as in Figure 39.

A-2. Data Collection Analysis

In the second portion of the “A-Consolidated Needs Assessment”, is the Data Collection Analysis. Users will see 6 sections. These 6 sections include the 5 Systems of Continuous Improvement (see Figure 41) with the addition of “2.6 Data Analysis Questions”.

Figure 42



Here is what “A-2. Data Collections” look like (see Figure 432). Please do not forget to click on the print icon to review the pdf’s guide on how to answer this section.

Figure 43

In section A-2.1 through A-2.5 users will rank their district (School) according to the questions on the first 2 pages of the section.

In addition to the questions, the user can see two icons (See **Error! Reference source not found.**). The icon labeled #1 is a link to take the user to the DOE page that helps explain that information. The icon #2 will take the user the Data Dashboard (explained earlier in this document)



Figure 44

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

On pages 3 and 4 of each section from A-2.1 through A-2.5 users will see their TKES and LKES scores for the appropriate “System of Improvement” (see Figure 45).

2. Data Collection Analysis

2.1 Coherent Instructional System

2.1.1 2.1.2 2.1.3 **TKES** 2.1.4 **LKES**

Leader Keys Effectiveness System- Standard

Standard

1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.
Source: TLE Electronic Platform (FY17)

Teacher Keys Effectiveness System- Standard

Standard

2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.
Source: TLE Electronic Platform (FY17)

Score

Score

Previous Next

Figure 45

As stated earlier Sections A-2.1 through A-2.5 all work the same way. Once the user gets to “A-2.6 Data Analysis Questions” they will see a set of two narrative questions per page, and there are 4 pages.

The screens look like Figure 46. And the questions are

- What perception data did you use? What does the perception data tell you?
- What process data did you use? What does your process data tell you?
- What achievement data did you use? What does your achievement data tell you?
- What demographic data did you use? What does the demographic data tell you?

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

2. Data Collection Analysis

2.6 Data Analysis Questions

2.6.1 2.6.2 2.6.3 2.6.4

What perception data did you use? *

The perception data that was used came from.....

What does the perception data tell you? *

The perception data tells us that

Next

Figure 46

After completing all of section A-2.6 the user will click on “Finish” (similar to Figure 38). After clicking on “Finish”, the user will have a chance to Review or Continue to Next Section as in Figure 39.

A-3. Needs Identification and Root Cause

Clicking on the print button, below is what the pdf guide has to say.

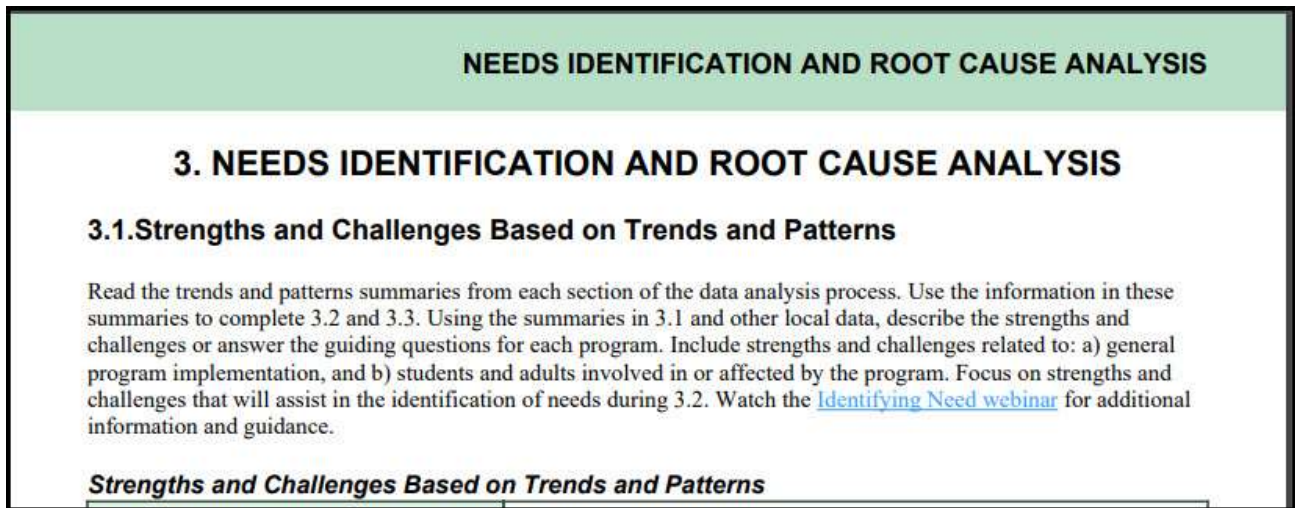


Figure 47

A-3.1 Strengths and Challenges Based on Trends and Patterns

Below is what the “A-3.1 Strengths and Challenges Based on Trends and Patterns” page A-3.1.1 looks like.

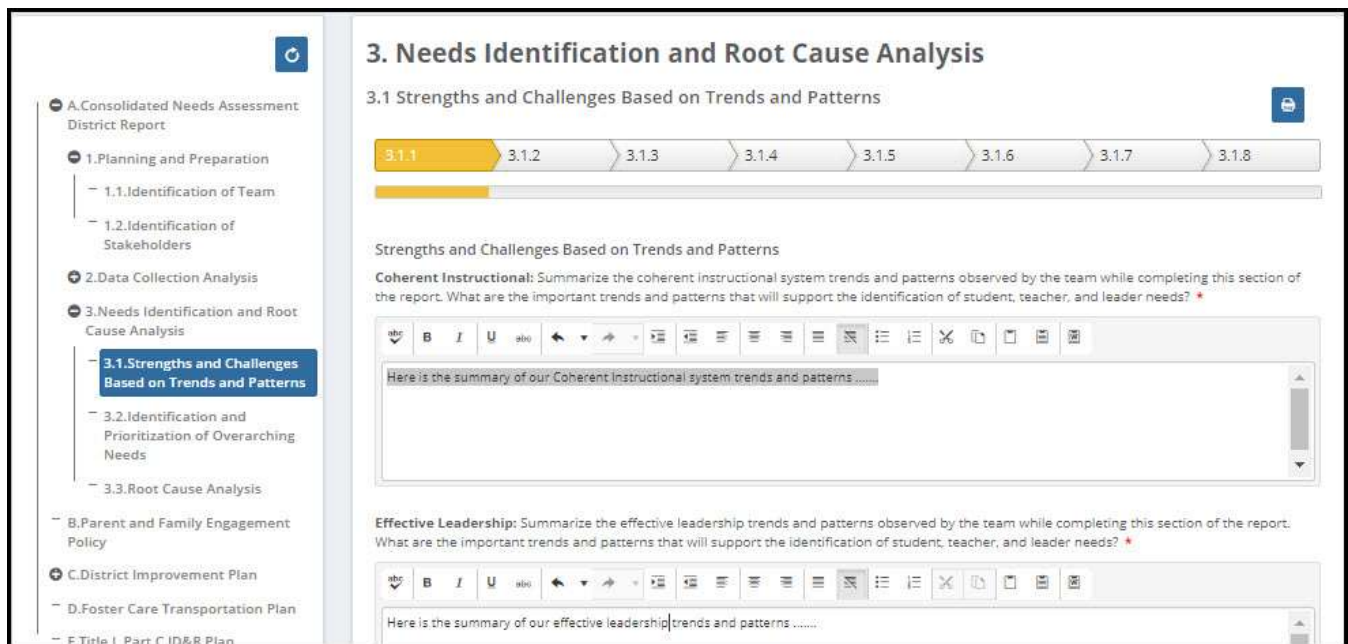


Figure 48

As in previous sections, the user will work through the pages by clicking on the “Next” button at the bottom of the page or by clicking on the navigation bar across the top.

After completing all of section A-3.1 the user will click on “Finish” (similar to Figure 38). After clicking on “Finish”, the user will have a chance to Review or Continue to Next Section as in Figure 39.

A-3.2 Identification and Prioritization of Overarching Needs

In A-3.2 Identification and Prioritization of Overarching Needs, the user is now able to write about the needs within the District/School that the team and stakeholders have researched and discussed in the previous sections. As you can see in the below example, by default the system starts with two Overarching needs (there is a requirement that a District must list 2 overarching needs for their Equity plan, so that means there must be at least two overarching needs)

3. Needs Identification and Root Cause Analysis

3.2 Identification and Prioritization of Overarching Needs

+Add Overarching Need

Overarching Need # 1

Overarching Need *

Need to increase staff

How severe is the need? * High

Is the need trending better or worse over time? * No Change

Can Root Causes be Identified? * Yes

Priority Order * 2

Additional Considerations

Student population is experiencing 4.5 % growth each year for the past 3 years.

Overarching Need # 2

Overarching Need *

Figure 49

The user can add as many Overarching Needs as they wish, by simply clicking the “+Add Overarching Need” button that is located above the first need listed. The user will walk through a series of questions and selecting the correct answer from the dropdown box. As you can see there is a narrative box that is optional, but the user can write/paste as much information in this narrative box as they like. If by chance, a user creates an unusable Overarching Need, that entry can always be deleted by clicking on the “trash can” icon- please make sure you are deleting the need that you wish to delete (you will be asked “are you sure”).

When the team has entered all the needs (or has entered all the identified needs at that time), they can click on the “Finish” button at the bottom of the page. After clicking on “Finish”, the user will have a chance to Review or Continue to Next Section as in Figure 39.

A-3.3 Root Cause Analysis

In section A3.3 Root Cause Analysis, the user will begin writing about the root causes of the previously identified Overarching Needs.

The screenshot displays the '3. Needs Identification and Root Cause Analysis' section of the SLDS CLIP interface. On the left, a sidebar lists navigation options, with '3.3. Root Cause Analysis' highlighted. The main panel shows '3.3 Root Cause Analysis' with a sub-header 'Overarching Need # 1 - Need to increase staff'. Below this, there is a '+ Add Root Cause' button and a text input field containing 'Lack of funding'. Three questions are presented with dropdown menus: 'This is a root cause and not a contributing cause or symptom', 'This is something we can affect', and 'Impacted Programs'. An 'Additional Responses' section features a rich text editor with the text 'We may not be utilizing all available funding streams'. At the bottom, 'Overarching Need # 2 - Needs more Gifted endorsed staff' is visible, also with a '+ Add Root Cause' button.

Figure 50

The user can see in Figure 49 the Overarching Need has flowed down from where they entered the need in the previous section. Now, the user must describe in the text box the 1st Root Cause (additional Root Cause may be added by simply clicking on the “+ Add Root Cause” button). They will answer the three questions by selecting the correct answer in the dropdown box. Like in the other areas, there is a narrative box that is optional, but the user can write/paste as much information in this narrative box as they like. If by chance, a user creates an unusable Root Cause, that entry can always be deleted by clicking on the “trash can” icon—please make sure you are deleting the need that you wish to delete (you will be asked “are you sure”).

When the team has entered all the needs (or has entered all the identified needs at that time), they can click on the “Finish” button at the bottom of the page. After clicking on “Finish”, the user will have a chance to Review, before they manually move on to another section. This would be the END of the Comprehensive Needs Assessment (CNA).

B. Parent and Family Engagement Policy

The “B. Parent and Family Engagement Policy” is simply an “Upload the Document” area. It is understood that Districts should/would already have their policy written (FYI- Schools would not have a Parent and Family Engagement Policy).



Figure 51

You will see in the above Figure 51, there is an Upload button (#1). As we move forward in years to come, users will be able to see previous years P&FE policies in the area labeled #2. To review previously uploaded documents, the user would merely click on the “View” button (#3).

To Upload a document, the user would simply click on Upload. A window will open (most often, it will be your windows explorer screen), the user will navigate to the location on their computer they have desired file stored. They will select the desired file they wish to upload and hit enter. The file will automatically begin to upload. Once the file is uploaded, that file will show up in the area labeled #2.

C-District Improvement Plan

The District Improvement Plan begins in part “C” of the CLIP.

C-1. General Improvement Plan Information

The “C-1. General Improvement Plan Information” only has a few entries that need to be made. Below is an example that we use for demonstration purposes only.

The screenshot shows a web application interface for the 'District Improvement Plan'. On the left is a sidebar with a navigation menu containing the following items: 'A. Consolidated Needs Assessment District Report', 'B. Parent and Family Engagement Policy', 'C. District Improvement Plan' (which is expanded), '1. General Improvement Plan Information' (which is selected and highlighted in blue), '2. District Improvement Goals', '3. Required Questions', 'D. Foster Care Transportation Plan', and 'E. Title I, Part C ID&R Plan'. The main content area is titled 'District Improvement Plan' and '1 General Improvement Plan Information'. It contains several input fields: 'District' with the value 'Buford City', and 'Team Lead' with the value 'John Wight'. Below these are three sections of checkboxes for 'Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)', 'Factors(s) Used by District to Identify Students in Poverty (Select all that apply)', and 'Other (if selected, please describe below)'. The first section has 'Traditional funding (all Federal funds budgeted separately)' and 'Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY' checked. The second section has 'Free/Reduced meal application' checked. The third section has 'Other' checked. At the bottom right of the form is a blue 'Finish' button.

Figure 52

When the team has entered all the needs (or has entered all the identified needs at that time), they can click on the “Finish” button at the bottom of the page. After clicking on “Finish”, the user will have a chance to Review or Continue, before they manually move on to another section (see Figure 53)

This screenshot shows the same web application interface as Figure 52, but after the 'Finish' button has been clicked. The main content area now displays a message: '1 General Improvement Plan Information has been completed successfully.' Below this message are two buttons: 'Review 1 General Improvement Plan Information' and 'Continue to Next Section'. The sidebar navigation menu remains the same, with '1. General Improvement Plan Information' still selected.

Figure 53

C-2. District Improvement Goals

The “C-2. District Improvement Goals begins with “C-2.1 Creating Improvement Goals”. This page is for instruction on how to build “smart goals” and the screen has only the requirement of clicking “Next” at the bottom of the page.

2. District Improvement Goals

2.1 Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific	Measurable	Attainable	Relevant	Time-Bound
An example of a SMART goal is: By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.				
Enter the district's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 District Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.				
Coherent Instructional			Family and Community Engagement	
CIS-1 Planning for quality instruction			FCE-1 Welcoming all families and the community	
CIS-2 Delivering Quality Instruction			FCE-2 Communicating effectively with all families and the community	
CIS-3 Monitoring student progress			FCE-3 Supporting student access	
CIS-4 Refining the instructional system			FCE-4 Empowering families	
			FCE-5 Sharing leadership with families and the community	
			FCE-6 Collaborating with the community	
Effective Leadership			Supportive Learning Environment	
EL-1 Creating and maintaining a climate and culture conducive to learning			SLE-1 Maintaining order and safety	
EL-2 Cultivating and distributing leadership			SLE-2 Developing and monitoring a system of supports	
EL-3 Ensuring high quality instruction in all classroom			SLE-3 Ensuring a student learning community	
EL-4 Managing the district and its resources				
EL-5 Driving improvement efforts				
Professional Capacity				
PC-1 Attracting staff				
PC-2 Developing staff				
PC-3 Retaining staff				
PC-4 Ensuring staff collaboration				

Next

Figure 54

C-2.2 Overarching Need #1

After reviewing the previous section on creating smart goals, the user can proceed to working on District Improvement Plan.

Goal Definition

2. District Improvement Goals

2.2 OverarchingNeed # 1

Goal Definition Goal Implementation

Overarching Need as identified in CNA Section 3.2 * Need to increase staff

Is Need # 1 also an Equity Gap? * Can be toggled Yes or No

Equity Gap * Inexperienced leaders (principals or assistant principals with less than four years of experience)

Content Area(s) * All items checked

Grade Level Span(s) * All items checked

Subgroup(s) * All items checked

Equity Interventions * EI-2 Provide targeted school leader development

Root Cause # 1 * Lack of funding

Goal * Increase funding to district

Next

Figure 55

As you can see the “Overarching Needs” and the “Root Cause” that had been entered in Part A of the CLIP, has flowed down into the District Improvement Plan. Beginning with the first Overarching Need, the user can now work on creating the Goal Definition (see navigation bar in Figure 55) to meet the previously identified needs.

Equity Gap

With each Overarching Need, the user can identify that need as an “Equity Gap”. If so, the user can answer a few questions by selecting the correct answer from the dropdown box. If that need is not an “Equity Gap” then the user simply clicks “No” (this is a toggle button, so the user clicks on it to change it from Yes to No or back to Yes).

Once the user has answered all the appropriate questions, they click on “Next” and will taken to the area to address to the Action Steps.

Goal Implementation

Moving from the Goal Definition to the Goal Implementation, the user now works on the Action Step(s) that will be taken to improve the need.

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

2. District Improvement Goals

2.2 OverarchingNeed #1

Goal Definition Goal Implementation

Goal: Increase funding to districts

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal. + Add Action Step

Action Step #1

Action Step *

Review QBE allocations and other funding tools

Funding Sources * Subgroups * Systems *

Title I, Part A, Title I, Part A SIG, Title I, Pa... N/A, Economically Disadvantaged, Foster... Coherent Instruction, Effective Leadership...

Method for Monitoring Implementation and Effectiveness * Position/Role Responsible * Timeline for Implementation *

Method for monitoring is District supervisor: Weekly

What partnerships with IREs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

Enter your text here

Previous Finish

Figure 56

In the above Figure, the user can see that previously entered info continues to flow down as they move forward through the District Improvement Plan. The user writes out the Action Step (additional action steps can be added to each goal by clicking on the “+Add Action Step” button). A series of questions are answered by selecting the correct answer from the dropdown. There is an optional narrative box for more information.

When the team has entered all the action steps for the Goal, they can click on the “Finish” button at the bottom of the page. After clicking on “Finish”, the user will have a chance to Review or Continue, before they manually move on to another Overarching Need Goal (see Figure 57)

2. District Improvement Goals

2.2 OverarchingNeed #1

2.2 OverarchingNeed #1 has been completed successfully.

Review 2.2 OverarchingNeed #1 Continue to Next Section

Figure 57

The users will work through each of the Overarching Need Goals until completed.

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

C-3. Required Questions

In “C-3. Required Questions” the user must answer a series of narrative questions. All these questions are required for Federal reporting purposes. The answers come in the form of narrative responses (see Narrative/text boxes). The user can see a list of all the questions by clicking on the print button.

The screenshot displays the 'District Improvement Plan' interface. On the left is a navigation menu with sections: A. Consolidated Needs Assessment District Report, B. Parent and Family Engagement Policy, C. District Improvement Plan (selected), D. Foster Care Transportation Plan, and E. Title I, Part C ID&R Plan. Under section C, there are sub-items: 1. General Improvement Plan Information, 2. District Improvement Goals (selected), 2.1. Creating Improvement Goals, 2.2. Overarching Need # 1, and 2.3. Overarching Need # 2. Below these is a button labeled '3. Required Questions'. The main content area is titled 'District Improvement Plan' and '3 Required Questions'. It features a progress bar with steps 3.1 (active), 3.2, 3.3, 3.4, and 3.5. The current question is 'Stakeholder Involvement to Improve and Coordinate Activities'. The text area contains a paragraph about developing the plan and seeking advice from various stakeholders. Below the text is a rich text editor toolbar with options for bold, italic, underline, bulleted list, numbered list, indent, outdent, link, unlink, and image. The text area currently contains the word 'bob'. At the bottom, there is a section titled 'Serving Low Income and Minority Children' with a text area for describing how the district will ensure that low-income and minority children are not served at...

Figure 58

When the team has entered narrative responses for all the questions, they can click on the “Finish” button at the bottom of the page. After clicking on “Finish”, the user will have a chance to Review the “Required Questions” section.

D. Foster Care Transportation Plan

The “D. Foster Care Transportation Plan” is simply an “Upload the Document” area (just like the Parent and Family Engagement”. It is understood that Districts should/would already have their policy written (FYI- Schools would not have a Foster Care Transportation Plan).

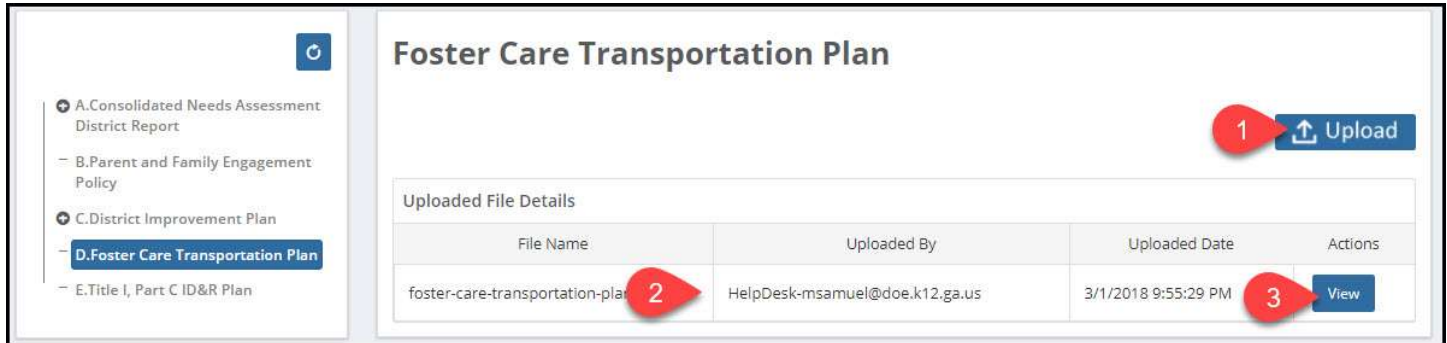


Figure 59

You will see in the above Figure 51, there is an Upload button (#1). As we move forward in years to come, users will be able to see previous years Foster Care Transportation plans in the area labeled #2. To review previously uploaded documents, the user would merely click on the “View” button (#3).

To Upload a document, the user would simply click on Upload. A window will open (most often, it will be your windows explorer screen), the user will navigate to the location on their computer they have desired file stored. They will select the desired file they wish to upload and hit enter. The file will automatically begin to upload. Once the file is uploaded, that file will show up in the area labeled #2.

E. Title 1, Part C ID&R Plan

The “E. Title 1, Part C ID& Plan” is simply an “Upload the Document” area (just like the Parent and Family Engagement”. It is understood that Districts should/would already have their policy written (FYI- Schools would not have a Title 1, Part C ID&R Plan).

Title I, Part C ID&R Plan
Plan required for MEP funded districts only

1 [Upload](#)

Uploaded File Details			
File Name	Uploaded By	Uploaded Date	Actions
2 Title I Part C	HelpDesk-msamuel@doe.k12.ga.us	3/1/2018 10:00:35 PM	3 View

Figure 60

You will see in the above Figure 51, there is an Upload button (#1). As we move forward in years to come, users will be able to see previous years Title 1, Part C ID&R plans in the area labeled #2. To review previously uploaded documents, the user would merely click on the “View” button (#3).

To Upload a document, the user would simply click on Upload. A window will open (most often, it will be your windows explorer screen), the user will navigate to the location on their computer they have desired file stored. They will select the desired file they wish to upload and hit enter. The file will automatically begin to upload. Once the file is uploaded, that file will show up in the area labeled #2.

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

District Administrator

The District Administrator(s) (also referred to as the Sandbox Administrator or the CLIP Super User), has a different landing page than the regular District CLIP Team member. As you can see in Figure 61, the two red arrows are pointing to two new options on the District Administrator level landing page. As you can see, the green arrow is pointing to the label that this user is a “District Administrator”. You might recall, this was the only user level that could make the very first Option Select.

Figure 61

Lock Clip / Unlock Clip

Once the District Administrator(s) decide to “Lock” the CLIP, they simply click on the “Lock CLIP” button. This prevent all other CLIP Team members from changing or editing the CLIP- they can still view it and print it but cannot change it. The ONLY users that can make changes/edits to a “Locked CLIP” is the District Administrator(s). This ensures the integrity of the CLIP during the time the District Administrator submits the CLIP to the Superintendent and the time the Superintendent Submits the CLIP to the State.

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

When the District Administrator clicks on “Lock Clip”, they will receive a Message Box (see Figure 62). Notice the red arrow stating “Success” and the need for the user to click the “OK” button pointed out with the green arrow.

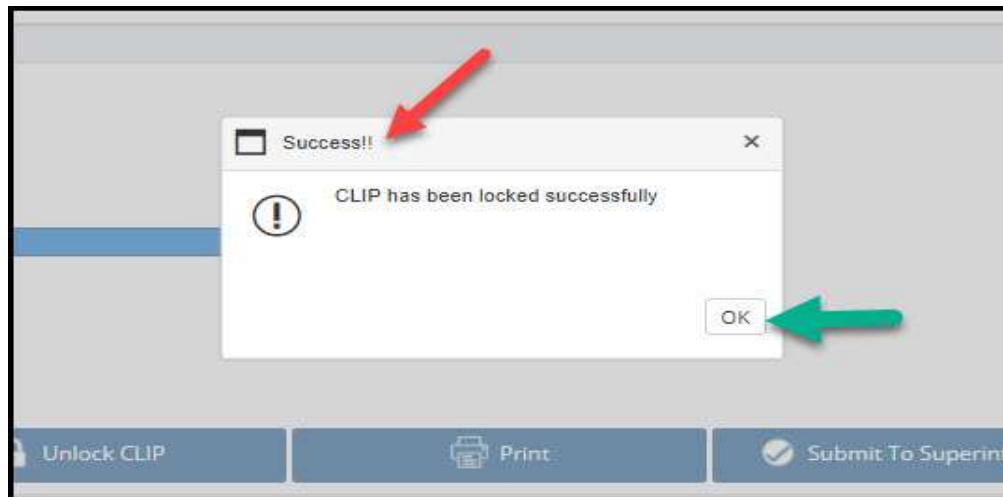


Figure 62

Once the District Administrator “Locks” the CLIP, the “Lock CLIP” button turns into “Unlock CLIP” and there is a disclaimer stating, “The current working copy for CLIP is locked.” (see two red arrows in Figure 6)

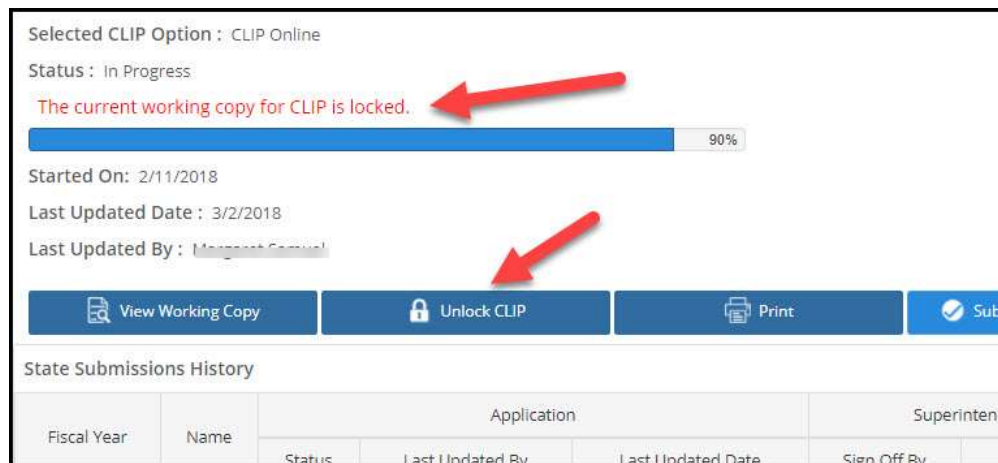


Figure 63

Submit to Superintendent

Once the District Administrator(s) are ready to submit to the CLIP to the Superintendent for the Superintendent’s review, the District Administrator(s) click on the “Submit to Superintendent”. Please note,

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

they can click on the button, even when they are not 100% complete as in Figure 61. However, they will get a “pop-up” screen that lists for them an inventory of items not yet completed.

Please complete the following before submitting.

- Consolidated Needs Assessment District Report
 - 2.Data Collection Analysis
 - 2.2.Effective Leadership
 - 2.2.2
 - GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations
 - GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching
 - GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals
 - 2.2.3
 - GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning
 - GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers
 - GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives
 - GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness
 - 2.3.Professional Capacity
 - 2.3.1
 - GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff

Figure 64

These incomplete items will need to be completed before the “Submit to Superintendent” can be completed. The District Administrator(s) can unlock the CLIP if they choose to do so, or they can make changes/edits themselves. Once the CLIP is 100% complete, the District Administrator(s) can proceed with submitting the CLIP to Superintendent (see Figure 65).

Consolidated LEA Improvement Plan (CLIP)

Home CLIP SandBox Data Dashboard

School Year : 2018 - 2019 District : You are logged in as : District Administrator

Selected CLIP Option : CLIP Online
Status : Completed
The current working copy for CLIP is locked.
100%

Started On: 2/11/2018
Last Updated Date : 3/2/2018
Last Updated By : District764,Administrator764

View Working Copy Unlock CLIP Print Submit To Superintendent

State Submissions History

Fiscal Year	Name	Application			Superintendent		State	
		Status	Last Updated By	Last Updated Date	Sign Off By	Sign Off Date	Sign Off By	Sign Off Date
No records to display.								

Figure 65

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

After clicking on “Submit to Superintendent”, the District Administrator(s) will receive a notification that their submission was successful. The District Administrator will need to click “Ok”.

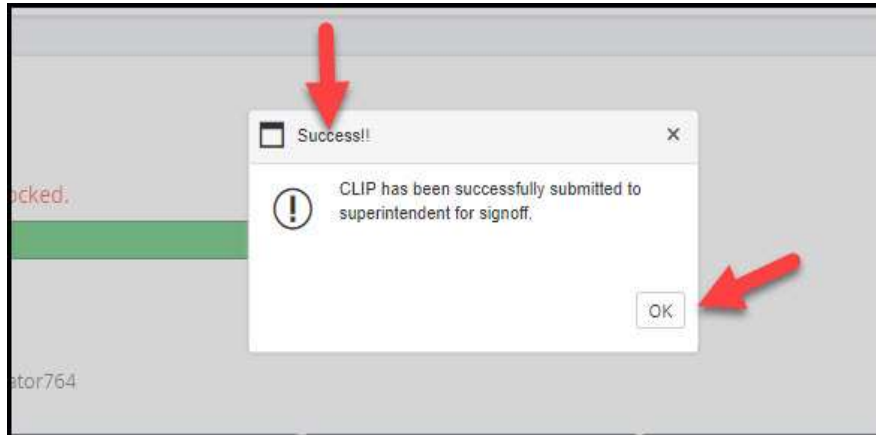


Figure 66

Superintendent Review / Submit to State

As mentioned in the beginning of the “District Administrator” section, the Superintendents’ landing page is even more different than the District Administrator(s) landing page. You can see in Figure 67 the two additional buttons identified with red arrows- “Reject Working Copy” and “Approve & Submit to State”.

Figure 67

Rejecting Working Copy

The Superintendent can review the completed CLIP. If the Superintendent wishes to make changes to the “Working Copy”, the Superintendent can click on the “Reject Working Copy”. The Superintendent will get a notification that their rejection was successful. The Superintendent will need to click on the “Ok” button see Figure 68).

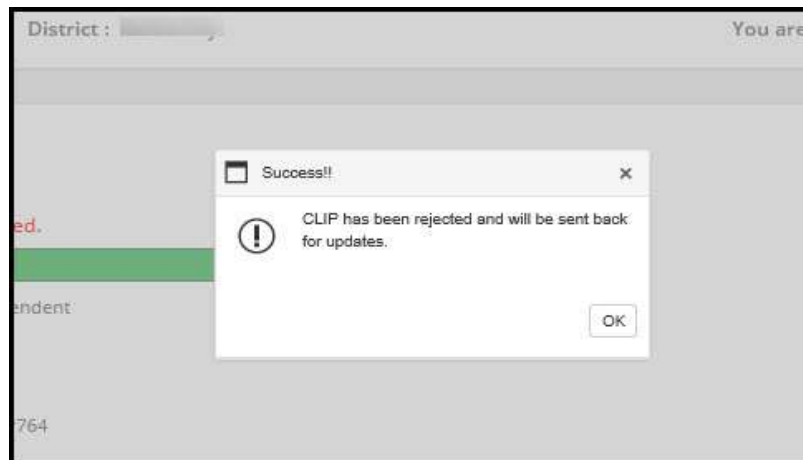


Figure 68

By rejecting the current working copy, the workflow returns the CLIP to the District Administrator. The District Administrator may decide to unlock the CLIP for the CLIP Team to address the concerns of the Superintendent,

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

or the District Administrator(s) can make the needed changes themselves. Once all changes have been made, the District Administrator(s) will once again Lock the CLIP, if necessary, and then “Submit to Superintendent”.

This Submit to Superintendent and Superintendent rejection can go back and forth as often as necessary until the Superintendent is satisfied with the CLIP.

Superintendent Approve & Submit to State

Once the Superintendent is satisfied with the CLIP, the Superintendent will click on the “Approve & Submit to State” button. The Superintendent will get a notification window asking the Superintendent to click “Ok” if they are sure they wish the submit the CLIP to the state or the Superintendent has an option to “Cancel” the submission to the state (see Figure 69).

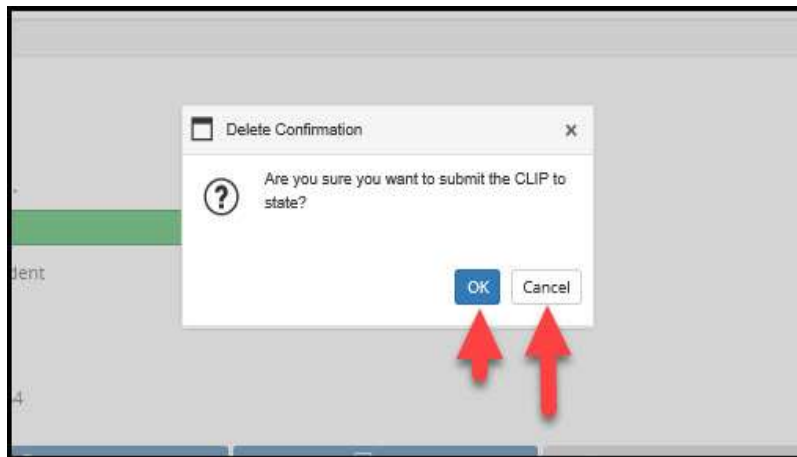


Figure 69

After the Superintendent clicks on “Ok”, the screen will change. In Figure 70, the Superintendent’s landing page will now show the submitted CLIP in the bottom section (see large red arrow). At any time the submitted CLIP can be viewed by clicking on the “View” button (bottom, far-right-hand side). You can also see, most of the options are now grayed out. The Superintendent can no longer “Unlock CLIP”, “Submit to Superintendent”, “Reject Working Copy”, or “Approve & Submit to State”. The Superintendent CAN still “View State Submission Copy” and “Print” the state submission copy.

Statewide Longitudinal Data System (SLDS) CLIP (CNA, DIP, SIP)

Consolidated LEA Improvement Plan (CLIP)

Home | CLIP | Sandbox | Data Dashboard

School Year: 2018 - 2019 | District: [District Name] | You are logged in as: District Superintendent

Selected CLIP Option: CLIP Online
Status: Completed
The current working copy for CLIP is locked.
100%

Started On: 2/11/2018
Last Updated Date: 3/2/2018
Last Updated By: District764,Administrator764

View Working Copy | Unlock CLIP | Print

Latest State Submission

The current state copy for CLIP is locked.

Current Status: Signed Off and Submitted to State
Sign Off By (Superintendent): District764,Superintendent764
Sign Off Date (Superintendent): 3/2/2018
Date Approved By State: N/A

View State Submission Copy | Unlock State CLIP | Print | Submit To State

State Submissions History

Fiscal Year	Name	Application			Superintendent		State	
		Status	Last Updated By	Last Updated Date	Sign Off By	Sign Off Date	Sign Off By	Sign Off Date
2019	2019-CLIP-Buford City-V3	Signed Off and Submitted to State	District764, Superintendent764	3/2/2018 6:04:01 PM	District764, Superintendent764	3/2/2018 6:03:12 PM		

Figure 70

Now that the District's CLIP is in the State's Queue, the Federal Programs' department will review and advise. If the state sends back revision requests, the District will make the revisions in the "State Submitted CLIP". Once they complete the revisions, the district will resubmit the revised "State Submitted" copy. Once the Federal Programs' department "signs off" on the District's CLIP, the workflow will indicate the state's "Sign Off By" and the "Sign Off Date". FYI- any time after the CLIP has been first submitted to the state, the District's Working Copy can be unlocked.