CLIP- Perkins-SI Dashboard
2020 GCEL

Perkins V
Released March 1st

Offering a holistic education to each and every child in our state.
2. Required Questions

2.1 Develop CTAE Course Offerings and Activities

Provide information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one (1) program of study approved by the State Board of Education under Section 12B3.22.

A. Describe how the results of the comprehensive local needs assessment conducted at the school(s) informed the selection of the specific career, technical and agricultural education programs and activities selected to be funded.

Enter some text here.

Local Application for Career, Technical, and Agricultural Education

3 FY2021 Career, Technical, and Agricultural Education Programs Statement of Assurances for Local Education Agencies (Eligible Recipients)

1. Programs, services and activities included under this agreement will be operated in accordance with the Carl D. Perkins Career and Technical Act of 2006 as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), any subsequent applicable acts, and all applicable Georgia public school laws.

2. Funds will be used to support career and technical education programs of such size, scope, and quality to meet the needs of all students served by the local education agency as identified in Section 12B3.22 and Section 12B3.22 of Perkins V and to support the objectives identified and included in the Local Education Agency’s eligible recipient’s Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application.

3. No funds received under the Perkins V will be used to require any secondary school student to choose or pursue a specific career pathway or program of study or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the assignment of a Federal Funded School Counselor, or certificate of mastery as specified in Section 212 of Perkins V.

4. Every public announcement, bulletin, catalog, and application form will contain notice to publicly state that the institution does not discriminate on the basis of age, sex, race, color, national origin, or disability. An annual public announcement is made in reference to publishing the programs of Career and Technical Education and the announcement is made understandable to all community within the area to be served. Federal law prohibits discrimination on the basis of age, sex, race, color, national origin, or disability in educational programs or activities receiving Federal financial assistance. (Title VI of the Civil Rights Act of 1964) (Title IX of the Education Amendment of 1972) (Section 504 Rehabilitation Act of 1973) (Age Discrimination Act of 1975).
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CLIP & SIP

Offering a holistic education to each and every child in our state.
Consolidated LEA Improvement Plan (CLIP)

School Year: 2020 - 2021
District: [District Name]

- CLIP Online
  This CLIP Online option is the GDOE’s main ESSA plan collection path and includes the tools, templates, and resources necessary to complete the LEA’s annual application for using its federal awards.
- Streamlined CLIP (S-CLIP)
  The Streamlined CLIP (S-CLIP) option is an alternative ESSA plan collection path. An LEA that already has in place a locally developed school improvement process and/or current strategic plan and/or charter system contract may choose this path to complete the LEA’s annual application for using its federal awards.
1. Planning and Preparation

1.1 Identification of Team

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Required Team-Members

- Study Team
  - 1.1 Identification of Stakeholders
  - 1.2 Identification of Stakeholders

- Data Collection Analysis
  - 1.2.1 Effective Leadership
  - 1.2.2 Professional Capacity
  - 1.2.3 Family and Community Engagement
  - 1.2.4 Data Analysis Questions

- Needs Identification and Root Cause Analysis
  - 2.1.1 Needs Analysis
  - 2.1.2 Needs Analysis
  - 2.1.3 Needs Analysis
  - 2.1.4 Needs Analysis

- Parent and Family Engagement Policy
- District Improvement Plan
- Foster Care Transportation Plan

2. Data Collection Analysis

2.1 Coherent Instructional System

- Coherent Instructional Data
  - Exemplary
  - Operational
  - Emerging

- GPS - Learning and Teaching (Standard 12): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.

- Exemplary
  - 2.1.1 Exemplary
  - 2.1.2 Operational
  - 2.1.3 Emerging
  - 2.1.4 Not Developed

- Operational
  - 2.1.1 Operational
  - 2.1.2 Operational
  - 2.1.3 Operational
  - 2.1.4 Operational

- Emerging
  - 2.1.1 Emerging
  - 2.1.2 Emerging
  - 2.1.3 Emerging
  - 2.1.4 Emerging

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3. Needs Identification and Root Cause Analysis

3.1 Strengths and Challenges Based on Trends and Patterns

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Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system needs and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? *

Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? *

3.2 Identification and Prioritization of Overarching Needs

Overarching Need #1

Overarching Need: *

Use scores to rank the need *

Is the need trending better or worse over time? *

Can Root Causes be identified? *

Priority Order: *

Additional Considerations

Enter some text here.
3. Needs Identification and Root Cause Analysis

3.3 Root Cause Analysis

Overarching Need #1 - Overarching Need # 1

Root Causes to be Addressed *

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This is a root cause and not a contributing cause or symptom *

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This is something we can affect *

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Impacted Programs *

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Additional Questions

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[ADD Root Cause]

2. District Improvement Goals

2.1 Creating Improvement Goals

Effective goals assist districts and schools in setting collective agreement as to what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the districts in the previously identified needs to close a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Cohort Improvement, Professional Development, District Improvement Plan, or State Improvement Plan.

Specific:

- An example of a SMART goal is:

  By the end of the school year 2018 - 2019, all teachers will have training in the PLC for their content area.

Enter the district’s specific four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2018 - 2019 District Report. Use the icons below to fill 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 subgoals.

Cohort Improvement

- PD: Planning for quality instruction
- SSL: Delivering quality instruction
- PSS: Implementing student successes

Family and Community Engagement

- PC: Parental involvement
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State Improvement Plan

- GSC: Meeting the needs of all students
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The data variables used in the SI Dashboard are listed below. They are grouped under the six different components below.

**Component 1: Student Information**
- State Poverty Quartile
- FTE
- % Direct Certified
- OSS/IBS Discipline
- Students Attendance
- Student Mobility

**Component 2: Star Rating**
- STAR Climate Rating
- Financial Efficiency Star Rating
- Per Pupil Expenditure

**Component 3: Teacher Information**
- Ineffective Teachers
- Teachers with Emergency or Provisional Certificates
- Teacher Retention
- Teachers Out-of-Field
- Inexperienced Teachers
- Teacher Attendance
- TAPIS Summative Distribution

**Component 4: Leader Information**
- Leader Retention
- Inexperienced Leaders
- LAPIS Summative Distribution

**Component 5: Student Performance**
- Student Proficiency Rate
- Student Graduation Rate
- Student Proficiency
- CEP Score (School and MGP District/State)
- Participation Rate

**Component 6: School Improvement**
- CCRPI
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SLDS

SI Dashboard

Student Information
This section includes the data variables: State Poverty Rates, Direct Certified, Class of School Suspensions/In-School Suspensions, Student Attendance, Student Mobility, etc.

Star Rating
This section includes the data variables: Per Pupil Expenditures, Financial Efficiency Star Rating, and School Climate Star Rating.

Leaders Information
This section includes the data variables: Leader Retention, Inexperienced Leaders, and Leader Assessment on Performance Standards (LAPS) Summative Distribution.

Student Performance
This section includes the data variables: Student National/State Assessment Data, Graduation Rate, High Graduation Rate, and School Growth Percentile.

School Improvement
This section includes the data variables: The College and Career Ready Performance Index.
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