

FY21 Consolidated LEA Improvement Plan (CLIP)

COORDINATING FEDERAL RESOURCES THROUGH GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT



February 14, 2020
10:00 a.m.



Georgia's Systems of Continuous Improvement



3 required components of a schoolwide program that are essential to effective implementation:

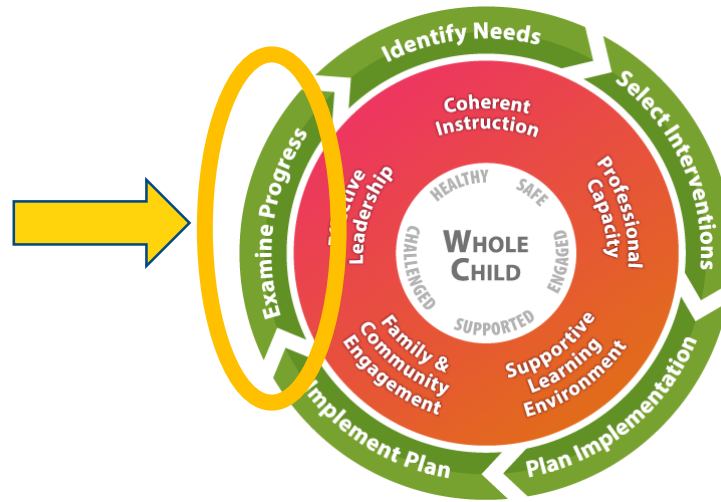
- conducting a comprehensive needs assessment,
- preparing a comprehensive schoolwide plan, and
- annually reviewing and revising, as necessary, the schoolwide plan.



Georgia's ESSA plan outlines how the Georgia Systems of Continuous Improvement will be the common, multi-tiered framework for supporting children and schools in our state. The CLIP (including the DIP) and SWP Templates reflect this framework.

Working with the Goal of Continuous Improvement

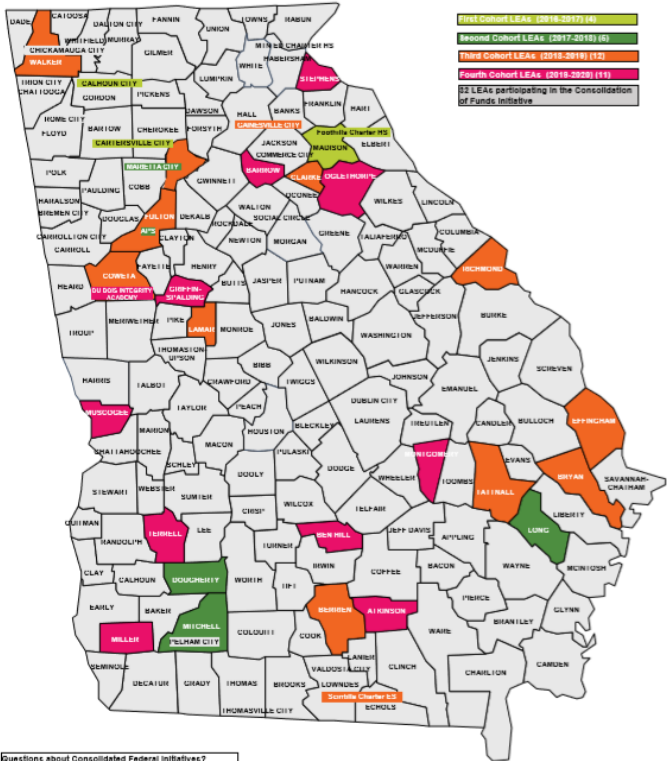
Stakeholder Feedback



Stakeholders for CLIP Feedback



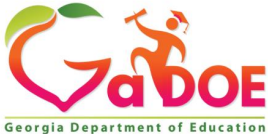
Consolidation of Funds



Questions about Consolidated Federal Initiative?
consolidation@doe.k12.ga.us
 Last Updated 08.16.19

- **Cohort 1:**
 Cartersville, Madison, Calhoun City, Foothills
- **Cohort 2:**
 Dougherty, Mitchell, Atlanta Public
- **Cohort 3:**
 Fulton, Berrien
- **Cohort 4:**
 Oglethorpe, Atkinson, Griffin-Spalding, Ben-Hill, DuBois

Districts in blue were also invited to join the IDEA and MOE discussion from 1:00-2:30



Internal & External Stakeholder Feedback

#1 LEAs requested a more noticeable connection between CNA and Cognia.

#2 LEAs requested that GaDOE add guidance to questions to minimize rejections & that GaDOE add info bubbles be used for guidance or samples.

The screenshot shows the GaDOE website's 'Federal Programs' page. It includes a search bar, navigation tabs (Offices & Divisions, Programs & Initiatives, Data & Reporting, Learning & Curriculum, State Board & Policy, Finance & Operations, Contact), and a sidebar with a list of federal programs. The main content area features a 'Federal Programs' section with a list of programs and their descriptions, a 'Contact Information' section with staff names and contact details, and a 'Federal Programs' Links section with links to various resources and reports.

The infographic is titled 'Expectations' and 'Process'. It features a table with two columns: 'Advanced School and District Factors' and 'GaDOE Georgia Systems of Continuous Improvement'. The table lists various factors and their corresponding systems. Below the table is a circular diagram with 'Whole Child' at the center, surrounded by five interconnected circles: 'Imagine the possibilities', 'Communicate with stakeholders', 'Plan the process', 'Build the capacity', and 'Reflect to evaluate and adjust'. The infographic also includes a 'Tools and Resources' section with icons for various tools and a 'Outcomes' section with three green checkmarks.

- ✓ Questions commonly sent back by program for revision have been updated to more precisely request required information.
- ✓ Review criteria have been further standardized across programs and across Online and S-CLIP submissions.
- ✓ GaDOE will work on collecting samples throughout the FY21 CLIP review process.

Internal & External Stakeholder Feedback

#3 LEAs requested GaDOE move the S-CLIP online.

- ✓ For budgetary purposes, Federal Programs has an ongoing list of projects prioritized by level of need. At this time, because LEAs have the current ability to submit electronically through the platform, this project remains on the list of enhancements for future years.
- ✓ The current method allows for amendments, allows LEAs to customize their responses, and allows access to historical records.
- ✓ Federal Programs is exploring how progress monitoring might be developed to supported this infrastructure in future years.

#4 LEAs requested that GaDOE add expanded navigation in the online CLIP in required questions section.

- ✓ This request is currently being completed and will be available in the FY21 CLIP.

#5 LEAs requested that GaDOE add a notification to the online CLIP about the requirement to submit two equity areas for focus.

- ✓ There is currently a notice that appears if the LEA attempts to submit the online CLIP with only one equity gap identified. Our FY21 CLIP training included an increased emphasis on this requirement. At this time, there will not be an additional notification added.

Internal & External Stakeholder Feedback

#6 LEAs requested GaDOE allow the S-CLIP to hyperlink to original plans.

✓ This functionality is already available.

When saving a Word document to PDF:

- Click on the “File” menu heading at the top-left corner of the Menu bar. Select the “Save As” option and type a name for the file in the designated text field.
- Click on the drop-down menu next to “Save As Type” and choose “PDF” from the list of file types. Next to “Optimize For,” select “Standard (Publishing Online and Printing)” or “Minimum Size (Publishing Online).”
- Click the “Options” button to customize the non-default options for the PDF file if desired and click “OK” when done. Navigate to the folder you want it saved in and click “Save” to convert the file.

#7 LEAs requested that GaDOE strive for more consistency in “intensity” and calibrate expectations for review.

✓ Review criteria have been further standardized across programs and across online and S-CLIP submissions.

The screenshots show the LEA Consolidated Application interface. On the left is a navigation menu with categories like Federal Programs, LEA Consolidated Application, and CLIP Resources. The main content area features a diagram titled 'What is the Consolidated LEA Improvement Plan (CLIP) for FY21?' with a 'CLICK TO ENLARGE' button. To the right is a table of review criteria for the Consolidated LEA Improvement Plan (CLIP) for FY21. Below the diagram is a list of CLIP Resources.

CLIP	Criteria
1. Description of the school improvement process	<ul style="list-style-type: none"> The LEA description or document or excerpts provided describe how data are used, how decisions are made for prioritizing needs in the use of Federal funds, and how frequently state and/or local data are reviewed or evaluated for relevant trends based on grade-level, student group, regions, etc. as appropriate The LEA description or document or excerpts provided describe how families, community-based organizations, school and LEA staff leaders, local government representatives/agencies are engaged in the evaluation/transition process The LEA description or document or excerpts provided describe how data are used in school program evaluation, how decisions are made for prioritizing needs, and how frequently state and/or local data are reviewed or evaluated The LEA description or document or excerpts provided describe the measurable implementation benchmarks and goals for activities
2. Identifying and addressing the needs and achievement gaps of the lowest performing students, contributing to support the strategic plan	<ul style="list-style-type: none"> The LEA description or document or excerpts provided describe how the LEA will specifically address the needs and achievement gaps of the subgroup The LEA description or document or excerpts provided include the following subgroups: economically disadvantaged, English learners, children experiencing homelessness, migrant/youthful adults, children in foster care, children with disabilities, children who are neglected and abandoned
3. Ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs	<ul style="list-style-type: none"> The LEA description or document or excerpts provided describe how 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 Disadvantaged Part D; Title I, Part A - SCLIP; Title I, Part A and Title IX, Part A - Student Education; Title I, Part A, Title IV, Part A; Title I, Part A, Title II, Part A) will be service provided by Title IV, Part A and Title V, Part B, as required by the ESSA The LEA selected proposed activities that may be included in program budgets The LEA selected proposed activities and fund sources for each of their federal awards
4. Activities and detailed program budgets	

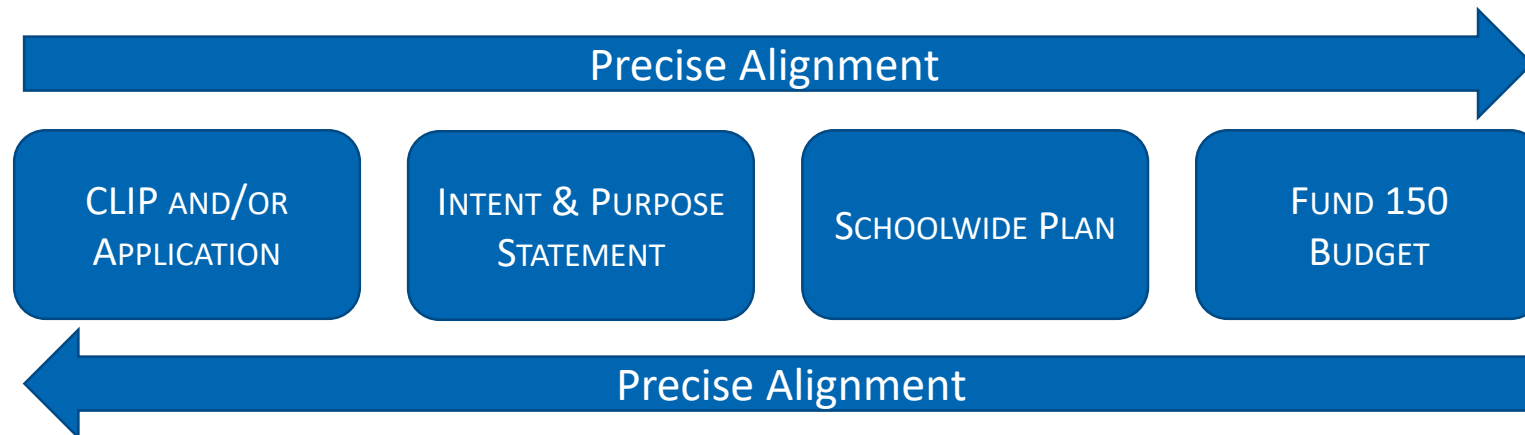
Internal & External Stakeholder Feedback: Document Alignment – Discretionary Grants

A **DISCRETIONARY GRANT** is awarded on the basis of a competitive process or based on identified need or criteria and is used to identify the best possible opportunities to achieve program objectives.

Grants that fall in this category: **SIG(A), 21st CLCC, McKinney-Vento, SSAE Competitive Grants**

2004 Federal Register Notice

“If a schoolwide program school consolidates funds from discretionary grant programs, the school **must** still carry out the activities described in the application under which the funds were awarded.”



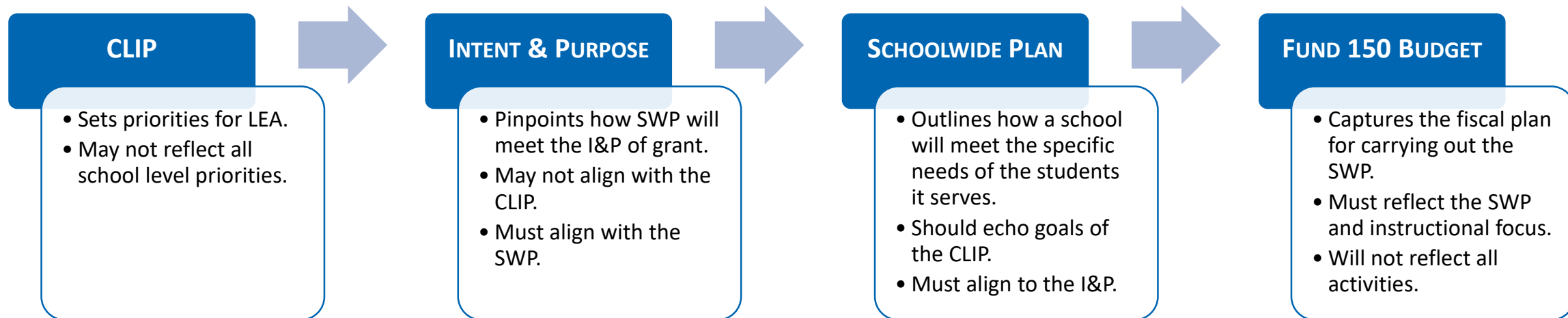
Internal & External Stakeholder Feedback: Document Alignment – Formula Grants

FORMULA GRANTS are noncompetitive awards based on a predetermined formula & criteria.

Grants that fall in this category: IA, ID, IC, IIA, IIIA, IVA, VB, IDEA

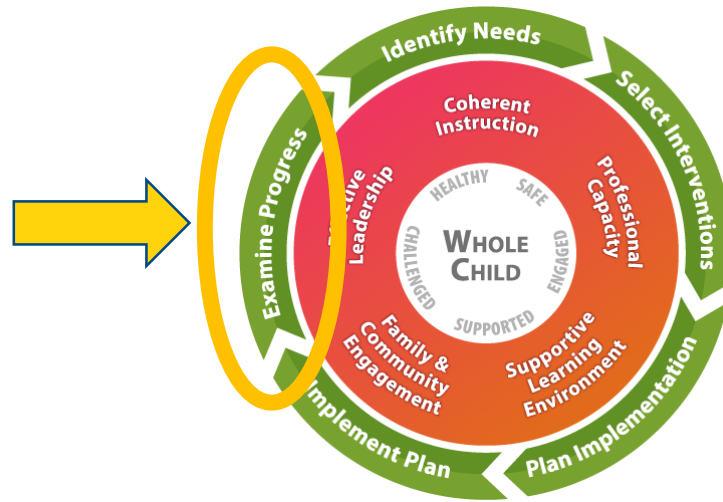
2004 Federal Register Notice

“[The school] must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries are met. Such a school must be able to demonstrate that its schoolwide program contains sufficient resources and activities to reasonably address the intent and purpose of included programs, particularly as they relate to the lowest performing students.”



Working with the Goal of Continuous Improvement

A Look at Alignment



Internal & External Stakeholder Feedback: Document Alignment – I&P and SWP (Example 1)

CLIP

- Need 1: English Language Arts scores need to improve across all grade levels assessed.
- Step 1: Guided Reading with Performance Matters and Phonics Curriculum
- Step 2: New Teacher Induction (New Teacher Orientation, Mentoring, Ongoing Support)
- Step 3: Implement MTSS and use supplemental educational programs for support at school and at home
- Step 4: Implement K-12 Rigorous Curriculum Design Units

I&P

- IIA:
- PL to support implementation of iready computer-based intervention program,
- content and pedagogical trainings,
- teacher leader training,
- PD for school leadership and PD supplies

SWP

- Implementation of the Wilson Foundations Phonics Program & LEA-adopted Math Curriculum
- Teachers will set individual SMART goals aligned to SIP
- Faculty will be informed of PBIS school wide plan and also attend three professional development sessions

Internal & External Stakeholder Feedback: Document Alignment – I&P and SWP (Example 2)

CLIP

- Need 1: Coherent Instructional System
 - Step 1: Provide Data-driven, classroom focused, job-embedded PL on Tier 1 instructional practices
 - Step 2: Increase support and resources available to families (wrap-around, SEL, communication)
- Need 2: Professional Capacity
 - Step 1: Alternative Opportunities for PD
 - Step 2: Retain Teachers, especially in high needs schools (bonuses, training)

I&P

- Title III, Part A English Learners
 - Build classroom libraries
 - provide extra language support during the instructional day, and
 - purchase resources to support language fluency

SWP

- Provide safety nets for ESOL students (i.e. before and after school, Saturday school, extended learning, and summer school, etc.) that provide targeted instruction and utilize appropriate resources that address the needs of non-English speaking students.
- Ensure ESOL ELA classes that provide targeted instruction and utilize appropriate resources that address the needs of non-English speaking students.

Internal & External Stakeholder Feedback: Document Alignment – I&P and SWP (Example 3)

CLIP

- Need 1: Increase Student Achievement
 - Step 1: Review curriculum standards and align instruction and assessment to improve units of study
 - Step 2: Develop lesson plans that include differentiation of instruction especially for ELs and ESS students
 - Step 3: Receive training in MAPS and use the screening and benchmark program to monitor progress
 - Step 4: Expand the use of evidence-based reading strategies to improve student achievement
 - Supplemental Supports: Develop a learner profile for each EL involving targeted support- SIOP Model

I&P

- Title III, Part A English Learners
 - parent involvement,
 - PD on differentiation of instruction
 - Focused intervention time and small group instruction
 - WIDA standards training

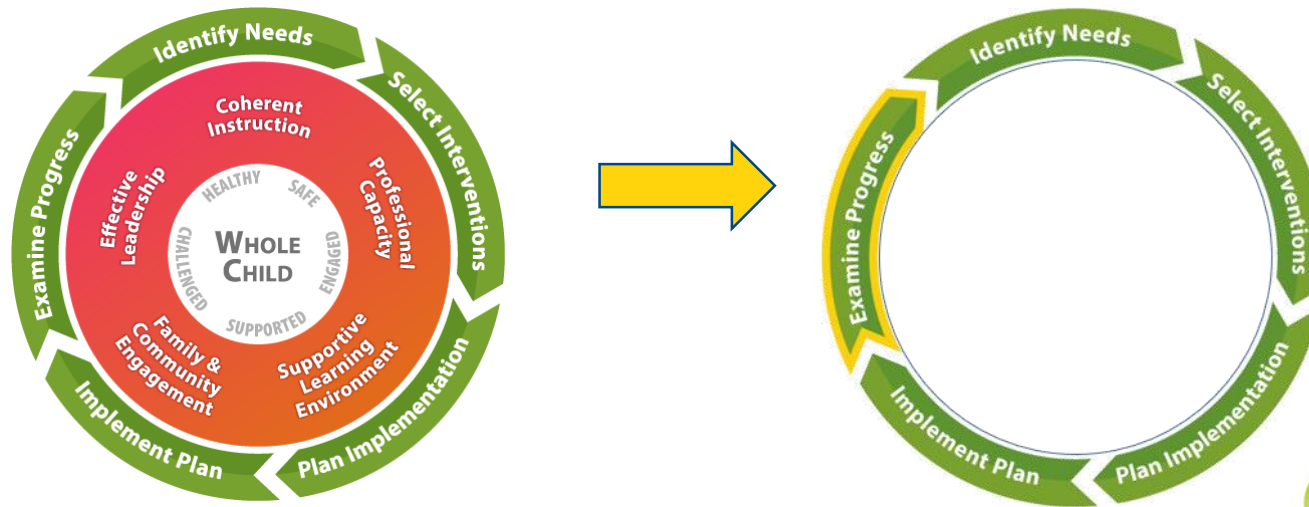
SWP

- The continuation of a model classroom to support professional development.
- Differentiated professional learning sessions catered to specific content-based needs.
- Training in the methods of implementing fully-functioning data-driven PLCs & implementation of teacher leaders as data team leaders with a focus on middle grades math and ELA
- Supplemental Supports: Professional learning will identify specific strategies to meet the needs of ELLs, bilingual resources for families, ongoing monitoring



Working with the Goal of Continuous Improvement

The FY21 CLIP and Consolidation of Funds



Transferring Funds

- Transferring funds is a LEA decision, but LEAs must notify GaDOE – indicate in Online CLIP or S-CLIP.
 - Benefits:
 - Transferring streamlines administration for LEAs and schools.
 - CLIP, I&P, SWP, budgeting, monitoring, completion reports
 - Transferring can be maximized and have increased availability by being moved into ESSA programs with no carryover limitation.
 - When transferring LEAs can still carry out intent of original grants using the increased flexibility afforded by consolidated federal and state funds.
 - Transferring LEAs choose the amount to transfer, allowing the LEA to maintain funds for LEA initiatives or to consolidate all available funds.

Amending the CLIP

- If LEAs consolidate in schools, CLIP updates (relative to those schools) are only required if the changing needs in a single or multiple schools change the overarching needs of the LEA.

Questions?

federalprograms@doe.k12.ga.us

consolidation@doe.k12.ga.us