



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



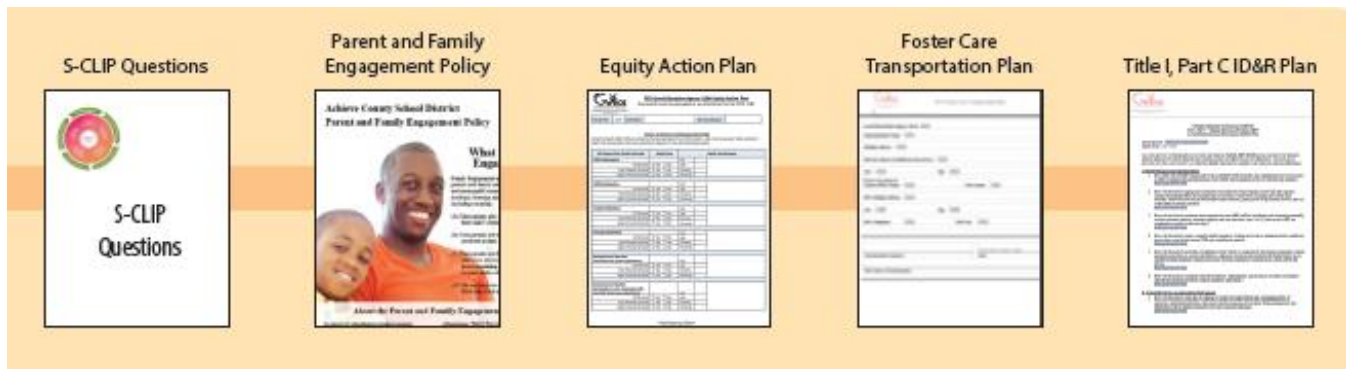
DISTRICT NAME: Newton County School System

DISTRICT TEAM LEAD: Dr. Andrea Kinney

FY24 DISTRICT PLAN

As an alternative to completing its Consolidated Local Educational Agency (LEA) Improvement Plan (CLIP) through the Statewide Longitudinal Data System (SLDS) format, an LEA that gives the assurance below that it implemented a locally-developed school improvement process may submit this Streamlined Consolidated LEA Improvement Plan (S-CLIP) for funding under Section 8305 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015. An LEA completes and submits the responses below to the S-CLIP questions as the first component of the S-CLIP for federal funding.

An LEA's completed application submission under the S-CLIP includes the following:



ASSURANCE: The LEA has in place a locally-developed school improvement process and/or current strategic plan and/or charter system contract.

The following prompts include both text space for narrative and, where appropriate, checkboxes for identifying options related to responding to the prompts. Responses to all prompts must be completed.

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.

The Newton County School System utilized a process developed by the Georgia School Boards Association (GSBA) and Georgia Leadership Institute for School Improvement (GLISI) to develop an updated strategic improvement plan for the school system. This comprehensive process engaged the community and all stakeholder groups to create universal ownership and support for system and school improvement. Highlights of the process included: A comprehensive community engagement component to allow stakeholders to have a voice in the strategic improvement planning process.

- A diverse planning team that represented stakeholder groups to develop the plan which included students, teachers, paraprofessionals, school leaders, district leaders, parents, community members and local agency representatives.
- A facilitated planning process that assisted the planning and action teams in analyzing the strengths, weaknesses, opportunities and threats of the school district and developing/defining the mission, vision, beliefs, goal areas and elements of the strategic improvement plan.
- A facilitated process working with experts both within the district and community to develop initiatives and action steps to implement the plan.

The strategic plan was reviewed and revised annually and as a part of the system's self-assessment for accreditation. The system established seven AdvancED committees that are chaired by system-level leaders. Each committee included system-level leaders, principals, assistant principals, teachers, students, parents and business/community representatives. The committees analyzed data and worked collaboratively to determine the progress in each area. Each school also has a process for reviewing data and establishing measurable goals. The schools utilize a school improvement plan with goals primarily focused on student achievement. Each school has the flexibility to develop their own goals based on the needs of their school. Along with guidance from the system, each school uses the school-level data to determine specific strengths and challenges as well as strategies for improvement. All plans are aligned with the district's five-year strategic plan and include strategies, timelines, and person's responsible and possible evidence.

Additionally during the 2022-2023 school year, the majority of students participated in-person. Accordingly, a plan for the return of students to in-person instruction has been developed. The plan is comprehensive, systematic and multi-faceted. At its core is the safety and health of students and staff. The plan includes specific information regarding maintaining student and staff health and safety and how to ensure continuity of services for academic and social-emotional needs as well as how it will meet the Centers for Disease Control and Prevention (CDC) guidance to the greatest extent practicable.

One of the school system's core beliefs is that respectful partnerships among students, staff, parents, and the community are integral to student success. As such, the school system gathers input from all stakeholders through a public comment process.

Strategic Planning Process Summary

A broad range of stakeholder involvement was sought to ensure the plan reflects the diverse needs of the community, parents, students, and staff. An open invitation was sent to all parents and community members, to create a diverse population of stakeholders, for input in the strategic plan process, in an understandable language.

The following timeline reflects the meetings that ensured such involvement and provided a forum in which informed decisions about improvement in the school district could be made:

- The strategic improvement planning process began with a community engagement session, involving representatives from all stakeholder groups and a stakeholder survey to gather vital input from the community.
- The Superintendent's executive support team (Superintendent, Chief Academic Officer, Chief Strategy and Community Outreach Officer, Chief Operations Officer, Executive Finance Director, Human Resource Director, and Public Relations Director) met to review data and developed a theory of action to help guide the team through the strategic planning process. The team also began to develop a portrait of a graduate that defines the school system's efforts in terms of student outcomes.
- A school principal feedback session was conducted. Elementary, middle, and high school principals were represented. The group was asked the following questions: "Where are we now?" and "Where do we want to go?". The group was also asked to make recommendations about how the school district could improve.
- The Planning Team, consisting of fifty people representing stakeholder groups from the school board, central office, schools, parents, students, business, and other community representatives, were assembled to answer the questions: "Who are we?", "Where are we now?" and "Where do we want to go?". Specific outcomes included a Strengths,, Weaknesses, Opportunities, and Threats (SWOT) analysis, and developing strategic goal areas and priorities for the strategic improvement plan. The Planning Team also recommended that a group be formed to review and revise the school system's mission, vision, and belief statements.

- The Action Team, comprised of four teams, were assembled to answer the question “How will we know when we have arrived?”. The action teams looked at each proposed strategic goal area and identified the performance objectives, measures, and targets to answer this question. Additionally, the action teams began to look at the initiatives and action steps that might be needed to answer the fourth question of the GSBA Strategic Improvement Planning Process, “How do we plan to get there?”.
- A group of school and system-level representatives met to review the school district's mission, vision, and belief statements. The group recommended retaining the current mission statement and revising the vision and belief statements.
- The Planning Team reconvened and approved the new vision statement, belief statements, performance objectives, and strategies.
- The Superintendent’s executive support team (Superintendent, Chief Academic Officer, Chief Strategy and Community Outreach Officer, Chief Operations Officer, Executive Finance Director, Human Resource Director, and Public Relations Director) met to finalize the portrait of a graduate who personifies and aligns school system’s efforts in terms of student outcomes which aligns to the vision statement.

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.

Newton County School System has a process to engage all stakeholders in the development of the district and school improvement plans that will meet the needs of all subgroups. An open invitation was sent to all parents and community members, to create a diverse population of stakeholders, for input in the strategic plan. When meeting with each stakeholder group, information was provided about the NCSS Strategic Goal areas that align to each of the systems of improvement. The needs assessment was conducted and there was an opportunity to gain feedback. Discussions were held to provide clarification and encourage feedback through a feedback form. In addition, stakeholders could submit feedback via the district's website. This process allows for the needs of all subgroups and stakeholder groups to be addressed. All information was provided in a language that they can understand.

The district reviews and analyzes multiple data sources through collaborative meetings that include students, school staff, parents, community members and district level staff to determine district-wide specific needs across various subgroups. Specific strategies are developed to address the identified needs and root causes. Strategies are shared with all stakeholders for implementation and supported throughout the school year. Feedback is collected ongoing to determine effectiveness and considered for future program planning.

The district works with the schools to host parent meetings that are linked to learning, relational, interactive and collaborative to ensure that parents are supporters, encouragers, monitors, models, advocates, decision-makers and collaborators for their children. This process is proven to be effective by the increase in parent, family and community participation in family engagement meetings and activities. All subgroups are impacted by this work.

The Executive Support Team (Superintendent, Chief Academic Officer, Chief Strategy and Support Services Officer, Chief Operations Officer, Executive Finance Director, Human Resource Director and Public Relations Director) meets weekly with the superintendent to review and analyze system level student performance data and school system concerns.

3. Describe how the LEA’s locally-developed school improvement process and/or current strategic plan and/or charter system contract address the state’s ESSA plan for continuous improvement within the:

- Problem solving process: identify needs, select evidence-based interventions, plan implementation, implement plan, and examine progress
- Georgia Systems of Continuous Improvement: coherent instruction, professional capacity, supportive learning environment, family & community engagement, and effective leadership.

Response options (choose one or more):

Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving; or

Highlight (in blue) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving and submit with this template; or

Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 3.

Newton County School System has a process in place to address the state's ESSA plan for continuous improvement efforts in the district. There is a commitment from the district staff, principals and schools to address the needs of the lowest achieving students, establish processes to identify the areas of needs, select appropriate strategies and interventions while monitoring the implementation and conducting an annual program evaluation while collaborating with all stakeholders. There is continuous support from all federal programs to assist with implementing the requirements of the strategic plan and ESSA requirements outlined in the District Improvement Plan.

The Comprehensive Needs Assessment is a tool that assisted the district in determining the strengths and needs for improvement based on an analysis of data. Newton County School System was able to have deep conversations about the data and information, and to draw thoughtful conclusions about the areas of need.

In the data analysis process, we were able to:

- identify issues of achievement for all students, all subjects and by subgroups;
- identify areas of need to effectively implement the district improvement initiatives;
- Identify areas of needs related to climate, culture, social emotional learning and mental health concerns;
- Identify areas of needs for technology hardware, software, training and staff;
- determine the basis of the professional learning plan;
- determine the basis of the parent and family engagement activities;
- determine the basis for all other needs assessments that may be required of the school.

The following steps were used to conduct the root cause analysis in NCSS:

1. Gathered preliminary data for review.
2. Selected team facilitator and team members with personal knowledge of the processes and systems involved to review data and determine root causes to the concerns.
3. Collected and organized the facts surrounding the concerns to understand the need.
4. Identified the contributing factors, situations, circumstances or conditions that increased the likelihood of the concern.
5. Identified the root causes through an analysis of contributing factors leading to the identification of the underlying process and system issues (root causes) of the concern. The team examined the contributing factors to find the root causes. This was done by using the "Five Why's" technique, which allowed us to dig deeper by asking repeated "why", questions of the contributing factors. This questioning process is continued until all the root causes are found.
6. The team determined how best to change processes and systems to reduce the likelihood of the concern being continued.

The trends/patterns identified during data analysis were the proficiency rates of student achievement for the following subgroups: African American, English Language Learners, Economically Disadvantaged and Students with Disabilities. Each of these subgroups demonstrated a lower proficiency rate than other subgroups in elementary, middle, and high school state assessment data. The team recognized the need to ensure teachers' instructional practices support teaching for student mastery, which involves assessing student proficiency and reteaching standards that are challenging for students. In core area classes, more support of the ELL student's needs is vital. Additionally, we should

continue the pattern of analyzing data, planning lessons that support standards taught, create common assessments to check for student mastery, analyze results of common assessments, reteach/remediate/enrich based off results, and recheck for student mastery. This cycle will support student mastery of standards among all subgroups. Staying abreast of all new program requirements and collaboration with other program areas to address the identified needs. Increase student achievement for subgroups of students in all content areas by ensuring that we will provide supplemental staff, materials, supplies, services and technology and software to provide support in the classroom and at home. There is a need to provide more in-depth professional learning opportunities to engage students in rigorous instruction.

Newton County School System strengths include an implementation of a curriculum that is based on high expectations and prepares learners for their next levels. The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's strategic plan. The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

In summary, NCSS has made some progress academically with subgroups as indicated in the NCSS Strategic Plan. However, our data shows the need for continuous improvement to educate the whole child and continue to provide equitable opportunities to develop skills and achieve the content and learning priorities established by the system. These challenges include retaining highly-qualified teacher, academics, social emotional, behavior, safety, professional learning, parent and family engagement and college and career readiness.

Resources are needed to support schools in increasing student achievement and enhancing effective teaching practices. The following are items needed to sustain and/or enhance effective teaching and student learning.

- Provide additional professional learning opportunities for all staff in the district to enhance teaching and learning
- Provide additional learning opportunities via before-school, after-school, Saturday School, and summer school programs and services
- Provide additional instructional support via teachers to reduce class size, supplemental instructional support staff to include teachers and paraprofessionals, in elementary, middle and high schools
- Provide additional support to teachers via instructional coaches to enhance with effective teaching practices
- Provide additional support for professional learning needs to effectively implement evidence-based teaching and learning practices to support the academic curriculum, behavioral concerns that impede learning, and strategies to address the concerns that affect the subgroup identified as needing additional support
- Provide additional materials, supplies, equipment and services related to academic and behavioral needs for students who are struggling and/or at-risk of not meeting state standards.
- Provide additional support to purchase software and technology devices for instructional purposes.
- Provide additional support in parent and family engagement activities and the six requirements to build capacity.
- Provide support for college and career readiness, social emotional and behavioral needs of students

4a. What components of the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the ESSA plan requirements for identifying and addressing the needs and achievement gaps of its lowest performing students; and how supplemental federally-funded services for Economically Disadvantaged (ED), English Learners (EL), migratory, homeless, children in foster care, children with disabilities, those who are neglected and delinquent, are coordinated to support the strategic plan.

Response options (choose one or more):

- Copy selected excerpts from the documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above.*
- Highlight (in green) selected excerpts (as applicable) from the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above and submit with this template.*
- Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4a.*

Newton County School System has a process in place to address the continuous improvement efforts in the district. There is a commitment from the district staff, principals and schools to address the needs of the lowest achieving students, establish processes to identify the areas of needs, select appropriate strategies and interventions while monitoring the implementation and conducting an annual program evaluation while collaborating with all stakeholders. There is continuous support from all federal programs to assist with implementing the requirements of the strategic plan and ESSA requirements outlined in the District Improvement Plan.

The Comprehensive Needs Assessment is a tool that assisted the district in determining the strengths and needs for improvement based on an analysis of data. Newton County School System was able to have deep conversations about the data and information, and to draw thoughtful conclusions about the areas of need.

In the data analysis process, we were able to:

- identify issues of achievement for all students, all subjects and by subgroups;
- identify achievement gaps among subgroups - highest perform and lowest performing;
- identify areas of need to effectively implement the district improvement initiatives;
- identify areas of need for technology hardware, software, training, and staff;
- Identify areas of needs related to climate, culture, social emotional learning and mental health concerns;
- determine the basis of the professional learning plan;
- determine the basis of the parent and family engagement activities;
- determine the basis for all other needs assessments that may be required of the school.

The following steps were used to conduct the root cause analysis in NCSS:

1. Gathered preliminary data for review.
2. Selected team facilitator and team members with personal knowledge of the processes and systems involved to review data and determine root causes to the concerns.
3. Collected and organized the facts surrounding the concerns to understand the need.
4. Identified the contributing factors, situations, circumstances or conditions that increased the likelihood of the concern.
5. Identified the root causes through an analysis of contributing factors leading to the identification of the underlying process and system issues (root causes) of the concern. The team examined the contributing factors to find the root causes. This was done by using the "Five Why's" technique, which allowed us to dig deeper by asking repeated "why", questions of the contributing factors. This questioning process is continued until all the root causes are found.
6. The team determined how best to change processes and systems to reduce the likelihood of the concern being continued.

The trends/patterns identified during data analysis were the proficiency rates of student achievement for the following subgroups: African American, English Language Learners, Economically Disadvantaged and Students with Disabilities. Each of these subgroups demonstrated a lower proficiency rate than other subgroups in elementary, middle, and high school state assessment data. The team recognized the need to ensure teachers' instructional practices support teaching for student mastery, which involves assessing student proficiency and reteaching standards that are challenging for students. In core area classes, more support of the ELL student's needs is vital. Additionally, we should continue the pattern of analyzing data, planning lessons that support standards taught, create common assessments to check for student mastery, analyze results of common assessments, reteach/remediate/enrich based off results, and recheck for student mastery. This cycle will support student mastery of standards among all subgroups.

Staying abreast of all new program requirements and collaboration with other program areas to address the identified needs. Increase student achievement for subgroups of students in all content areas by ensuring that we will provide supplemental staff, materials, supplies, services and technology and software to provide support in the classroom and at home. There is a need to provide more in-depth professional learning opportunities to engage students in rigorous instruction.

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.

Response options (choose one or more):

Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address 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; or

Highlight (in yellow) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address 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, and submit with this template; or

Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4b.

Newton County School System has a process to engage all stakeholders in the development of the district and school improvement plans that will meet the needs of all subgroups. An open invitation was sent to all parents and community members, to create a diverse population of stakeholders, for input in the strategic plan. When meeting with each stakeholder group, information was provided about the NCSS Strategic Goal areas that align to each of the systems of improvement. The needs assessment was conducted and there was an opportunity to gain feedback. Discussions were held to provide clarification and encourage feedback through a feedback form. In addition, stakeholders could submit feedback via the district's website. This process allows for the needs of all subgroups and stakeholder groups to be addressed in an attempt to address the needs and achievement gaps within subgroups. NCSS established through the strategic plan a process to identify evidence-based action steps that are designed to address the overarching needs.

Newton County School System works with multiple agencies to ensure efforts are coordinated on behalf of meeting the needs of Title I, migrant, homeless, immigrant, ELL, neglected and delinquent, at risk, and early childhood students with the support of federal programs. The following information outlines procedures for identifying and serving the above named groups.

Migrant/Formerly Migrant: Newton County School System collaborates with Kids Net Newton, DFACS and social workers to monitor needs of the migrant population. Currently, the system is able to identify few migrant students. As students enter the school system, registrars ask parents to complete a survey to determine eligibility for migrant services. The Home Language Survey is completed to determine the language needs of students. The educational services offered to these students are regular education setting, EIP services, Title I services, gifted services, RTI services, special education services, English Language Learner services, after school tutoring at all grade levels, Special Education services as per existing IEPs, college and career readiness services, and mentoring and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis. The student services department will coordinate other services as needed. The NCSS Migrant Education Liaison will work directly with ABAC

to provide ongoing and continuous coordination of services for the Migratory students. This includes submitting current state and local testing data, progress reports and report cards. The Migrant Education Liaison will also assist ABAC in monitoring the progress of students and providing Priority for Services for students who are struggling to meet state standards.

Title I/Homeless/Foster Care: Newton County School System collaborates with DFACS, Kids Net Newton, Salvation Army and social workers to monitor needs of the homeless population. As these students enter the school system, registrars ask a series of questions in conjunction with the Home Language Survey to access the status of students. Following the initial interview, the counselor meets with the students and families to determine student/family needs. The information is forwarded to the homeless liaison. The homeless liaison contacts the family to assess additional needs. Among the educational services offered to these students are regular education setting, EIP services, Title I services, gifted services, RTI services, special education services, English Language Learner services, tutoring, mentoring, college and career readiness services, and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports status to other necessary agencies throughout the school year. Title I has set aside funds to satisfy any un-met needs of the homeless population of students after collaborating with the homeless liaison and community agencies including DFACS, Kids Net Newton, Salvation Army and social workers to monitor needs of the homeless population. The set-aside determination is based on the number of Non-Title homeless school and the schools per pupil amount.

Immigrant: Newton County School System will collaborate with school counselors, school administrators, ESOL staff, classroom teachers, and social workers to monitor the needs of immigrant students. As these students enter the school system, registrars will review the student's birth certificate and registration packet to determine immigrant status and the student's needs. The school counselor or social worker will meet with the students and families as appropriate to determine student/family needs and to develop a plan of support. The educational services offered to these students are regular education setting, EIP services, remedial education services, gifted services, SST services, special education services, ESOL services, after school tutoring at all grade levels, college, and career readiness services, and mentoring and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis.

ELL: Newton County School System collaborates with the school counselor, school administrator, ESOL Staff, classroom teacher, and social workers to monitor and identify the needs of the ELL population. Currently, the system has approximately 900+ ELL students, which include EL-Y, EL-1, 2, 3, and 4. As these students enter the school system, the Home Language Survey is completed to determine the language of students. Following the review of the HLS, an English screener is administered. The educational services offered to ELL students are regular education setting, EIP services, Title I services (if applicable), gifted services, RTI services, special education services, ESOL services, after school tutoring at all grade levels, college and career readiness services, and mentoring and counseling services. Eligible students receive English language support through the ESOL program as long as a parent does not refuse services. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Title III funds are used to provide supplemental language instruction programs (LIEP), language-focused professional learning, and parent outreach to enhance the LIEP for Title III identified students.

Neglected and Delinquent: An ID&R Plan is not required. The Newton County School System does not have residential facilities for neglected or delinquent children within the geographical boundaries.

Newton County has three schools that are identified as needing support. They are South Salem Elementary School (Promise); Porterdale Elementary School (Promise); and Indian Creek Middle School (Promise).

There is a need to provide instructional resources to students and specific subgroups to support improving their academic performance in reading and math.

- Monitor the implementation and continued sustenance of the Next Step Guided Reading program at Porterdale and South Salem Elementary School

- Monitor the implementation and continued sustenance of the SRA Corrective Reading program at Indian Creek Middle School
- Oversee implementation and monitor the sustenance of the Classworks program for special education students at Porterdale Elementary School, South Salem Elementary School, and Indian Creek Middle School
- The Department of Special Education will require an Individual Learning Plan for each special education student. There is a need to provide special education co-teachers and general education co-teachers with time to co-plan in the areas of reading and math.
- Work with school administrators to schedule periodic instances for special education co-teachers and general education co-teachers to have a common co-planning time. There is a need to provide school administrators; special education co-teachers; and general education co-teachers with relevant and targeted professional learning to help build their capacity to help students improve their academic performance in reading and math.
- Work with administrators and teachers from Porterdale Elementary School, South Salem Elementary School, and Indian Creek Middle School to develop a plan for professional learning opportunities, to include in-district and out-of-district opportunities
- Facilitate professional learning classes for administrators and teachers at Porterdale Elementary School, South Salem Elementary School, and Indian Creek Middle School addressing instructional strategies that meet the needs of special education students. There is a need to have personnel assigned to the school to provide direct support and professional learning to teachers who provide instruction to special education students.

4c. Federal Funding Options to be Employed by the LEA (select all that apply):

Traditional Funding (all Federal funds budgeted separately)

1.26.2023

NOTE: EVEN THOUGH AN LEA SUBMITS ONLY THE REQUIRED INFORMATION IN ITS CONSOLIDATED APPLICATION, AN LEA MUST STILL MEET ALL ESSA REQUIREMENTS FOR EACH PROGRAM FOR WHICH THE LEA ACCEPTS FUNDS.

<input type="checkbox"/> Fund 400 – Consolidation of Federal funds only
<input type="checkbox"/> Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal funds

If the LEA is consolidating federal funds through Fund 400, provide the intent and purposes statement for those funds that are being consolidated in the table below.

Describe how the Intent and Purpose for each consolidated funding source will be met by the district.	
Program	Intent and Purpose Statement
Title I, Part A	N/A
Title I, Part C	N/A
Title I, Part D	N/A
Title I, Part E (L4GA)	N/A
Title II, Part A	N/A
Title III, Part A, EL	N/A
Title III, Part A, Immigrant	N/A
Title IV, Part A	N/A
Title IV, Part B	N/A
Title V, Part B	N/A
Title I, 1003 (a)	N/A
Title IX, Part A	N/A
IDEA	N/A
Perkins V Grants	N/A

LEAs not consolidating funds must fill out Section 4d below. An LEA completing Section 4b must also complete section 4d for federal funds not being consolidated through Fund 400 and Fund 150.

Transferability (ESSA Sec. 5103(b)) – If the LEA is transferring funds, indicate below:

Transfer from:	Allocation	Transfer to:
<input type="checkbox"/> Transfer Title II, Part A	<input type="checkbox"/> 100% <input type="checkbox"/> Less than 100%	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> Title ID
<input type="checkbox"/> Transfer Title IV, Part A	<input type="checkbox"/> 100% <input type="checkbox"/> Less than 100%	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title VB <input type="checkbox"/> Title ID

Note: If transferring 100% of Title II, Part A and/or Title IV, Part A, remove/deselect these as funding sources in Question 4d.

4d. Please check the activities that the district may include in its detailed program budgets for the LEA's available funds. For a district that consolidates funds through Fund 400 or Fund 150, fill out the tables below only for those funds that are not being consolidated.

Coherent Instruction (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Curriculum for additional interventions	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Professional development to teach curriculum with fidelity	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Supplemental curriculum	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Multi-Tiered System of Supports (MTSS)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Progress monitoring	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Mid-year review process with each school	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Online programs	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Blended learning	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Data and evaluation team	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Early warning systems	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> College and career readiness preparation	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Full-day kindergarten	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Instructional materials	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Extended instructional time during the school year	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Instructional interventionist	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Behavior specialist	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Instructional coaches	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Supplemental tutoring	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Preschool Services	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Summer school	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Job-embedded professional learning	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Dual-concurrent enrollment programs/courses	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Career and technical education programs	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Supplemental curriculum and instructional materials/personnel	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Interventions and Support for Behavior	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Extended Learning Opportunities	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Technology	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Connectedness and Well-being/Programming	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Academic Based Field Trips	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

Supportive Learning Environment (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Creating a culture of high expectations	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> School improvement (restructuring, reform, transformation, planning & design)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Bullying Prevention	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Home/school liaison	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Home visit programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Assemblies (e.g., suicide prevention, bullying prevention, etc.)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Parent, family, and community engagement	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Family surveys	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Restorative justice programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Building Parent Capacity	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Building School Staff Capacity	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Continuous communication and meaningful consultation with parents and family members	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> School-Based Mental Health	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

Family and Community Engagement (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Non-academic support (socioeconomic/emotional/cultural)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Dropout prevention and student re-engagement	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Engaging parents/families (may include materials in a language that families understand, interpreters, and translators)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Family literacy	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> College and career awareness preparation	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Services to facilitate transition from preschool	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Support for children and youth experiencing homelessness	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Classes for parents and families (e.g., ESL, GED, citizenship, parenting, etc.)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Internet safety	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Community liaison	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Parent liaison/family engagement coordinator	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Welcome center/community school centers	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Child care for parent engagement events	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Back-to-school kick-off	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> PD for family engagement liaisons	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Homeless liaison	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Career and technical education (CTAE) programs	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Academic Parent-Teacher Teams (APTT)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement

<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Childcare/transportation for Parent, Family, and Community classes/programs/events	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Transition programs for Pre-K	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

Professional Capacity (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Differentiated, job-embedded professional learning opportunities	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Professional Development provided by school or district staff	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Recruit and retain effective educators	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Teacher advancement initiatives	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Improvement of teacher induction program(s)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Conference attendance (registration, travel, etc.)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Curriculum specialists	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Improvement of teacher or other school leader induction program(s)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Preparing and supporting experienced teachers to serve as mentors	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Preparing and supporting experienced principals to serve as mentors	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

Effective Leadership (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Leadership Development	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Improvement Planning Development	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Safety and Security Training	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Training for monitoring and evaluating interventions	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Leadership Conference Attendance	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

5. Professional Qualifications

- Part 1 –For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification?
 Yes No [ESSA Sec. 1112(e)(1)(B)(ii)]

- Part 2 - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
 - i. for all teachers (except Special Education service areas in alignment with the student’s individualized education program(IEP)), or
 - ii. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).

[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]

Certification will be waived for all teachers, including content certification for special education teachers issuing grades. Certification is waived on a case by case basis in order to allow candidates to complete certification requirements during a 2 year time frame based on being eligible for a waiver certificate by the PSC.

- Part 3 - If the LEA waives certification, state the minimum qualifications required for employment of teachers for whom certification is waived (example: bachelor’s degree, content assessment, coursework, field experience, etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]

Minimum qualifications include holding a Bachelors degree and PSC clearance certificate. Teachers will have 2 years to meet other certification requirements and obtain a provisional certificate.

6. Describe how the district will meet the following IDEA performance goals:

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

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities (SWD);
What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?

Include:

- Description of your district's procedures
- Specific professional learning (PL) activities
- Plan to monitor implementation with fidelity

NCSS Special Education Department will continue to work on improving the graduation rate and successful post-secondary transition for SWDs. Such activities include supporting access to credit recovery courses. A virtual resource program was created to support certain populations at the high school level for students who were not being successful. Staff will meet with students to discuss progress and integrate a structure to support students and teachers within the virtual resource and co-teaching environments. The virtual resource program was initiated to support students who struggled to perform successfully in a co-teaching environment and therefore were behind in credits needed for graduation. Students are generally identified during middle school who will benefit from a different modality through which to receive their instruction. Often this is for students who need different pacing of material to access the curriculum. NCSS also offers the Virtual Instruction Program (VIP) for all students that is a self-directed, completely online program that is available to all students. The teachers and paraprofessionals have found high levels of success with the Virtual Resource program. The staff are adept at facilitating the online learning and supplementing instruction as needed so that individual needs are met. When the Virtual Resource program is not successful for a student, the IEP team meets to determine what is appropriate and necessary for success. The special education staff/school administrators will conduct ongoing walk-throughs of the virtual resource and co-teaching environments to assess the needs of teachers to support continued PL. The school special education dept. will review Individual Learning Plans, as well as, class and assessment data every 4 ½ weeks and meet with those students who are not meeting the standards and create remediation plans when needed. Additional conferences with all students and parents will be conducted with those who are not making progress in courses. The transition coach will assist the case manager in writing a transition plan based on assessments and students' interests for every SWD in the 8th grade. The transition coach will also meet with every 8th grade special education student prior to transition to discuss various diploma and pathway options in high school. The transition IEP meeting is held for every 8th grade student to allow the parent, case manager, student, and high school representative to discuss a smooth transition and amend any changes needed in the IEP. Every 9th grade student will be referred to GVRA. Once in high school, the transition coach is available to support the student, family, and case manager to continue to meet his/her needs in regards to pathway completion, and assist in job placement, when applicable. Training on the Summary of Performance and post-secondary options will be provided to all secondary teachers. The special education department will provide professional learning to increase the number of IEPs with assistive technology use at all levels, specifically increasing the use of text-to-speech and speech-to-text assistive technology for all students that require its use. The transition coach will provide direct transition services to high school students, feedback on transition plans/activities, and collaborate with GVRA to provide services for students with disabilities. High school staff request contact information from graduating seniors and compile it for the NCSS Transition Specialist to use in the follow up year to contact families and support any needs they have in meeting their desired Transition outcome. The NCSS Special Education Leadership team utilizes an annual professional learning survey to garner the needs of teachers, administrators, and support staff in developing our professional learning courses. Additionally, NCSS works closely with Metro South

GLRS to publicize their course offerings that are relevant and/or exceed the district staff's expertise, experience, or availability. The district also utilizes data from the GaDOE Annual Performance Summary Indicators to determine additional professional learning that is needed.

- IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;

What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?

Include:

- LEA procedures
- Services that are offered and provided within your district as well as where the service options are located. (e.g., local daycares, Head start, homes, community-based classrooms, PreK classrooms)
- Staff that will be designated to support the age 3-5 population
- Collaboration with outside agencies, including any trainings conducted by the LEA
- Parent trainings

NCSS continuously works to improve services for young children with disabilities. Through Child Find activities, our special needs preschool program screens/performs developmental evaluations and determines eligibility when appropriate. In order to provide a smooth shift for preschool students transitioning from Babies Can't Wait to NCSS supports, a transition meeting is held with BCW and NCSS staff and parent to determine the services needed to meet the child's needs. An IEP is developed and placement is made in the least restrictive environment. Our students are served throughout the district in a variety of classrooms in elementary schools, Bright From the Start daycare classrooms, Head Start, and church daycare environments. The NCSS Special Education Director ensures the school system has a variety of early intervention services within the community. Child Find is an active component of Newton County so to locate preschoolers in need of early intervention services. Preschoolers are provided services by itinerant staff serving in daycares, private preschools, and the local Head Start. There are four Bright From the Start (BFTS) Inclusion Lottery PK classes. Additional Lottery PK students are served on consultative or resource models. Students who in need of more specialized programs, can attend their local school for either a modified day or a full day program as determined by FAPE. Programs are monitored by need of the student population and yearly reports submitted for entry of Babies Can't Wait and Child Find referrals. The NCSS Special Needs Preschool Program uses "Read It Once Again" a language rich instructional curriculum written to address all developmental domains. The "Teach Town" social skills program is used to improve social-emotional skills of preschoolers. Fine motor abilities are strengthened with "Handwriting Without Tears" curriculum. Daily use of the "Georgia Early Learning and Developmental Standards" are embedded within the daily instruction. The combination of these instructional activities ensures all preschoolers are being worked with on their level and encouraged to make growth with developmental skills. Students served in our special needs PreK classes also have a transition IEP meeting held in the spring before transitioning to Kindergarten. The student is screened using an inventory to determine growth. This information is helpful in writing a plan for support for the Kindergarten year. Least restrictive environment is discussed at each IEP meeting and placement is based on the individual student's needs. Eligibility/IEP meetings are held in the community (daycares/Head Start/home, etc.) to provide a supportive environment for parents as they transition their 2 year old for school services beginning on the child's 3rd birthday. Special needs preK staff provide instructional strategies to NCSS staff as well as staff in local daycares/Head Start/churches to further support the academic/social/emotional success of our students and those needing RTI. The SPNK department and the parent mentor collaborate to help parents of students found eligible through our special needs PreK department. The parent mentor helps answer any questions the parent may have, invite those parents to monthly informational meetings, and parent support group. Special Needs Preschool Teachers are provided professional learning through the State of Georgia DOE, Griffin RESA and the local school system SNP staff. In addition to trainings provided for all SNP staff, there are separate sessions and mentoring available for teachers one on one. These sessions address classroom management, behavior strategies, use of curriculum, classroom set up or understanding instruction of developmental skills.

- IDEA Performance Goal 3: Improve the provision of a free and appropriate public education (FAPE) to students with disabilities;

What specific activities align with how you are providing FAPE to children with disabilities?

Include:

- How teachers are trained on IEP/eligibility procedures and instructional practices
- How LRE is ensured
- The continuum of service options for all SWDs
- How IEP accommodations/modifications are shared with teachers who are working with SWDs
- Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided

To support continued improvement in the provision of FAPE for SWDs, the Special Education Department integrates and implements a structure/framework to support students and teachers in all educational environments. Students with disabilities receive education/social/emotional supports in their least restrictive environment according to their IEP. Staff working with SWDs will be provided accommodations to ensure that all supports are implemented. They receive access to grade level content in a standards-based classroom and support from staff trained in meeting their specific needs. The special education staff meet with stakeholders to continue to improve the services provided to students with special needs and educate families regarding supports in the community. Students' progress is monitored according to their IEP and decisions regarding the implementation of the IEP are data-driven. Professional learning support is provided to various groups of staff including special education teachers, general education teachers, paraprofessionals, and administrators to meet their needs. All staff are trained on the NCSS policies/procedures/protocol. Professional learning will be provided to special education lead teachers regarding compliance with meeting local/state/federal timelines. District special education staff provide follow up support to school special education departments and other staff on an individual basis as needed. Teachers are provided professional learning on an annual basis regarding the NCSS Policies and Procedures which include IEP placements and LRE. The training is provided by district and/or school lead special education staff. NCSS ensures students receive services in the least restrictive environment and move through the continuum of services in a fair and equitable manner. Each instructional level offers the full continuum of placement options. Additionally, NCSS supports a local GNETS outpost by making and maintaining classroom and other spaces available in the District instead of busing students to the main location in Griffin. NCSS has a multidisciplinary team that reviews referrals for consideration of additional academic and/or behavior support to ensure compliance with all state and federal regulations. Supervision and monitoring procedures are in place to ensure FAPE is being provided by monitoring class size reports and conducting walkthroughs and feedback completed by the special education instructional coaches. NCSS Policies and Procedures require a district-trained LEA Rep attend every IEP meeting as a support to the IEP Team members for compliance with requirements such as LRE. The LEA Rep receives initial and ongoing professional learning opportunities that focus on the LEA Rep's role on the IEP team as specified in IDEA as well as the NCSS expectation that the LEA Rep serve to ensure compliance with local, state, and federal regulations regarding IDEA.

At the school level, there is a special education lead and identified administrator who are responsible for working with the special education department at each school to review IEPs and student schedules and ensure that both match.

- IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

How procedures and practices are implemented in your district to ensure overall compliance?

Include:

- LEA procedures to address timely and accurate data submission
- LEA procedures to address correction of noncompliance (IEPs, Transition Plans)
- Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance

- Supervision and monitoring procedures that are being implemented to ensure compliance

To support continued improvement in the area of compliance with state and federal regulations the special education department implements several district-wide strategies and protocols. Timely and accurate data submissions, correction of noncompliance, and development and implementation of compliant procedures, policies, and practices are a focus of the district team. Coordinators monitor discipline data and disseminate weekly reports to school to prevent disproportionality as well as provide professional learning in positive interventions. The Disproportionality Task Force meet regularly to review discipline data and consider alternatives to traditional discipline to be implemented at pilot schools. The special education department also implements policies for adhering to state and federal timelines as they relate to IEPs, eligibility determinations, and evaluations. Practices for timely IEPs includes providing each school with a report of upcoming deadlines for students' IEPs. Infinite Campus will be utilized to produce reports for monitoring eligibility and annual review timelines. Feedback is provided to continue to improve non-compliance and quality of IEPs and corrections are made when necessary. Coordinators also support timely and accurate data by focusing on their area of supervision. Itinerant teachers, school psychologists, and SLPs are also held accountable for providing timely information for eligibility meetings and the development of IEPs. Professional learning is provided to all staff on NCSS policies and procedures for SWDs. Supervision and monitoring procedures are being implemented to ensure compliance through random internal and external audits of IEPs and eligibilities, school based review processes, interdepartmental consultations, peer review processes for psychologists, and LEA training. NCSS contracts with an external auditor to monitor IEP compliance with District, State, and Federal regulations. The annual audit summary data is used to identify professional learning needs at a district and school level. Additionally, Special Education staff review audit results on an on-going basis to provide individualized assistance to IEP Case Managers and provide directives to correct any areas of non-compliance immediately. Targeted assistance is provided to correct any specific areas of non-compliance. NCSS will continue to meet the timely and accurate reporting indicator as indicated in the district determination provided by the state yearly.

7. Overarching Needs for Private Schools

In this section, summarize the identified needs for participating private schools that will be addressed with FY24 federal funds. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	No Participating Private Schools
Title II, Part A	No Participating Private Schools
Title III, Part A	No Participating Private Schools
Title IV, Part A	No Participating Private Schools
Title IV, Part B	No Participating Private Schools
Title I, Part C	No Participating Private Schools
IDEA 611 and 619	The Special Education Department consults with private schools and currently provides Speech Language services through Proportionate Share funds as required through IDEA 611 and 619.

