



# STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



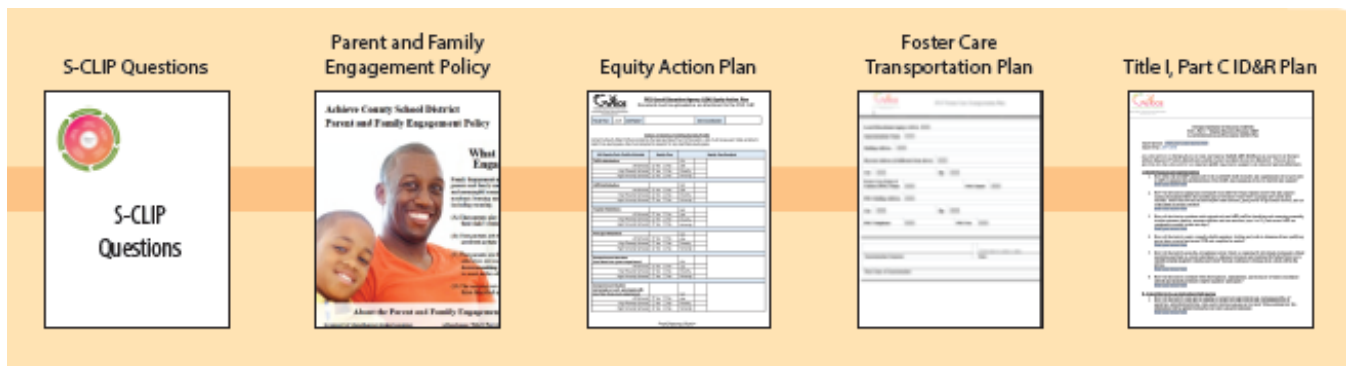
**DISTRICT NAME:** Fulton Schools

**DISTRICT TEAM LEAD:** Catherine Harper

## FY23 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.

Fulton County Schools uses a variety of methods to engaged stakeholders. First, our Charter System contract establishes the existence of School Governance Councils (SGC) at every FCS school. The SGC is made up of elected parents, teachers, community members, and students. The principal serves as a non-voting member of the SGC. This group is in charge of setting the strategic mission and vision of each school, approving the annual budget, spending innovation funds provided by the state, and applying for flexibilities at the local level. This group is also privy to quantitative and qualitative performance data that the district collects through a variety of state- and locally-developed

survey instruments, stakeholder focus groups, and advisory committees focused on specific topics. The feedback and data collected through these instruments is shared, not only with SGCs, but also with the Board, Cabinet, Executive Leadership, and department leads to drive strategic planning and continuous improvement efforts. The district employs the use of a comprehensive data dashboard that houses and visualizes these various data for internal review so we can keep a real-time pulse on the performance of the district.

In addition, a CLIP input meeting is held each spring to gather input used in planning the CLIP and Federal Program budgets. All stakeholders are invited to attend the meeting and offer input via a digital form. Stakeholders are able to offer input regardless of whether they attend the meeting.

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.

In addition to the processes listed above, the district has added specific filtering capability to analyze the performance of different demographic groups within the district. The team utilizes this data to identify areas, communities, and schools that are in need of additional support. Several initiatives have sprung from the use of this data including the development of community and business partnership expositions where schools can solicit local businesses to address identified school needs, the development of school safe centers, food pantries, and clothing closets for community members and students, mental health collaboratives with local service providers, and even school-based health clinics that support the students and families of certain communities.

Also, the CLIP input process includes the perspectives of all of the subgroups and from voices across the district. The data are able to be sorted and analyzed by subgroup to ensure the subgroup populations are represented.

\*Each year, families of English Learners are invited to participate in an overview of the ESOL Program. These sessions provide an opportunity for families to obtain information regarding the program structure and its benefits, how to best support students at home and an opportunity to ask questions. Additionally, each ESOL program school provides a test readiness session that focuses on required assessments, data collected, and how to best prepare students.

The Services For Exceptional Children (SEC) Department has engaged the following stakeholders to address the needs of students with disabilities:

\*Families- Offered twice per year, the SEC Parent University provides a half-day conference style event featuring a variety of topics including instructional strategies, behavioral strategies, language development, assistive technology, and transition skills and services offered by district staff. Additional sessions are offered on wills/trusts, state waivers, and parent engagement provided by community agencies. The district also reviews and shares data from the annual GADOE Parent Survey.

\*Partnership with GVRA (Georgia Vocational Rehab Agency)-Fulton County is a district selected for a pilot program to address and focus on transition planning for students with disabilities. This partnership aligns the work of the school district with GVRA to provide additional staff members and transition resources to the district.

\*Teaching and Learning-The SEC Department supports the current district initiative focused on literacy. SEC Department has added a program specialist for literacy to support the strategic plan. Through partnership with our Teaching and Learning (curriculum) department, the SEC department has created tools to support the scheduling of SWDs in required literacy activities and the use of district tools and programs. The department is working to develop professional learning to inform specially designed instruction practices for special educators.

\*Special Education Staff-The SEC Department holds monthly meetings with special education staff in order to support the strengths and needs of students with disabilities. Student data is reviewed each month regarding the strengths and

needs of this subgroup. Administrative staff regularly review district data assessing the needs of students with disabilities. Data is regularly reviewed at coordinator meetings, monthly IST meetings, Department Chair meetings, and school-based department meeting.

Tite I schools hold input meetings annually to gether input from their parents, staff, and studets. The input is used when building the schoolwide plan and family engagement program.

Input was gathered from the Homeless and Foster Care Advisory Board, which includes internal and external stakeholders from the community, including parents, students, social workers, principals, and community members (social service agencies). In addition, student needs assessment was collected on all students identified as experiencing homelessness.

N&D input is collected in face to face with school directors.

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.*

The Board of Education has an adopted policy that requires the development of a district strategic planning process by the superintendent. As a part of the process, the district utilizes qualitative and quantitative feedback to determine needs, goals, initiatives, and accountability measures for the district. The superintendent and staff work with the Board of Education to socialize the elements of the plan, improve definitions and specifics, and make adjustments for the different communities that we serve. The district strategic plan provides a north star for our School Governance Councils as they create their local plans. Both the district and schools have systems in place to measure and monitor the outcomes of their goals. These monitoring tools and data sets are made available at regular intervals to the community at large.

Fulton County Schools strategic planning process is our Bridge Plan. Updates are provided to the Board monthly regarding process on our Bridge Plan goals.

Fulton County has a Strategic Support Structure which provides structured support to schools based on academic and behavioral need. Data is reviewed and strategies are designed to meet the needs of the school. School with greater need are given more support. The goal is to identify needs and provide support and interventions in real time throughout the school year. This is truly a continous improvement model.

Universal screeners are given to all students in all grades K-12 in reading and math. Data is reviewed to determine supports needed by grade level, subject, and individual student need. Benchmark assessments are given and used as formative assessments to determine when instruction needs to be adjusted.

Schools review data at least monthly in PLC teams based on grade level or department. Instruction is adjusted based on current data. School Governance Councils, which include parents, staff, and community members review data and set goals and initiatives for schools.

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), 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.*

Subgroup data are reviewed to determine areas of need at a district and school level.

Title I funds are allocated based on percent of poverty. They are used by schools to address the needs of all students, with a focus on those in danger of not meeting state standards. This often includes students who are ED, EL, homeless, in foster care, have a disability, or are N&D.

The district sets aside Title I funds to support individual needs of students who are homeless, in foster care, or are neglected. Some examples of support are tutoring, instructional materials, and other items needed to access the curriculum.

The McKinney-Vento grant is also used to provide for the needs of homeless and foster care students.

IDEA funds supplement the needs of students with disabilities.

Title I and Title III funds provide supplemental supports for students who are EL.

The needs vary school to school and are based on individual student data.

Title II provides supplemental support in the area of professional learning and leadership development to meet the goals in the strategic plan.

Title IV funds are used to support a well-rounded education through instructional materials and professional development in the areas of music, PE, art, STEM, world languages, and performing arts. The focus for safe and healthy schools is mental health services, PBIS training, bullying prevention, and reduction of exclusionary discipline. Funds will also be used to provide professional development to teachers on best practices in technology.

Federal grant managers will meet throughout the year to coordinate services and collaborate on the needs of our schools and students.

The district has a literacy framework and math framework which define the expectation for teaching and learning in our district. Expectations for the support of EL and SWD students is in the frameworks.

The occupational survey is embedded in the registration process in our student information system. Parents answer the required questions. Results are reviewed regularly and shared with GaDOE monthly. Title I staff collaborate with ABAC and school based staff as part of the consortium to and provide ABAC student information as needed using MSIX.

The Fulton County Schools will provide the Occupational Survey to all returning students and new students that enroll at Fulton County Schools. The occupational survey will be used to identify potential migratory students. If a student is identified as a migratory child, Fulton County Schools will collaborate with the ABAC (Abraham Baldwin Agricultural College) Migrant consortium for services, as well as using the Migrant Student Information Exchange (MSIX) to place the student.

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.*

Federal grant managers work to together closely to ensure we are coordinating services for schools.

The district holds a back-to-school kick-off which offers supports and materials for students before the first day of school.

Elementary schools transition students into school with pre-k visits, kindergarten round-up, open house, curriculum nights, and new family meetings.

Elementary and middle schools work collaboratively to transition students from elementary to middle school. This often includes field trips to the middle school, middle school faculty visiting the elementary school, collaboration of school schedules, and joint family meetings. ESOL teachers support EL matriculation to middle and high school to ensure a smooth transition with ESOL folders and scheduling based on student need.

Ongoing and continuous coordination of services with agencies such as CETPA, Catholic Charities, Ser Familia, and Research Institute for Counseling & Education, amongst a host of others work in partnership with EL families to provide support. These agencies help by offering families of English Learners with issues surrounding immigration, counseling, mental health, resources, parenting support, and financial assistance.

For homeless and foster care students, we coordinate and collaborate with multiple community and social service agencies to provide support and transition services. These agencies include Fulton County's Homelessness Continuum of Care, Zion Hill Community Development Center (South Fulton), North Fulton Community Charities, Fulton County Department of Family and Children Services, three YMCA locations across the district, Stand Up for Kids, the Orange Duffle Bag Program, GEAR UP Georgia, and the EMBARK network.

Services for Exceptional Children has a plethora of transition activities. Activities including Project Search/LIFE, which is supported by transition specialists housed within the high schools, matriculation meetings, and supports for parents and students as they transition between schools and after high school.

Fulton County does have schools identified as CSI and TSI. Schools on the list receive additional district professional development and support. Federal funds will be prioritized to address needs at these schools. A district plan of support is submitted to GaDOE SDE detailing the supports provided. Each CSI and TSI school submits a plan and a JOE for their dedicated school improvement grant funds.

In the event, that a student is identified as a migratory child Fulton County Schools will coordinate services with ABAC (Abraham Baldwin Agricultural College) Migrant Consortium.

4c. If the LEA is consolidating state, local, and 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	The schools consolidating funds have a strategic plan which outlines goals for the school year. The consolidated budgets will be used to meet the intent of Title I by planning and implementing strategies that will help students most likely to struggle to meet state standards as measured by GMAS. These will include supplemental curriculum supports, extended learning, professional development for teachers, and support for family engagement.
Title I, Part D	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 V, Part B	N/A

1.31.2022

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.

Title I, 1003 (a)	N/A
Title I, 1003 (g)	N/A
Title IX, Part A	N/A
Title I, Part C	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.

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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

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 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 to teach curriculum with fidelity	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <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"/> Supplemental curriculum	<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"/> Multi-Tiered System of Supports (MTSS)	<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 type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input 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 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"/> Mid-year review process with each 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 type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Online programs	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <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"/> Blended learning	<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 checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Data and evaluation team	<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"/> Early warning systems	<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 checked="" type="checkbox"/> College and career readiness preparation	<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 type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Full-day kindergarten	<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 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 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"/> Positive Behavioral Interventions and Supports (PBIS)	<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 type="checkbox"/> IDEA <input 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 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"/> Instructional interventionist	<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 type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Behavior specialist	<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 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 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"/> Instructional coaches	<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 type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Supplemental tutoring	<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"/> 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 type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Summer school	<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 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 type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Dual-concurrent enrollment programs/courses	<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 checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Career and technical education programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Supplemental curriculum and instructional materials/personnel	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Interventions and Support for Behavior	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Extended Learning Opportunities	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Technology	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Social Emotional Learning/Programming	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Academic Based Field Trips	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input type="checkbox"/> IDEA

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

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

**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 checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Dropout prevention and student re-engagement	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input checked="" type="checkbox"/> IDEA
<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 checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Family literacy	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> College and career awareness preparation	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Services to facilitate transition from preschool	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Support for children and youth experiencing homelessness	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Classes for parents and families (e.g., ESOL, GED, citizenship, parenting, etc.)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB School Improvement	<input type="checkbox"/> IDEA

1.31.2022

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 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 ID <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Community liaison	<input checked="" 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"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input 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 IIIA <input 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"/> Welcome center/community school centers	<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"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input 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 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"/> Back-to-school kick-off	<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"/> IDEA <input 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 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 checked="" type="checkbox"/> Homeless liaison	<input checked="" 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"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <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"/> Career and technical education (CTAE) programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <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"/> Academic Parent-Teacher Teams (APTT)	<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"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <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"/> 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 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"/> Transition programs for Pre-K	<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"/> IDEA <input 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 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 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 IIIA <input checked="" 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"/> Professional Development provided by school or district staff	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIIA <input checked="" 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"/> Recruit and retain effective educators	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" 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"/> Teacher advancement initiatives	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" 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"/> Improvement of teacher induction program(s)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIIA <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 IIIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Curriculum specialists	<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"/> 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 type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIIA <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 type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" 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 principals to serve as mentors	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIIA <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 IIIA <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 IIIA <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 IIIA <input type="checkbox"/> Title IIIA <input 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 checked="" type="checkbox"/> Title IIIA <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 checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Safety and Security Training	<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"/> IDEA <input 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 IIIA <input type="checkbox"/> Title IIIA <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"/> Leadership Conference Attendance	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIIA <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 IIIA <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 IIIA <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 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)]*

i. for all teachers (except Special Education service areas in alignment with the student's IEP)

- 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)]

• Degree -or • PSC Endorsement in the field(s) to which he or she teaches -or- • GACE Assessment in content area(s) to which he/she teaches -or- • 21 hours of college coursework from an accredited university in the content area(s) to which he/she teache -or- • CTAE equivalent credential -or- • PreK Bright from the Start equivalent credential

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;  
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 activities
- Plan to monitor implementation with fidelity

Will increase the annual event graduation rate for SWD from 71.3%% to 80% by 2023

1. Provide resources and support to schools/staff to increase LRE for SWDs by 10%. We will accomplish these actions through the following activities:

- PD and technical assistance for master schedulers/ISTs (provided in August and November).
  - o Provide a series workshops for ISTs (to include members from the SIS team) related to FTE/SR that will incorporate schedule reviews and guidance on how to create schedules to ensure all students are receiving their services in the LRE (provided quarterly)
- Review of allocations by school and the district allocation model to support adequate personnel aligned to the needs of school SWD populations (Conducted in August and January)
  - o Redesign the allocation process to include trainings for Principals, APs, and ISTs, in such that all stakeholders understand how the SEC department assesses allocations and makes decisions regarding building level staffing (Provided annually)
- Professional Development in the area of making data-driven placement decisions for SWDs (provided monthly).
  - o Restructure IST meetings to provide monthly professional learning related to specially designed instruction and compliance that will focus on student impact (i.e. creating quality IEPs that drive instruction within the LRE)

2. Provide resources and technical assistance to schools/staff assist with successful college and career planning (transition). We will accomplish these actions through the following activities:

- Restructure the role of the Transition Service Teacher, placing two full-time persons sharing 2 HS (one supporting high-incidence transition and one supporting low-incidence transition) to support students within the cluster from 5th grade to the age of 22, focusing on:
  - o Positive post-secondary outcomes
  - o Attendance, Discipline, & Course completion
  - o Transition Planning PD for schools/teachers/ISTs.

- Implementation of CTI career-focused programs for SWD students across all schools.
  - o The new Coordinator of SDI (STEM) will participate in the FCS STEM High School planning lab.
  - College and Career/Transition workshops for parents of SWDs at the district's Parent University, local school PTA parent workshops, and within the community.
  - Provide professional development and resources related to transitions services to school leadership, ISTs, CSTs, and instructional coaches (provided monthly or as needed)
3. Provide consultation to schools to develop comprehensive plans for credit recovery, tutorial models, and other supports to address strategies for addressing SWDs with credit deficiency in grades 9-12.
- Provide guidance and training on how to support special education services for SWD attending Fulton Virtual School.
3. The SEC Department meets regularly, conducting three types of meetings that allow the Executive Director, Director of Compliance, and Director of Instruction to monitor initiatives:
- Cross Collaboration (ED, Directors, Coordinators, Program Specialists) - conducted every other month; during cross collaboration, coordinators and program specialists review current and new programming to ensure full understanding by all team members
  - SEC-EL (ED, Directors, Coordinators, Program Specialists, Program ISTs) - conducted quarterly, during SEC-EL (extended leadership) the department conducts data reviews of various initiatives following the research protocols of a professional learning communities. The following initiatives are reviewed at the BOY, MOY and EOY: Literacy (Lindamood Bell, Mindplay), Math (Specialized Math PL, Numeracy Project), Teacher Practices (instructional coaching), Transition Outcomes, and ECSE outcomes, and Compliance (timeline data)
  - SEC-L (ED, Directors) - conducted bi-weekly; during SEC-L each Director reports out the progress of all initiatives and trainings to the ED

- 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 3-5 population
- Collaboration with outside agencies, including any trainings conducted by the LEA
- Parent trainings

SEC has a full-time Coordinator who oversees the instruction and programming within our Early Childhood Special Education Program, a PreSchool Program IST, four ECSE SDI Coaches, one Diagnostician Lead, and 16 Diagnosticians

- Evaluate over 600 preschool students per year based on a variety of referral methods
- Regular transition meetings with Babies Can't Wait Service Coordinators and families 3x/month
- Provide a continuum of service to include community, Inclusion GA PreK, and self-contained PreK (pre-school services are provided within the community, daycares, and in our school buildings) - we offer self-contained preschool classes, half-day preschool classes, preschool inclusion classrooms, kindergarten special education classrooms, and HeadStart programs.
- Provide ongoing training for Preschool diagnostic and teacher staff on early childhood best practices - the trainings include Conscious Discipline, Specially Designed Instruction, Core Boards, & the Pyramid Model with ECSE
- Align special education instruction to the GELDS (Georgia Early Learning and Development Standards)
- Collaborate with Bright from the Start Partners to provide trainings
- All childfind obligations are provided in accordance with Federal and State guidelines (our parents can access our ECSE childfind process via our website: <https://www.fultonschools.org/Page/21954>).

The SEC Department meets regularly, conducting three types of meetings that allow the Executive Director, Director of Compliance, and Director of Instruction to monitor initiatives:

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- SEC-L (ED, Directors) - conducted bi-weekly; during SEC-L each Director reports out the progress of all initiatives and trainings to the ED

- IDEA Performance Goal 3: Improve the provision of a free and appropriate public education 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

1. Restructure IST meetings to provide monthly professional learning related to compliance and instruction that will focus on student impact (i.e. creating quality IEPs that drive instruction within the LRE)

- Compliance Program Specialists conduct monthly scripted check-ins with each IST to ensure adherence to deadlines, completion of timelines, and full understanding of their roles and responsibilities as it relates to compliance and instruction of SWDs
- Provide regular training on Quality IEP development each year to ISTs and to teachers
- Consider all components of an IEP at every meeting including special factors, student supports, placement continuum
- Focus on LRE to include students in general education setting to the fullest extent possible
- Provide a pathway on Specially Designed Instruction in order to prepare ISTs to support teachers in the classroom

2. Hire 42 Specially Designed Instructional Coaches to support teachers and paraprofessionals via job-embedded coaching:

- 28 IRR coaches, 9 AU/ID coaches, 4 ECE coaches, 1 DHH/VI/OI coach
- Specially Designed Instructional Coaches will provide coaching and professional development to special education teachers/paras, focused on specially designed instruction, and aligned to the Core Behaviors of Special Educators.
- SDI coaches will participate in a specialized Coaching Pathway to build their capacity to provide targeted coaching and support to teachers.

3. Provide comprehensive evaluations to best inform decisions regarding educational decisions for students.

- Redesign the evaluation timeline to ensure equitable participation and collaboration between the IST, Teachers, Psychologists, Related Services, and parents.

4. Provide training on PBIS and de-escalation strategies to assist with reducing exclusionary discipline

- Ensure that special education staff are invited and included in the regular trainings provided on Restorative Practices

- Provided additional personnel to schools with high incidences of ISS/OSS for SWDs (We have four full-time Behavior Support Teachers (BST) who are assigned to 3 schools each based on ISS/OSS numbers. The BSTs have a tiered approach to support in which they monitor ISS/OSS data in real time; meeting regularly with school leadership, providing support to classroom teachers, and mentoring students who have increasing discipline issues
5. Provide multiple opportunities for parent involvement, to include: Parent University (comprehensive training covering many topics appropriate for parent education), and training of surrogate parent
- Design a process by which two monthly sessions are held for parents who have signed a PCE in which the parents will be provided guidance on their rights as parents, the collaboration process between parents and FCS, as well as what is special education.
6. The SEC Department meets regularly, conducting three types of meetings that allow the Executive Director, Director of Compliance, and Director of Instruction to monitor initiatives:
- Cross Collaboration (ED, Directors, Coordinators, Program Specialists) - conducted every other month; during cross collaboration, coordinators and program specialists review current and new programming to ensure full understanding by all team members
  - SEC-EL (ED, Directors, Coordinators, Program Specialists, Program ISTs) - conducted quarterly, during SEC-EL (extended leadership) the department conducts data reviews of various initiatives following the research protocols of a professional learning communities. The following initiatives are reviewed at the BOY, MOY and EOY: Literacy (Lindamood Bell, Mindplay), Math (Specialized Math PL, Numeracy Project), Teacher Practices (instructional coaching), Transition Outcomes, and ECSE outcomes, and Compliance (timeline data)
  - SEC-L (ED, Directors) - conducted bi-weekly; during SEC-L each Director reports out the progress of all initiatives and trainings to the ED

- 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

1. Restructured the SEC Department into two teams: Compliance and Instruction
  - Restructured the Instructional Team to include six Coordinators who will focus on SDI by collaborating with Learning & Teaching to ensure the lens of special education is present
  - Develop a 3-year Scope & Sequence to include SEC Department Meeting agendas, Team meeting agendas, IST meeting agendas, PD for Compliance, and PD for Instruction
2. District focus on the improvement of our data collection procedures for SWD
  - Assessing the current process by which teachers collect progress monitoring
  - Determine if a platform is needed to support teachers in their effort to collect and analyze progress monitoring data
3. Focus on practices that increase participation in the general education setting (LRE)
  - Restructure IST meetings to provide monthly professional learning related to compliance and instruction that will focus on student impact (i.e. creating quality IEPs that drive instruction within the LRE)
4. Audits of IEPs performed in schools with high numbers of DPH/FC and/or as requested by LC Leadership
5. School-based teacher support in the areas of compliance and specialized instruction
  - Develop a consistent process by which schools can request assistance for compliance, instruction, behavior, and logistics

- Monitor and analyze requests to ensure the SEC department is not just being reactive to school needs, but planning proactive supports district-wide
6. Regular review of GADOE deadlines and timely submission of data as required by the GADOE
- As part of the restructure of the SEC Department, created a Data Team consisting of a Coordinators and two Program ISTs
  - The Data Team provides monthly reports to the schools regarding their upcoming timelines, escalating approaching timeline concerns to the Principal, Area Superintendent, and Executive Director
  - The Compliance Team, inclusive of the Data Team, ensures all pertinent information from the GADOE is delivered to ISTs in a timely manner. In turn, ISTs are required to redelivery the informaiton to their school-based staff within 10 business days (or sooner if directed) and maintain sign-in logs.
  - The Compliance Team also conducts tiered audits regularly throughout the district and implements appropriate remediation support when needed
7. The SEC Department meets regularly, conducting three types of meetings that allow the Executive Director, Director of Compliance, and Director of Instruction to monitor initiatives:
- Cross Collaboration (ED, Directors, Coordinators, Program Specialists) - conducted every other month; during cross collaboration, coordiantors and program specialists review current and new programming to ensure full understanding by all team members
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  - SEC-L (ED, Directors) - conducted bi-weekly; during SEC-L each Director reports out the progress of all intiatives and trainings to the ED

## 7. Overarching Needs for Private Schools

In this section, summarize the identified needs for participating private schools that will be addressed with FY23 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	Participating K-12 private school students have shown academic gaps in reading and math. There have also been identified gaps in gr. 6-12 students in the areas of science and social sciences. Through consultations, FY23 funds will continue to focus on the core academic areas reading, math, science, and social sciences through tutorials during the school year and summer months. Parent workshops will also provide activites for parents and families that can further support academics at home.
Title II, Part A	Participating K-12 private school have shown academic gaps in reading, math, science, and social studies. Fund will be used for professional learning for teachers and leader to develop their competency in the core content areas. Through consultations, it has been determined that the private schools will continue to provide professional learning in the four core content areas.

Title III, Part A	Participating K-5 private schools students received funds to address their language and testing needs. During ongoing consultation, FY23 funds may be used for the supplemental resource needs of the K-8 students.
Title IV, Part A	Participating K-12 private schools will focus on the 3 pillars - Well-Rounded Education, Safe and Healthy Students, and Technology. The identified needs are instructional materials and equipment that support the content areas of music, art, history and civics, foreign languages, physical education, reading, math, science, STEM, and social sciences. For safe and healthy schools, the needs are in metnal health services to students to return to in-person learning, behavior interventions, trauma-informed classroom management, health and safety practices in the athletic programs, PBIS, and family/community building. Professional development will also be included in the content areas for specific schools, along with technology hardware and software.
Title IV, Part B	No participating schools
Title I, Part C	No participating schools
IDEA 611 and 619	<p>SEC works with Private Schools through the Proportionate Share consultation process to ensure appropriate and necessary services are provided through both VIB and CARES grants.</p> <p>Through the VIB consulation, Private Schools/parents have indicated that they want trainings related to SWDs.</p> <p>Through the CARES consulation, SEC informed each Private School of their equitable funds and through further collaboration, worked with each Private School to determine their needs and provide the appropriate services/materials.</p>