



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



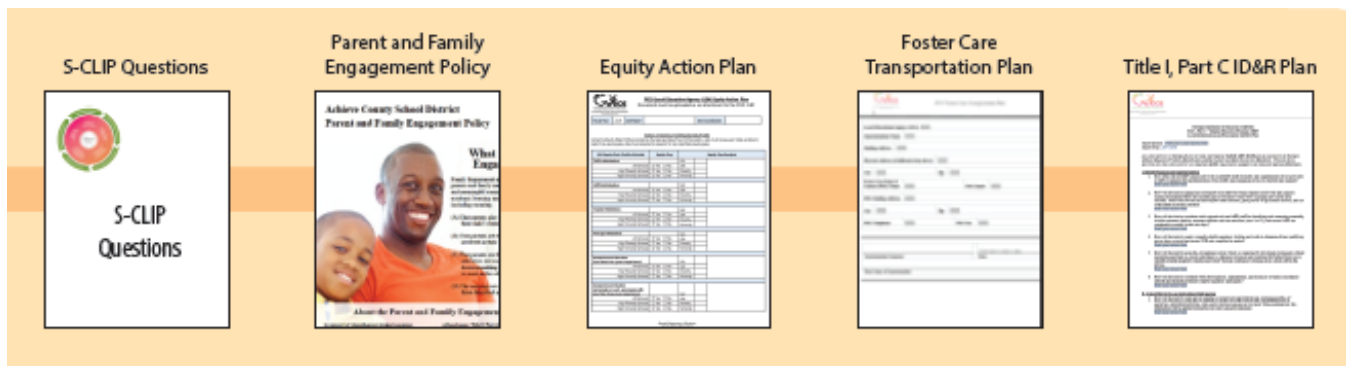
DISTRICT NAME: Calhoun City Schools

DISTRICT TEAM LEAD: Dr. Peter Coombe & Amanda Schutz

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.

Calhoun City Schools has a process of continuous improvement. Stakeholder groups comprised of teachers, administrators, parents and business/community leaders meet regularly to review and revise system and school improvement plans. The District has a leadership team comprised of school and district leaders that meets monthly to discuss programs and achievement. The district and each school has a governance team made up of elected teachers, parents, business, and community leaders that meet with school administrators to review student progress. The district also seeks input from parents and students that reflect the diversity of the population of the community using

demographic data. Survey data is collected from parents, paraprofessionals and teachers each spring which affords them the opportunity to give specific feedback concerning specific program services as well as ways the district can improve instruction and services to meet the needs of ED, EL, Homeless, Foster Care, SWD students and families in the district.

The team communicates with stakeholders and presents the data in a concise and thorough manner to determine strengths and weaknesses and provide ample opportunity for training, evaluation and feedback. Stakeholders serve on governance teams and submit surveys to provide input. Information resulting from data collection is shared to give stakeholders time to provide feedback to the district. The district analyzes the feedback and incorporate the data into a Comprehensive Needs Assessment and School/District Improvement Plan.

Local school governance teams receive training in use of data to determine strengths and weaknesses. The teams look at all aspects of of the school operation. They look at various sources of data including the Cognia review, CCRPI, benchmarks, and other data. The teams provide feedback and help to develop goals. The teams have scheduled meetings at the schools as outlined by the Charter. The school level teams also have representatives on the system level governance team to compare and coordinate the data and help develop the Comprehensive Needs Assessment and District Improvement Plan.

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.

Comprehensive needs assessments are completed by all stakeholders in the spring. As part of this process, surveys are issued to all stakeholders which includes questions that determine the needs of Economically Disadvantaged (ED), English Learners (EL), Homeless Children and Youth (HCY), Foster Care (FC), Students with Disabilities (SwD), and low achieving students. Surveys are sent out via social media, school newsletters and email. This results of the surveys are shared with school and district leaders. School leaders present this information to SGTs, teachers and other staff as well as other required stakeholders for input to address the needs of ED , EL, HCY, FC, SwD, and low achieving students. Stakeholder feedback is used when creating the School/District Improvement Plan. Midyear, this process is repeated, and the school/district improvement plan is revised if subgroup (ED, EL, HCY, FC, SWD and low achieving students) data does not indicate expected gains. Family Engagement Coordinators (FECs) work closely with the parents/guardians of subgroup students and are instrumental in providing feedback regarding the needs of these families and students. Monthly meetings with are conducted with FECs to gather feedback and parent involvement activities are adjusted as needed based on feedback collected.

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.

Please See District Improvement Plan uploaded in SLDS for specific planning. District and School Improvement Plans are monitored for effectiveness following the process outlined in questions 1,2, and 4b which include the monitoring of subgroup categories which includes Economically Disadvantaged (ED), Homeless, Foster Care, Migrant, English Language Learners (ELs), Students with Disabilities (SWD) and racial/ethnic minorities.

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.

Please See District Improvement Plan uploaded in SLDS for specific planning. District and School Improvement Plans are monitored for effectiveness following the process outlined in questions 1,2, and 4b which include the monitoring of subgroup categories which includes Economically Disadvantaged (ED), Homeless, Foster Care, Migrant, English Language Learners (ELs), Students with Disabilities (SWD) and racial/ethnic minorities.

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.

The leadership team identified goals, action steps, benchmarks, research-based strategies and/or interventions to utilize, resources to be used, evaluation strategies, implementation time-line, personnel responsible, costs and funding sources to meet the goals. Calhoun City Schools embraces a process of Continuous Improvement Planning. One of the major tenets of this process is the Plan, Do, Check, Act model. Stakeholder groups comprised of support staff, teachers, administrators, parents and business/community leaders meet regularly to review and revise system and school improvement plans. They are charged with examining data from all sub groups of the student body and to address the unique academic needs of students served through each federal program. (Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A and Part D; Title III; Title IV; Title V, Part A; IDEA; Perkins; EHCY) These stakeholders help develop S.M.A.R.T. goals and objectives to ensure progress toward continuous school improvement.

The school counselors, school social workers and family engagement coordinators from each of the five schools involved work very closely together to try to create as smooth of a transition as possible. This includes multiple parent meetings, one-on-one meetings with parents and students related to scheduling classes, arranging student and/or parent tours and providing handouts and brochures related to important dates and activities. Parent meetings include topics such as Move on When Ready, College Applications/Scholarships, work-based learning opportunities, and assistance with college planning. The counselors also arrange for visitors from local and state colleges to share information with students. The meetings and information are available in English and Spanish.

Calhoun Middle School has been identified as a TSI school by GaDOE and in response receives additional support from the district as well as GaDOE. District leaders coordinate support from NWGa RESA and GaDOE School Improvement Division to implement the District Plan of Support for Calhoun Middle School. CMS District Plan of Support has been uploaded to SLDS for review. The needs of CMS are a priority for the district and funds are allocated to CMS to ensure the District Plan of Support is implemented.

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 | Improve academic achievement through parent involvement, technology integration, focused academic and behavior interventions, data driven interventions, small group instruction and STEAM implementation |
| Title I, Part D | |
| Title II, Part A | Improve teacher quality and retention through mentor/induction program, professional development in targeted instructional areas, ongoing job embedded professional development using professional learning communities and extended planning focused on curriculum design and instructional strategies. |
| Title III, Part A, EL | Improve English proficiency and achievement of English Learners through parent involvement, professional development on differentiation of instruction, focused intervention time and small group instruction and WIDA standards training. |

| | |
|------------------------------|--|
| Title III, Part A, Immigrant | In the event CCS receives funds, diversity training for staff and teachers would be conducted, family outreach activities would be planned and conducted and extended learning opportunities would be provided, such as newcomer summer immersion camps. |
| Title IV, Part A | Transferring to Title I, Part A |
| Title V, Part B | |
| Title I, 1003 (a) | |
| Title I, 1003 (g) | |
| Title IX, Part A | |
| Title I, Part C | |

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 checked="" type="checkbox"/> Transfer Title IV, Part A | <input checked="" type="checkbox"/> 100% <input type="checkbox"/> Less than 100% | <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 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 type="checkbox"/> Curriculum for additional interventions | <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"/> Professional development to teach curriculum with fidelity | <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"/> Supplemental curriculum | <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"/> Multi-Tiered System of Supports (MTSS) | <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"/> Progress monitoring | <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"/> Mid-year review process with each school | <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"/> Online programs | <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"/> Blended learning | <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"/> Data and evaluation team | <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"/> Early warning systems | <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"/> College and career readiness preparation | <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"/> Full-day kindergarten | <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"/> Instructional materials | <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 checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement |
| <input type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS) | <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"/> Extended instructional time during the school year | <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"/> Instructional interventionist | <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 checked="" type="checkbox"/> Behavior specialist | <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 checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID |
| <input type="checkbox"/> Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators) | <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"/> Instructional coaches | <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 checked="" type="checkbox"/> Supplemental tutoring | <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 checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement |

| | |
|---|--|
| <input 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 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 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"/> 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 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 IIA <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"/> Career and technical education 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 type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement |
| <input checked="" type="checkbox"/> Supplemental curriculum and instructional materials/personnel | <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"/> Interventions and Support for Behavior | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> Extended Learning Opportunities | <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement |
| <input type="checkbox"/> Technology | <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"/> Social Emotional Learning/Programming | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> Academic Based Field Trips | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <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 |

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

| | |
|--|--|
| <input type="checkbox"/> Creating a culture of high expectations | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> School improvement (restructuring, reform, transformation, planning & design) | <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"/> Bullying Prevention | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> Home/school liaison | <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 checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID |
| <input 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 type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID |
| <input 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 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, family, and community engagement | <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement |
| <input type="checkbox"/> Family surveys | <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"/> Restorative justice programs | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> 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 IIA <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"/> Building Parent Capacity | <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"/> Building School Staff Capacity | <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"/> Continuous communication and meaningful consultation with parents and family members | <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 type="checkbox"/> Interventions and Supports for Behavior | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> School-Based Mental Health | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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 |
| <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 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 type="checkbox"/> Dropout prevention and student re-engagement | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> Engaging parents/families (may include materials in a language that families understand, interpreters, and translators) | <input 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 type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement |
| <input type="checkbox"/> Family literacy | <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"/> College and career awareness preparation | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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 |

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 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 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"/> Services to facilitate transition from preschool | <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"/> Support for children and youth experiencing homelessness | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input 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 type="checkbox"/> Title IA School Improvement |
| <input type="checkbox"/> Classes for parents and families (e.g., ESOL, GED, citizenship, parenting, etc.) | <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"/> Internet safety | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> 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 type="checkbox"/> Title IA School Improvement |
| <input type="checkbox"/> Parent liaison/family engagement coordinator | <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"/> Welcome center/community school centers | <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"/> Child care for parent engagement events | <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"/> Back-to-school kick-off | <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"/> PD for family engagement liaisons | <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"/> Homeless liaison | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> 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 IIA <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"/> Career and technical education (CTAE) programs | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> Academic Parent-Teacher Teams (APTT) | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> Interventions and Supports for Behavior | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> Childcare/transportation for Parent, Family, and Community classes/programs/events | <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"/> Transition programs for Pre-K | <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"/> 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 type="checkbox"/> Differentiated, job-embedded professional learning opportunities | <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"/> Professional Development provided by school or district staff | <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"/> Recruit and retain effective educators | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> Teacher advancement initiatives | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> Improvement of teacher induction program(s) | <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"/> Conference attendance (registration, travel, etc.) | <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"/> Curriculum specialists | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> Improvement of teacher or other school leader induction program(s) | <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"/> Preparing and supporting experienced teachers to serve as mentors | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> Preparing and supporting experienced principals to serve as mentors | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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 |
| <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 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"/> Improvement Planning Development | <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"/> Safety and Security Training | <input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <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"/> Training for monitoring and evaluating interventions | <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"/> Leadership Conference Attendance | <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 IA School Improvement | <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB | <input checked="" 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 IA School Improvement | <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB | <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 IA School Improvement | <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB | <input type="checkbox"/> IDEA |

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:
 - for all teachers (except Special Education service areas in alignment with the student’s IEP), or
 - 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 requirements may be waived for all teachers including Special Education Content.

- 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)]

As part of the System Charter, Calhoun City Schools does waive certification as allowed under Georgia Law. However, all educators will hold as a minimum a valid Clearance Certificate issued by the Georgia Professional Standards Commission (GaPSC).

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

Calhoun High School has a 100% graduation rate for students with disabilities. However, current post secondary outcome data indicates a need for stronger post secondary opportunities for students with disabilities. To increase these opportunities and to improve graduation rate outcomes, a focus on Post Secondary Transition is ongoing.

Calhoun High School Exceptional Student Services(ESS) teachers and 8th grade middle school ESS caseload teachers are included in training and activities to improve post-secondary transition outcomes for students with disabilities. These targeted ESS teachers are required to attend yearly training on how to write relevant and robust transition plans, how to implement transition assessments and to learn about post secondary options in our community. Training is provided by the ESS Director in collaboration with the ESS Coordinator and CTAE/ CTI Coordinator. When available, the Georgia Vocational Rehabilitation (Voc Rehab) representative for Calhoun High School also attends to provide information to teachers about their services at the beginning of the school year to explain the process for enrollment into their program in addition to the services they provide students throughout the school year and after graduation. GaDOE transition resources and materials are utilized in the training process. All students participate in a transition assessment yearly. The assessments used in Calhoun City include YOUscience, The Personal Preference Inventory, and Student Dream Inventory as well as personal interviews.

Following the training both the ESS Director and Coordinator monitor transition plans by checking IEPs, monitoring the participation of students in post-secondary preparation activities such as job fairs, visits to colleges and training facilities, and participation in vocational rehabilitation activities provided. In

December, the ESS Director and Coordinator do an internal transition plan check by auditing all 8th through 12th grade plans. Technical assistance is provided to teachers who ask for additional help or show evidence of needing more personalized assistance with the development of effective transition plans. Specialized support is also given to teachers who are new to ESS, new to the district or new to a grade level that requires transition planning. Support for new teachers is given through monthly meetings, observations, IEP support and check-ins by the ESS Coordinator. All ESS teachers are expected to invite parents to discuss specific transition options each year as a part of the annual review process.

Professional Learning is also provided to teachers through “virtual field trips” to locations such as the local training center, Caves Springs, Warm Springs, George Chambers, and other local options such as the Goodwill Training Program as locations are beginning to open back up to the public. In addition, colleges are invited to speak to our teachers, parents and students about options for ESS students. The local technical college provides information to our students and partners with our department to enroll students. Calhoun City Schools also provides dual enrollment opportunities to all interested ESS students. Vocational Rehabilitation is active at our high school and provides coaching and support to eligible students. Due to the small size of the Calhoun City District, the ESS Director is able to follow up on each Junior and Senior to ensure that the ESS Case Manager has included parents in the process and that each student has a plan for post secondary activities. The ESS Director checks IEPs, guides the IEP team meeting when appropriate, and arranges professional learning trips and resources to support the work of providing successful transitions to post-secondary opportunities.

- 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

Calhoun City Schools has been working over the past 5 years to build a robust PreK program to meet the large variety of needs for students with disabilities.

Calhoun City Schools works with the local Babies Can't Wait to transition students. Prior to sending a referral to Calhoun City Schools, parents must allow BCW to contact CCS. Once parent permission is obtained, Babies Can't Wait sends a monthly report indicating referrals to CCS. The children being referred are those with disabilities who A) are approaching the age of three; B) have an Individualized Family Service Program; and C) are identified as being potentially eligible for preschool special education services. An evaluation must be completed and an IEP in place by the 3rd birthday for eligible children. Calhoun City Schools holds a transition conference no later than 90 days prior to the child's third birthday. The conference includes the parent/guardian, BCW representative, district representative, and other members that are necessary to address the students' needs. Members of the team review appropriate documents including the IFSP, other existing evaluations and other appropriate information.

Once a review is held, Calhoun City obtains consent to conduct a comprehensive evaluation. The district has 60 days to conduct the evaluation and an eligibility meeting should be scheduled in order to develop an IEP for the student prior to the student's third birthday.

Calhoun City Schools also receives referrals from parents, community agencies, teachers and doctors which are addressed through contacts from our PreK team. Once referred, a multidisciplinary team convenes to review information on the child's education and development and any MTSS strategies or progress that has been documented at that time. They also review any existing evaluations or

assessments, Individualized Family Service Program (IFSP) or other appropriate documents. If appropriate, the team determines and implements additional MTSS strategies and progress monitoring. Calhoun City obtains consent to conduct a comprehensive evaluation. The district has 60 days to conduct the evaluation and an eligibility meeting should be scheduled in order to develop an IEP (if appropriate). For eligible children transitioning from the Babies Can't Wait program, an IEP is developed prior to the child's third birthday.

Calhoun City Schools serves students with disabilities ages 3- 5 in a variety of settings. In the community, we serve students at Headstart, 3 local daycares centers and 3 private Preschool programs that are located at churches. Students who are referred to us through Babies Can't Wait and qualify for services are offered services in the Calhoun City PreK, Headstart classroom, daycare or private PreK setting, or are provided services with a teacher that can be done at school or in the home. The Calhoun PreK offers both an inclusion and self contained classroom. Children who are 5 years old are served in the Calhoun Early Learning Academy which is located in the same building as the PreK. They are offered the continuum of services, including general education, direct services, and small group instruction.

Staff designated to serve ages 3-5 include an Inclusion PreK teacher and paraprofessional, a self contained PreK teacher and 2 paraprofessionals, a part time PreK/Community based teacher and 1 Speech Language Pathologist. In Kindergarten (5 year olds) students are served by a teacher and paraprofessional within the inclusion setting, and one teacher serves the students who require segments of small group instruction. There is also one speech pathologist who serves kindergarten. The ESS Director oversees the PreK program and meets with PreK ESS staff frequently to provide training and support. Professional Learning is provided bi- monthly on evaluation information, collecting data for Preschool Outcomes, teaching strategies, and behavioral interventions. In addition, PreK ESS staff attend training offered to all PreK or Kindergarten teachers. They also receive training on specialized tools or programs that are used with this population. Technical assistance is provided to individual teachers by the Lead Teacher, contracted Behavioral Specialist, contracted Speech Specialist, ESS Director, or ESS Coordinator when requested, or when determined necessary based on observational data or other concerns. In addition to this support, teachers who are new to PreK are mentored by veteran PreK teachers and if appropriate, veteran ESS teachers. In addition, the PreK ESS staff receives yearly training on GELDs (The Georgia Early Learning and Development Standards). All ESS PreK staff receive training on Work Sampling Online (WSO) which helps them collect work samples to share with parents and to help with data collection for the IEP and preK outcomes.

Transition activities are very important to ensure that the student has a positive start in the program. Calhoun City Schools meets with Headstart and Babies Can't Wait Leadership at least once a year. Transition meetings for City School students take place at the school when possible or at a designated location for where the child may receive services. Parents are given information about all options when the eligibility meeting takes place and are encouraged to observe in the locations that are options for their child. When possible, teachers from the classroom that the child will be transitioning to are present at the transition meeting to answer any questions parents may have.

Informational sessions for parents are offered throughout the year at conference times. Parents are encouraged to attend system level parent meetings and offerings as well. Parents are provided with activities to reinforce skills at home throughout the year and for continued summer learning and review. PreK administers a Universal Screener, the Preschool Language Scales-5 Screening Test which screens a broad spectrum of speech and language skills. The PreK also uses this to identify children who may need further interventions for letters and sounds. The Heggerty Phonemic Awareness program also has a screening component that is used 3 times a year. It assesses phonemic awareness and results are used to form intervention groups.

Headstart, community agencies, daycares and local doctors' offices have flyers with information about services that are provided in our community for students who may have a disability. The Calhoun City Community/ PreK ESS teachers who serve students in the community setting also talk to teachers and administrators about Child Find and how Calhoun City Schools can support students who may be

suspected of having a disability. The Calhoun City Schools website has information about Child Find and contact information which parents can use to speak directly with the ESS Director or PreK staff. Based on the Calhoun City PreSchool Outcome Data for the past 4 years which has shown a deficit in social emotional growth, an emphasis has been placed on the emotional/ behavioral instruction for PreK students. Proposed activities to address this area include whole PreK staff (general and special education and paras) training on behavior management and strategies. Opportunities for peer interaction with general education students is also encouraged through movement activities, field trips and special class activities. In addition, PreK ESS teachers will be trained on two programs that they can offer as specialized behavioral instruction to support their PreK students- Zones of Regulation and the Second Step program. Teachers will receive direct support and training on each of these programs by the ESS Director, ESS Coordinator and contracted Behavior Specialist. Teachers will be observed throughout the year to ensure the program is administered with fidelity. Data will be kept as part of preschool outcome data to determine if a student has demonstrated growth in the area of social emotional growth.

The ESS Director works closely with school administration to monitor the progress of the services for Young Children. Teachers are observed and given specific feedback regarding their instructional practices and implementation of behavior management. In addition, the ESS Coordinator works closely with the teachers to address specific teachers' needs. The ESS Director also collaborates with the ESS Coordinator and teachers frequently to stay abreast of progress for students and to monitor activities, referrals and placements.

- 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

ESS teachers in Calhoun City Schools are trained throughout the year on IEP, eligibility and data review procedures. New teachers are provided additional training to ensure they understand how to navigate the IEP platform used which is GO- IEP. All ESS teachers attend bi-monthly training which targets ESS procedures and address components of the IEP development and implementation. Training is provided primarily by the ESS Director and ESS Coordinator. ESS teachers are also included in all school level training which also addresses components of the IEP such as data collection, assessment progress monitoring and implementation of the IEP through specific instructional strategies. School level training is delivered at least once a month by administrative staff and Instructional Leads and Specialists, including the ESS Coordinator.

Least Restrictive Environment is discussed with teachers as part of the IEP training all ESS teachers receive. The ESS Director requires that student data be presented and discussed with the ESS Director or Coordinator prior to making a change in LRE so that guidance can be provided within the IEP team meeting. This step ensures that students are receiving the least restrictive environment and that the more restrictive settings do not become overcrowded. The ESS Director and Coordinator monitor LRE throughout the year by checking IEPs, looking at caseload numbers and visiting classrooms. At FTE time, the environmental calculators are also helpful in providing LRE data.

In Calhoun City Schools a continuum of services is offered to all students with disabilities. The continuum of services includes: regular education -services are provided by general education teachers; supportive services which are provided from personnel such as a paraprofessional or other assistive personnel who serve the students in the general education classroom; direct services which are provided from an ESS teacher in the general education classroom. These services can be

consultative(based on time determined by the IEP team) or collaborative (ESS teacher is in the classroom for less than 100% of the segment) or co- teaching (ESS teacher is in the segment 100% of time); Small Groups- services delivered by an ESS teacher in a special education classroom; Separate program such as GNETs where students are served in a separate program; Residential Placement or Out of State for students who require services in a residential setting; or Home based instruction in which services may be delivered in a home placement as a short term option; and Hospital Homebound - services are delivered at a hospital or home by an ESS teacher.

Students should be served in the regular education environment, unless it is demonstrated by the recipient that the student's needs cannot be met satisfactorily with the use of supplementary aids and services. Students with disabilities must participate with nondisabled students in both academic and nonacademic programs, including meals, recess, and physical education, to the maximum extent appropriate to their individual needs. FAPE also includes access to physical education. Calhoun City Schools considers supplementary aids and services determined appropriate and necessary by the child's IEP Team to provide children with disabilities an equal opportunity to participate in physical education.

FAPE is provided to all Calhoun City Schools' students with disabilities. Special education and related services, including special education at the preschool, elementary, and secondary levels, are the services that are provided so eligible children can make progress toward and/or meet the Georgia Standards of Excellence (GSE). Students are entitled to receive services from age 3 to 21 if they remain eligible for special education or have not graduated with a regular high school diploma. Students with disabilities in Calhoun City schools are offered a general education diploma, a special education diploma, and if appropriate, an alternate diploma.

IEP accommodations/modifications and Behavior Intervention (BIP) plans are shared with all general education and ESS teachers and paras who may work with the ESS student. These are given in person or electronically and discussed with the personnel. Personnel are expected to sign an acknowledgement form upon receipt of the documents and are encouraged to ask questions or seek guidance from the ESS teacher. As changes in the IEP are made throughout the year, teachers and other personnel are kept up to date with the most current accommodations, modifications and BIPs. Students eligible for special education services who have an IEP and who are in a facility operated by the Georgia Department of Juvenile Justice (DJJ) or the Georgia Department of Corrections (GDC) must receive their educational programs. These agencies will contact the most recent LEA attended by a student to obtain copies of educational records so that a FAPE can be provided.

Federal, state, local and other funds are used to provide a FAPE to children in Calhoun City Schools. This includes the purchase of instructional materials and assistive technology such as accessible materials, equipment, or technology. In addition, funds are used to train staff to implement the assistive technology. Calhoun City Schools also has procedures in place to check hearing aids and equipment.

Calhoun City Schools ensures that Extended School Year services (ESY) are available to provide a free and appropriate public education. Extended School Year services are provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of free and appropriate public education (FAPE) to the child. Calhoun City Schools does not limit Extended School Year services to a particular disability category or unilaterally limit the type, amount or duration of those services.

The supervision and monitoring of FAPE is done through the ESS Director, ESS Coordinator, and School and System Leadership. This team monitors IEP development and implementation, supervises and oversees instruction and implementation of IEPs and ensures that children are placed in the most appropriate setting with the supports needed to succeed. Procedures to monitor FAPE include checking IEPs, attending IEP meetings, having school level leadership serve as LEAs at meetings, collaborating with school leadership on staffing to ensure the continuum of services is provided, providing ongoing professional development on LRE, IEPs and ESY.

Calhoun City Schools ESS Leadership team consist of the ESS Director, ESS Coordinator, School Psychologists and Lead Teachers meet monthly to monitor progress of students and to examine and

discuss policies and procedures to ensure communication about changes needed are delivered in a uniform and personalized manner. Teachers are also provided with personalized support and monitoring of IEP development, completion and implementation. Support is provided through observations, meetings, consultations and checks to ensure that FAPE is provided to our students. LRE calculators, Go IEP reports, as well as parent survey data, graduation rate data, discipline data and achievement data are all part of the data utilized to ensure that students are provided with a FAPE. Calhoun City Schools also have weekly PLC (Professional Learning Communities) as well as Data Teams which meet to examine student achievement and behavioral data. Common assessments and tools used to progress monitor and determine present levels of performance include the MAP assessment, Aimsweb and standardized tests such as GA Milestones, GAA, and ACCESS. Unit, benchmark and behavior plan behavior data are also included when applicable. ESS student data is included in these targeted discussions and the ESS Director, Coordinator and Teachers are made aware of students who may need additional support in order to succeed. Calhoun City Schools' collaborative efforts with all stakeholders who work with ESS students ensures the provision of a FAPE.

- 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

Calhoun City has specific procedures for due process, formal complaints and mediation. Calhoun City Schools follows State Board Rule: 160-4-7.12 These procedures are outlined in detail in the ESS manual. The ESS Director redelivers professional learning and information provided by the Georgia Department of Education through bi-monthly special ed targeted meetings with the ESS staff. In addition, other information may be sent through emails, redelivered by Lead teachers or sent with a screen cast by the ESS Director or ESS Coordinator. Information may also be shared with System Leadership members and School Administrators to keep them informed of critical news and changes when appropriate. Practices and procedures in our system to address timely and accurate data are supported by the ESS Leadership team which is comprised of the ESS Director, ESS Coordinator, School Psychologists, Diagnostician, ESS Leads and ESS Administrative Assistant. Monthly meetings continuously review our procedures for overseeing IEP development and completion, collecting paperwork and ensuring that steps are completed to finalize IEPs, evaluations and progress reports are done in a timely manner. Calhoun City Schools utilize GO- IEP which has built in checkpoints which ensure that components of IEPs and data reviews are completed correctly. Frequent checks by the Administrative Assistant followed by reminders and personalized support also help the process. Calhoun City Schools has developed a series of checklists and forms to help teachers stay on track with getting IEPs and data reviews completed and submitted correctly and on time. Professional Learning is provided on these procedures yearly and personalized support is provided to new teachers and those who are struggling. Calhoun City has an electronic ESS Manual which is used in all trainings and is readily available for teachers to use that house all forms, checklists, resources and information needed to meet compliance. Yearly training is provided on GO IEP and targeted support and training is provided to new teachers, teachers on a professional learning plan or any teacher who may need additional support. The ESS Director, ESS Coordinator and ESS Leads check IEPs and Transition plans. ESS Leads return the items that need revision to the case manager along with feedback and provide personalized support to teachers who need to make corrections. If a teacher needs additional support or professional development, the ESS Coordinator and/or ESS Director meets with the teacher to provide direct assistance to ensure compliance is achieved.

Professional Learning is provided on an ongoing basis for all areas of compliance, timely and accurate data submission. The ESS Director and ESS Coordinator are responsible for delivery of professional learning to the ESS Staff. Training is provided based on observational data, areas that need improvement based on feedback from teachers and ESS Leads, information from the Department of Education, and areas that need improvement as outlined in the school improvement plan or CLIP. Following all professional development, there are typically activities or surveys that are completed by the staff and training information is housed in the electronic ESS manual so that staff can refer to the professional development materials should they need more information. Data submission to the state is completed by the ESS Director. Procedures are in place to ensure that data is submitted by teachers (PreK data, FTE information, IEP completion, transition plans) and psychologists (timeline data) in a timely manner. Monthly check-ins with the ESS Leadership Team along with reminders and checklists support the timely reporting. Reports inside GO also help with timely and accurate data submission. The ESS Leadership team reviews these reports on a regular basis and provides support and reminders to staff to ensure procedures are being followed.

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.)

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|-------------------|----------------------------------|
| 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 | No Participating Private Schools |