



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)

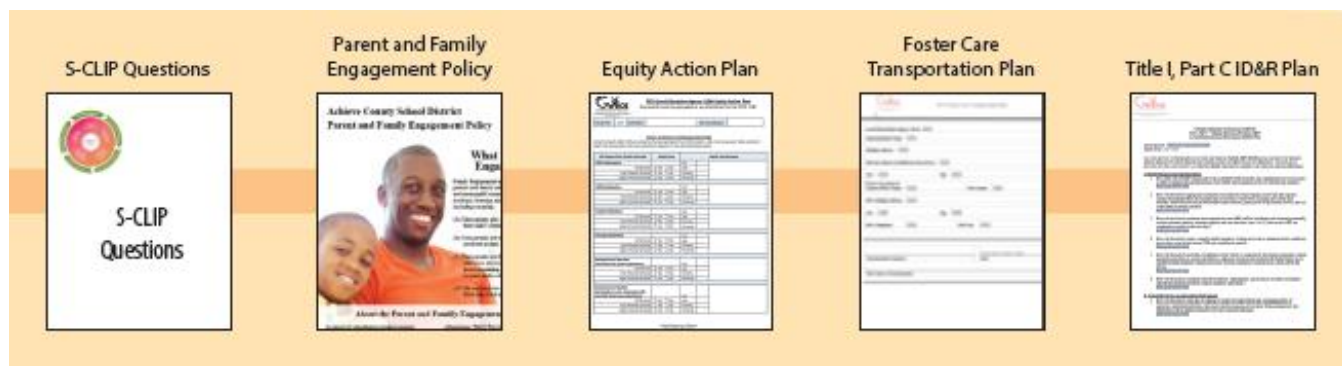
DISTRICT NAME: Jefferson City

DISTRICT TEAM LEAD: Tom Parker

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.

Stakeholder involvement is a critical part of the school improvement and strategic planning process. The Comprehensive Needs Assessment document is posted on the system website for the general public to view and offer feedback. In addition, survey questions are linked to the Comprehensive Needs Assessment questions for parents, administrators, and staff members to review and provide input. The CNA and other school improvement documents are reviewed annually at school council, board of education retreats, and other community events in order to provide

ongoing opportunities for feedback used to guide the continuous school improvement process. Feedback is gathered at both the system and school level.

System and school leaders meet on the 2nd Friday of each month to discuss the components of the comprehensive needs assessment, review student performance and teacher effectiveness data, and discuss federal programs and school improvement updates. Agenda items are linked to the components of the comprehensive needs assessment and strategic plans, which allows system and school leaders to continuously focus on improving student achievement results for all students. These monthly meetings involve system leaders representing Title I, Title II-A, Title III, Title IV, Migrant, Teacher Keys Effectiveness System/Leader Keys Effectiveness System, data specialist, special education, principals, assistant principals, instructional services staff, transportation, school food services, safety and security coordinator, student services support coordinator, and other school level stakeholders and provide an opportunity to analyze current performance data and adjust action steps as needed. The meetings promote a collegial environment that may be best defined as a professional learning community. Individuals involved in the meetings collectively identify critical issues among subgroups, determine root causes, and align strategies to support the improvement process during the entire school year. Participants also study evidence-based practices and share strategies that have been found successful across the system.

The improvement process is truly continuous and relies heavily on formative data rather than lagging state assessment performance data. The local system action plans, school improvement plans, and professional learning plans drive the work and are closely monitored by federal program directors. Required Title I stakeholder meetings are held at minimum two times each year to review progress regarding school level action plans, receive input from families, provide shared decision-making opportunities, and share other important information. Participant feedback is taken into consideration and incorporated in plans when feasible. All data reviewed at the school level is shared at parent meetings as well as Title I stakeholder meetings. Input is sought at each opportunity provided. All schools have professional learning communities. During professional learning opportunities, the instructional staff and administrators review pertinent data, determine the subgroups making or not making progress, and select interventions using evidence-based resources. Instructional adjustments are made throughout the year. Interim progress checks are conducted throughout the year. Quarterly accountability meetings with the superintendent allow school and system leaders to review goals and strategies outlined in the CNA and school improvement plans and determine progress and necessary adjustments to ensure all students are making academic progress.

All stakeholders (staff, administrators, parents, community members, business leaders, and others) are provided a survey at the end of the year to gather input about the effectiveness of all programs offered in Jefferson City Schools. The bi-annual Board of Education retreats provide an additional opportunity for stakeholders to review strategic plan and school improvement goals and determine necessary program adjustments, resources needed, and additional action steps that will lead to improved teaching and learning.

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.

System and school leaders met to collaboratively identify stakeholders that would represent an inclusive group with varied perspectives. Each school selected individuals who would be advocates for improved program outcomes, who understood the mission of the school, who share the vision and passion for student success, and who have a vested interest in the performance of the school district and its students. Parent representatives from all subgroups were selected to participate in input sessions to ensure that system and school leaders were able to solicit information from varied perspectives and utilize the feedback to make program adjustments that will lead to improved performance of all students. Perception data from stakeholder surveys, equity data profiles, professional learning plans, attendance

and discipline reports, Teacher Keys Effectiveness System data, information from College & Career Ready Performance Indicators, and verbal input from stakeholders were analyzed as part of the Comprehensive Needs Assessment process. Grade level/department teachers meet at the beginning of each year to review student performance data and identify areas of success and areas in need of improvement along with identification of professional learning needs and resources as part of the school improvement process. Each grade level/department as well as individual teachers are required to establish measurable goals for improvement based on system level strategic plan goals.

2. **[CL1]** 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 Jefferson City School System uses multiple methods to evaluate system effectiveness and its impact on student performance. The development and implementation of the PRIDE (Plan, Review, Implement, Determine Effectiveness, & Examine Results) cycle has provided an effective structure for using data to make timely and relevant decisions by engaging stakeholders in a quality process that consistently leads to improved student performance.

JCS uses the PRIDE cycle as a framework for ensuring stakeholders engage in the process of reviewing and revising action plans, curriculum maps, instructional units, and formative assessments aligned to the system's vision and mission, and it provides clear guidance to school leaders as they work with teachers, staff members, parents, students, and other stakeholders to set goals, identify resources, and implement programs and strategies designed to improve teaching and learning.

The process provides a comprehensive strategy for leaders and teachers to continuously use disaggregated student assessment data to inform instructional practices and improve student achievement by personalizing learning opportunities based on individual needs. Student achievement and other performance data are used to evaluate and identify resources and determine professional learning needs in order to cultivate an ongoing process of professional growth among staff members. Professional learning is based on individual teacher needs. Administrators and teachers participate in ongoing professional learning on use of data to inform practices.

System and school leaders compile student achievement and other performance data to develop a comprehensive report that is communicated to various stakeholders at bi-annual board retreats, curriculum night, school council, and other community organizational meetings (e.g., Chamber of Commerce Education Committee and Superintendent's Overview, Leadership Jackson) and posted at the school level in data rooms and on the system website as part of the Data Dashboard link.

The comprehensive data report provides an overview of state-mandated assessment results, college and career readiness data, demographic and budgetary information, along with accomplishments and highlights within the academics, athletics, arts, and extra-curricular programs. The annual report has been and will continue to be an effective way to provide information about the successes and challenges of the school system to all stakeholders. The Annual Report is emailed to all parents and posted on the website for easy access among other community stakeholders.

As a result of school closures due to the COVID-19 pandemic, the use of a comprehensive data system has become more critical in addressing learning deficiencies as a result of students being out of school for an entire grading period during the 2019-2020 school year. Although the students and staff are two school years removed from the closures of in-person schooling due to COVID-19, Jefferson City Schools staff is still observing, monitoring, and intervening on the impact of the virtual learning and closures. To address the COVID-19 slide, teachers in Jefferson City Schools are taking a diagnostic approach and collaboratively analyzing formative and summative assessment data to identify areas in need of remediation and enrichment. Mini-diagnostic assessments are being used to determine academic strengths and areas for improvement, and data is used to inform instructional practices. System/school leaders have devised a global spreadsheet that is consistently used across the four schools to monitor academic, behavioral, and social/emotional progress of students. Information is updated regularly and drives decisions regarding specific interventions needed to increase student performance. Additionally, historical data, including assessments, attendance, enrollment, courses, and grades, are accessed through the Statewide Longitudinal Data System (SLDS) as another means for making informed, data-driven decisions aligned to strategic planning goals and initiatives. The Board of Education has employed a Data Management Specialist, Graduation and Success Coaches, additional student counseling support staff, and additional MTSS support staff to work directly with school leaders and teachers are disaggregating data at the individual student level to ensure all students are making academic progress and learning from one year to the next.

- 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.*

Student performance and other data (Georgia Milestones EOG/EOC, benchmarks, universal screeners, attendance, behavior, drop out, etc.) are analyzed by the school system and its schools to identify equity gaps. The Comprehensive Needs Assessment and school improvement plans are also utilized to identify and address professional learning needs of staff. Based on the data, services and support are in place to ensure that students are progressing towards goals that have been established in the strategic and school improvement plans.

Leader and teacher quality is a priority for Jefferson City Schools, and professional development is planned annually to improve the overall effectiveness of the school system. The system implements a New Teacher Induction Program at all schools. Teachers that are in the Induction Phase are required to participate in regularly scheduled meetings and professional development sessions. Mentors from the grade/subject level are paired with teachers new to the profession or having less than three years experience. Currently, teachers that serve in academic content areas are not out-of-field. The New Staff Orientation provides the first opportunity for new staff to connect with mentor teachers to ensure a successful working relationship and support system is in place.

Effectiveness data indicates quality teachers are equitably distributed among all Jefferson City Schools. Most teachers scored a level 3 summative rating on TKES. System leaders work with school leaders to analyze TKES observation data to determine additional professional learning opportunities based on teacher performance. Standard 4, Differentiation (integration of technology) and Standards 5, 6 (Jefferson Measures of Academic Progress) are main areas of focus for

the 2022-2023 school year and are aligned to the overarching needs and goals outlined in the school improvement plans.

Principals are responsible for overseeing the scheduling process at each school to ensure that Title 1 low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. School and district leaders collaborate to ensure that all children are taught by teachers who are effective, in-field, and have access to quality professional learning. Principals, K-12, schedule students for appropriate courses based on a multiple criteria spreadsheet, which encompasses all students' academic screeners and performance data. The data coordinators provide equity reports to principals for them to access the distribution of low-income and minority children by teacher and make any needed adjustments. A plan is created for teachers who need to improve, and inexperienced teachers are supported through Induction and Mentoring during their first few years of teaching. JCS has a very low teacher turn over rate. The stability of the school system's teaching staff is an essential factor in providing continuing professional learning for teachers and ensuring that all students are taught by effective, experienced teachers.

For the 2022-2023 school year, Jefferson City Schools requested a waiver for poverty threshold for a school wide plan for Title I students. The need for the schoolwide poverty threshold wavier developed from a variety of consultations. Some of these consultations were internal and others were external. During school- and district-level discussions and review of data, it was easily discernable that we needed to find new and innovate ways to reach students that were experiencing learning loss from the pandemic and not re-capturing it at rates comparable to their peers in the district. The data suggested that there were students that were not within the Targeted Assisted (TA) program label that needed support beyond the capabilities of the school's current plan. The data also provided evidence that within the TA identified students that there were a varitey of levels of achievment and rate of progression. The target assisted program has served our district well, but the new challenges faced from the effects of the pandemic and the learning loss it caused will need new, innovative approaches to reaching more students. Consultations with GaDOE technical assistance staff in Federal Programs revealed that our plans for providing services for these students may be hindered by our status as a TA program. Due to the lack of Free & Reduced Lunch Applications for 2021-2022, there is inconsistency with a data regarding the complete demographic profile of a student. The GaDOE staff along with the Jefferson City school- and district-level staff felt the request for the School-Wide Program waiver was a must so we could reach more students and evolve our services to meet the variety of needs. The waiver will allow the district to serve all students by need rather than a label. In addition, it will increase the flexibility of the interventions and use of staff to meet the students where they are academically, emotionally, and socially.

Comprehensive needs assessment surveys are completed by all stakeholders each spring. Questions are included to determine the needs of major student subgroups including disadvantaged students, English Learners, students with disabilities, migratory students, students in foster care, and homeless students. This data is shared with parents during school-level federal programs planning meetings held each May. Additional information is also shared with stakeholders in order to discuss strategies for addressing the needs of various student populations. Administrators, teachers, and other staff members are presented with this information each spring, and feedback is sought on how to best meet the needs of populations of students who are struggling academically. The performance and progress of specific populations are also discussed during each school's mid-year school improvement impact check. The progress of subgroups is also reviewed and discussed during system and school leadership team meetings, parent advisory council meetings, and the annual system meeting for parents of English Learners.

Regularly scheduled meetings with instructional leaders (system teaching and learning staff, principals, assistant principals, instructional coaches) are held to review student performance data, discuss implications, and discuss adjustments to school and district improvement plans action steps. All schools have professional learning communities that review student achievement data on an ongoing basis to measure progress and determine next steps for all students and/or specific subgroups.

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.*

A comprehensive needs assessment is conducted each spring to assess the needs of the school system and its schools, as well as the needs of subgroups of students including economically disadvantaged, English Learners, migratory, homeless, foster children, and students with disabilities. The process includes stakeholder meetings conducted at both the school and system levels. The Jefferson City School System utilizes a variety of data sources to make decisions that impact student learning and teacher effectiveness. Our needs assessment process includes the ongoing analysis and disaggregation of student achievement data from CCRPI, state assessments (GKIDS, Milestones, BEACON, ACCESS, GAA), local assessment data (DIBELS, Text Reading Comprehension, Jefferson Measures of Academic Progress, common assessments, benchmarks), course completion rates, graduation rate, perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, instructional walkthrough data, and verbal input from stakeholders. The school system has a specific plan in place to engage families of English Learners. This plan includes identifying and involving parent representatives on various advisory boards, including school council, school improvement, federal programs, CTAE, and other committees. In addition, annual parent involvement activities, including curriculum night, Family Science Night, Bio STEAM events, and other federal program meetings and events are effective in engaging parents/families of EL students. Translation services are provided to EL families during registration and other parent involvement activities and events. Communication disseminated by the schools and school system is provided in multiple languages to ensure ongoing communication and support for EL students and families. In light of the COVID-19 pandemic, system and school leaders have worked to engage families through virtual events to ensure health and safety remain a top priority. Engagement of students and families is a priority action plan for school and district staff this year. This need along with student and staff attendance was identified during the Spring data evaluation and comprehensive needs assessment.

At the end of each year, each school conducts a comprehensive needs assessment stakeholder meeting that includes parents, teachers, paraprofessionals, administrators, community members, and other support staff. Additionally, a team of system leaders visits school for a mid-year progress check to determine progress toward current year goals and

to plan for the next school year. School representatives who attend progress checks include administrators, instructional coaches, and teachers. Once input is collected from schools, a series of meetings are held at the system level to consider all the prior stakeholder input and data and to make decisions regarding the system's prioritized needs, equity concerns, and identifying actions and strategies to address the needs. Stakeholders participating in our needs assessment process include the Federal Programs Director, Special Education Director, Director of Teaching and Learning, Associate Superintendent, Migrant Education Coordinator, Homeless Liaison, Digital Learning Specialist, EL Support staff, MTSS coordinators, Data Management Specialist, school administrators and teachers from each level, paraprofessionals, instructional coaches and counselors, parents, and community members. The results of the needs assessment determine areas of improvement and inequity and guide the development of plans and expenditure of funds.

As a Strategic Waivers School System (SWSS/IE2), ongoing stakeholder feedback plays an active role in the school improvement process throughout the year. Data from the surveys, as well as formative achievement data, are provided to all stakeholders for review and discussion. School council members provide input into the system and school improvement plans. Multiple stakeholders are involved in the ongoing process of reviewing data and identifying and prioritizing needs and developing improvement plans. The school system and its schools conduct multiple meetings in order to obtain feedback from required and recommended stakeholders. The needs assessment process includes examining student achievement data from state and local assessments. Achievement data analysis also includes subgroup data. There is also a thorough examination and analysis of perception data from stakeholder surveys, teacher evaluations, professional learning plans, teacher recruitment and retention data, equity data profiles, attendance, and discipline reports. In addition, input on areas in need of improvement is solicited from school and system leaders by email, during monthly administrative meetings, and during the parent involvement meetings throughout the year.

As mentioned previously, feedback is also solicited from parents and community stakeholders during the annual Title I meetings, school council meetings, and through community organizations such as the Chamber of Commerce Education committee. Information gathered from these various sources is discussed and decisions made on areas of priority by system and school level. Additionally, parent and family meetings are conducted throughout the school year as well as board retreats held two times each year. The results of the needs assessment determine any areas of inequity and guide school and system improvement plans and the expenditures of federal funds. Schools are required to complete school improvement plan templates aligned with the Comprehensive Needs Assessment tool, which includes guiding questions to use at the individual teacher, department/grade, and school level. District leaders are available to meet with groups as needed throughout this process.

The Jefferson City School System currently does not have any state and federally identified schools needing support. In the event the school system has state or federally identified schools needing support, system leaders will work with principals and assistant principals and other appropriate individuals to review and revise school improvement plans to ensure all processes are in place to improve student performance. Using the district's continuous improvement plan, the PRIDE cycle, will facilitate the analysis of student achievement and other data that will serve as the framework for determining which schools need support. Priority of state and federal funds will be given to any school identified as needing support as measured by state and local performance measures. A central office administrator will be assigned to directly work with the principal to implement action plans and strategies designed for improvement. Continuous monitoring will occur, and adjustments to programs and resources will be made as needed.

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	
Title I, Part D	
Title II, Part A	

Title III, Part A, EL	
Title III, Part A, Immigrant	
Title IV, 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 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 IVA <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 checked="" 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 type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Professional development to teach curriculum with fidelity	<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 checked="" 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	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input 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 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"/> Progress monitoring	<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 checked="" 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 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"/> Online programs	<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 checked="" type="checkbox"/> Blended 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 checked="" 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 checked="" 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 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 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 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"/> Instructional materials	<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"/> 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 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 type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input 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 type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Behavior specialist	<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 checked="" 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 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 checked="" type="checkbox"/> Instructional coaches	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Supplemental tutoring	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

<input checked="" type="checkbox"/> Preschool Services	<input type="checkbox"/> Title IA <input type="checkbox"/> 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 VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Summer school	<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 VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Job-embedded professional learning	<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 IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Dual-concurrent enrollment programs/courses	<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 VB <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 type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input 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 IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Supplemental curriculum and instructional materials/personnel	<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 VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Interventions and Support 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 type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Extended Learning Opportunities	<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 VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Technology	<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 VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Social Emotional Learning/Programming	<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 IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Academic Based Field Trips	<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 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 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 IVA <input type="checkbox"/> Title VB <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 type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> School improvement (restructuring, reform, transformation, planning & design)	<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 VB <input type="checkbox"/> IDEA
<input 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 type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Home/school liaison	<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 VB <input 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 type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Assemblies (e.g., suicide prevention, bullying prevention, etc.)	<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 VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Parent, family, and community engagement	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input checked="" 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 VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Family surveys	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input checked="" 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 VB <input type="checkbox"/> IDEA
<input 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 type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <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 type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Building Parent Capacity	<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 VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Building School Staff Capacity	<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 VB <input 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 checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" 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 checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> 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 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 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 IVA <input type="checkbox"/> Title VB <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 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 VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Dropout prevention and student re-engagement	<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 checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <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 type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input checked="" 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 VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Family literacy	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input checked="" 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 VB <input type="checkbox"/> IDEA
<input 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 type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <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 type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Services to facilitate transition from preschool	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Support for children and youth experiencing homelessness	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Classes for parents and families (e.g., ESOL, GED, citizenship, parenting, etc.)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<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 checked="" type="checkbox"/> Internet safety	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<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"/> Community liaison	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Parent liaison/family engagement coordinator	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Welcome center/community school centers	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Child care for parent engagement events	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<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"/> Back-to-school kick-off	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> PD for family engagement liaisons	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Homeless liaison	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input 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 IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Career and technical education (CTAE) programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Academic Parent-Teacher Teams (APTT)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless
<input 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 IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Childcare/transportation for Parent, Family, and Community classes/programs/events	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Transition programs for Pre-K	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<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 IIA <input type="checkbox"/> Title ID	<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 IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA

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

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

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

<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 checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<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 ID	<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 ID	<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)]

The Jefferson City School System has an approved Strategic Waivers School System/Investing in Educational Excellence (IE2) contract with the Georgia Department of Education. Within this contract, the school system has the flexibility to waive certification in all content fields and grade levels. Flexibility will only be exercised when necessary for all teachers and in all grade levels.

- 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)]

Jefferson City Schools employees must still meet the minimum professional qualifications of holding a Bachelor's Degree and a clearance certificate in all fields where this is the minimum degree requirements for PSC certification. The CTAE candidate must then have a minimum of two (2) years of field experience along with a clearance certificate.

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

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

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;
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

Jefferson City Schools strives to improve the graduation rate of students with disabilities (SWD). A critical component of the Individualized Education Plan (IEP) for high school students is the transition plan. These plans are developed to prepare students to pursue a degree or prepare for a career after high school. Teachers ensure that students have a realistic plan that clearly outlines the steps necessary to fulfill individual goals after high school. Additionally, work based learning and community based instruction opportunities will allow our students to explore future careers. In addition to school personnel, vocational rehab will assist our students with their postsecondary goals.

Jefferson City Schools achieves this goal by:

1. Teachers in grades 8-12 attend a district-led training about the development of compliant transition plans.

*Throughout the school year, teachers will also collaborate with vocational rehab to assist individual students with postsecondary needs.

2. As teachers develop transition plans for students during the school year, central office personnel will review these plans to ensure they are compliant.

3. Transition plans will be submitted to the GaDOE for a compliance review (if required).

4. Teachers will ensure proper documentation of completed activities on student transition plans throughout the school year.

In addition to transition plans, teachers monitor student academic performance, attendance, and behavioral concerns. Jefferson High School teachers will use Infinite Campus to monitor grades, behavior, and attendance. Students who are identified “at risk” in any of these areas will meet with their caseload teachers monthly to set goals and review progress. Additional student supports will be provided if necessary.

Jefferson City Schools will achieve this goal by:

1. Jefferson High School special education teachers will review student data each month and complete a form detailing grades, behavior, and attendance for students on their caseloads.
2. Case managers will review the data and compile a list of students who are “at risk.”
3. Case managers will meet with the students who were identified “at risk” on a monthly basis to understand “why” the student is failing, getting into trouble, or missing school and develop strategies to assist them in overcoming these barriers.

- 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

Jefferson City Schools strives to identify children in need of additional supports and provide necessary early intervention services before kindergarten. Jefferson City Schools maintains a close relationship with Babies Can’t Wait ensuring appropriate students are referred and evaluated for an IEP before the age of 3. Additionally, local childcare centers and pediatricians provide information to families in need of additional support.

Speech language pathologists from the Jefferson City Schools work collaboratively with the Preschool Shared Services Lead to hold monthly screenings at the Jefferson School System Foundation House, located in the heart of town, for “at risk” children.

Teachers are provided professional development as needed to assist with the identification of SWD and research based instructional strategies. Ensuring a seamless transition to pre-k and kindergarten is the ultimate goal for these SWD.

Jefferson City Schools supports preschool SWD (ages 3 and 4) in a self-contained setting at Jefferson Elementary School. This class is supported with a special education teacher and paraprofessional. Children ages 3-5 who have been identified as having speech-language eligibility and who are not enrolled in school, receive community based speech services at childcare centers or parents transport them to the elementary school for services.

- 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

All SWD in Jefferson City Schools receive a free and appropriate public education (FAPE). Students with disabilities are served across the continuum throughout the school district. These service options include: general education classroom with no support, general education classroom with consultative support, general education classroom with paraprofessional support, general education classroom with special education teacher support, separate classroom, separate school (GNETS), and homebound instruction due to significant medical needs. All teachers are highly qualified in their instructional programs. Administrators evaluate special education using TKES and provide feedback as necessary. Jefferson City Schools achieves this goal by:

1. Providing an IEP Reviews professional development session during the school year.
2. Ensuring all special education students are served in the least restrictive environment as determined by the IEP committee at least annually.
3. Ensuring IEP goals and objectives are developed to address students needs and supports are provided to provide access to the general curriculum.
 - a. Provide ongoing progress monitoring support to teachers to assist with the measurement of student progress on goals/objectives.
4. Ensuring student eligibility determinations are considered every three years. As a district, our review timeline is at least every two and a half years

Another important aspect of ensuring all SWD receive FAPE is strong communication between the school and stakeholders. The special education director and coordinator meet with parents and administrators regularly to ensure understanding of the IEP process. Both the special education and coordinator regularly participate in IEP meetings as the LEA. Effective communication strengthens the relationship between the school district and parents allowing decisions to be made in the best interest of every child.

1. The special education department will offer at least one parent training session throughout the school year.
2. The special education department will encourage and support parents in the completion of the parent survey.

- 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

The special education director and coordinator provide professional development throughout the year to ensure all special education teachers understand all components of the IEP process and the impact it has on student achievement. At the district level, a comprehensive policies and procedures manual is maintained to ensure that the overarching requirements of the special education program are compliant. Information from the manual is provided to teachers electronically in an organized and summarized format.

1. Review and amend the overarching district policies and procedures manual
2. Maintain a Google Team Drive that summarizes the district policies and procedures to assist with teacher understanding.
3. Have monthly meetings with lead special education teachers at each school to review the processes and procedures.

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	Student Achievement - Reading
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