



District Improvement Plan 2022 - 2023



Clayton County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Clayton County
Team Lead	Katrina Thompson
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase teacher effectiveness and efficacy to improve student performance in the core content areas (Math, English Language Arts, Science, and Social Studies)
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Emerging levels of implementation of technology integration that impact classroom practices and student learning
Root Cause # 2	Inconsistencies in implementing evidence-based instructional practices and resources to increase student achievement and/or staff practices
Root Cause # 3	Lack of challenging learning environment and support for well-rounded students that promote higher levels of student engagement in their learning
Root Cause # 4	Significant variance in teachers' content and pedagogical knowledge
Root Cause # 5	Social-emotionally and academically under-prepared students who struggle in school
Goal	By 2023, Clayton County Public Schools will increase by 3% percentage points growth for students scoring at the proficient and distinguished levels as evidenced by the state assessments.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12

Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Utilize instructional planning to implement and monitor a rigorous curriculum to ensure alignment to state standards by using the evidenced-based strategies of close reading/evidenced-based writing, higher-order questioning, integration of technology, and academic discourse to meet the needs of students in all subgroups (i.e. SWD, ED, EL, Gender, All Ethnicities, Foster, Homeless, and Migrant).
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Relevant curriculum and pacing guides, common assessments, instructional technology integration plan, and classroom observations, PD logs
Method for Monitoring Effectiveness	Teacher surveys/feedback: review of curricular/instructional/technological resources, PD completion records, invoices (purchased resources)
Position/Role Responsible	Assistant Superintendent of Curriculum, Instruction, & Assessment, Content Coordinators; Chief Technology Officer
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The district has established a Title IV Advisory Committee that meets quarterly to review the district's progress on the identified action steps. These members make recommendations and provide key information, innovative advice, dynamic perspectives, and resources to support the district's programs. The district's advisory board members are accomplished experts in the areas supported with Title IV funds. The district partners with local colleges such as Clayton State University, Atlanta Metropolitan State College, Morehouse College, Gordon College, and Georgia State University and a few private and non-profit agencies (United Way, Kaiser, and Clayton County Board of Health). Additionally, the district collaborates with Georgia Tech, Georgia Power and Arts Clayton to support its STEM/STEAM initiative.
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Action Step # 2

Action Step	Provide opportunities for immigrant and English learner families to acquire the English language and computer literacy skills needed to support student academic achievement
Funding Sources	Title I, Part A Title III, Part A
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent attendance, course offerings for parents, training materials
Method for Monitoring Effectiveness	Trend data for parent workshops offered and parent participation, surveys
Position/Role Responsible	Director of Second Language Learning, Director of Federal Programs
Evidence Based Indicator	Moderate

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Identify opportunities and invite stakeholder groups to engage in activities that promote active engagement, accountability, and collaboration (i.e. community and school forums, parent academies and conferences, and advisory groups).
Funding Sources	Title I, Part A Title I, Part A SIG Title III, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Meeting minutes, sign-in sheets, press releases, training materials
Method for Monitoring Effectiveness	School Climate Surveys, Georgia Health Survey, evaluations, trend data for number of participants

Action Step # 3

Position/Role Responsible	Chief of Communications, Director of Professional Learning, Director of Federal Programs, Director of Exceptional Students, Director of Second Language Learning
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Conduct on-going, needs-based, job-embedded professional learning activities for all staff (teachers, leaders, and instructional support staff) focusing on content knowledge, pedagogy, efficacy, how to teach students with varying academic, mental, emotional, physical and social needs as well as data driven instructional needs; and how to use instructional technology and implement programs (i.e. Mimio Certification) that support a healthy, active lifestyle for our at-risk students
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title III, Part A Title IV, Part A IDEA

Action Step # 4

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaborative planning, data walks, focus walks, lesson plan review, referrals for wrap around services
Method for Monitoring Effectiveness	Number of teachers receiving academic endorsements, surveys, performance evaluation, Star Rating, Ga Health Survey, Climate Survey, Circle of Support Data
Position/Role Responsible	Deputy Superintendent of Student Support Services, Deputy Superintendent of School Leadership and Improvement, Assistant Superintendent of Curriculum, Instruction, and Assessment
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Conduct school and classroom observation walk-throughs to collect data that will be used to gauge and improve the implementation of district's curriculum, instructional practices and interventions for both core and non-core subjects
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Lesson plan review, collaborative planning logs, district cumulative benchmark assessments
Method for Monitoring Effectiveness	Focus walk data, performance evaluations, GMAS data, TKES evaluations
Position/Role Responsible	Deputy of School Leadership and Improvement, Assistant Superintendents, Assistant Superintendent of Curriculum, Instruction, and Assessment, Content Coordinators
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Expand the use of various health, safety, and behavioral management supports that include Multi-tiered System of Supports (MTSS), Positive Behavior Intervention Support (PBIS) models at elementary, middle, and high schools to improve student discipline and attendance.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	PBIS Big 7 Report, Monthly discipline data meetings, training materials, focus walks, student referral data for services
Method for Monitoring Effectiveness	Climate surveys, Georgia Health Surveys, discipline and attendance data, PBIS Big 7 report, district climate rating, Circle of Support Data
Position/Role Responsible	Deputy of Student Support Services and Deputy of School Leadership and Improvement
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Increase early literacy by developing opportunities for students and parents to engage in activities prior to enrolling in CCPS (i.e. early literacy workshops).
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Kindergarten registration, focus walks, lesson planning, training materials, collaborative planning, early learning resources
Method for Monitoring Effectiveness	Program evaluation, GKids assessment data, effectiveness of early learning resources
Position/Role Responsible	Assistant Superintendent of Curriculum, Instruction, and Assessment
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The district has established a Title IV Advisory Committee that meets quarterly to review the district's progress on the identified action steps. These members make recommendations and provide key information, innovative advice, dynamic perspectives, and resources to support the district's programs. The district's advisory board members are accomplished experts in the areas supported with Title IV funds. The district partners with local colleges such as Clayton State University, Atlanta Metropolitan State College, Morehouse College, Gordon College and Georgia State University and a few private and non-profit agencies (United Way, Kaiser, and Clayton County Board of Health). Additionally, the district collaborates with Georgia Tech, Georgia Power and Arts Clayton to support its STEM/STEAM initiative.
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve leaders' professional capacity to improve the efficiency and efficacy of teaching and learning at their school
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Increase leaders efficacy to build positive climate and culture, hire effective staff, implement programs and practices efficaciously and meet accountability standards
Root Cause # 2	Insufficient implementation of evidence-based and effective leadership coaching for all school administrators
Root Cause # 3	Leaders' gaps in planning, organizing, monitoring, and supporting school practices, processes, and procedures
Root Cause # 4	Varying leadership capacity to manage increased autonomy and flexibility
Goal	By 2023, Clayton County Public Schools will increase the graduation rate from 76% to 80% or higher.

Equity Gap

Equity Gap	Graduation Rate (4-year cohort)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12

Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-2 Provide targeted school leader development

Action Step # 1

Action Step	Identify and conduct on-going, needs-based, job-embedded, professional learning for leaders. Professional learning includes but not limited to a strong focus on improving instruction (pedagogy), improving leadership competencies, evaluating staff, efficacy, how to teach and support students with varying academic, mental, emotional, physical and social needs as well as data driven instructional needs.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PD logs and completion records, school improvement plans and monitoring documentations, communiques, staff evaluation and feedback, meeting agendas
Method for Monitoring Effectiveness	LKES evaluations, evaluation of school improvement efforts and processes, collection and analysis of process, achievement, perception, and demographic data, PD program evaluation of effectiveness
Position/Role Responsible	Deputy of Student Support Services, Deputy of School Leadership and Improvement, Assistant Superintendent of Curriculum, Instruction, and Assessment
Evidence Based Indicator	Moderate

Action Step # 1

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Implement an evidence-based coaching model for novice and struggling school leaders and teachers that trains participants to better support, evaluate, and develop teacher quality.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Monthly coaching logs from Principal Leadership Coaches, Teacher Development Specialists, PD agendas (principals and assistant principals), Focus Walks, and Collaborative Planning logs
Method for Monitoring Effectiveness	LKES and TKES evaluation rating, retention rates, exit surveys

Action Step # 2

Position/Role Responsible	Director of Professional Learning and Deputy of School Leadership and Improvement
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Conduct evidence-based instructional support practices, such as: ongoing professional development, extended learning opportunities (i.e. online language development programs, summer bridge), and provide supplemental instructional resources to enhance teaching and learning for the culturally and linguistically diverse population of English Learners.
Funding Sources	Title I, Part A Title III, Part A
Subgroups	English Learners
Systems	Coherent Instruction
Method for Monitoring Implementation	Professional development documents, district benchmarks
Method for Monitoring Effectiveness	GMAS, and ACCESS for ELLS data

Action Step # 3

Position/Role Responsible	Director of Second Language Learning
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Train school leadership teams on how to establish and maintain norms and organizational structures that create and sustain: a positive school climate that fosters increased student learning and school safety.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation	PD (logs and completion reports), meeting agendas, implementation of surveys (climate, Georgia Health), staff and school and classroom observations
Method for Monitoring Effectiveness	Survey results, school and classroom observations outcomes, student data (discipline, attendance, grades, graduation, promotion), staff data (retention, attendance), PD documents, Climate Star Ratings
Position/Role Responsible	Deputy of School Improvement and Leadership
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Implement evidence-based strategies, programs, and activities to reduce and eliminate barriers to retaining effective staff who meet the district's professional qualifications
Funding Sources	Title II, Part A IDEA
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Recruitment fair data, New Employee Orientation, Professional qualification data

Action Step # 5

Method for Monitoring Effectiveness	Retention data, number of vacancies in high need areas, recruitment numbers
Position/Role Responsible	Chief of Human Resources
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Train school leadership teams on how to analyze data and implement efforts that increase students’ participation in world language, fine arts, STEM/STEAM, advanced learning opportunities including advanced placement, dual enrollment, language immersion, career pathways, International Baccalaureate, Cambridge Assessment International, credit recovery, remediation and enrichment courses, as well as provide school staff with technical assistance and professional development to implement courses and programs to promote grades K to 12 completion.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA McKinney-Vento

Action Step # 6

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Data (demographic, process, achievement, perception) analysis, course offerings, master schedules, staffing, learning resources, student enrollment in courses, implementation partnerships, school matriculation records
Method for Monitoring Effectiveness	Course enrollment (trends and patterns), performance on standardized tests, course completers (pathways, dual enrollment, virtual, remediation, enrichment), PD (logs and completion records)
Position/Role Responsible	Deputy of School Leadership and Improvement, Assistant Superintendent of Curriculum, Instruction, and Assessment, CTAE Director, Director of Second Language Learning, Director of Fine Arts/School Choice
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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4. REQUIRED QUESTIONS

4.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures 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 Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>Building on last year's work we continued to engage stakeholders that included parents, teachers, school leaders, business partners, paraprofessionals, government officials, and higher education staff in helping use identify school improvement progress and initiatives by engaging them in school, district, and community forums. Using the tools provided through the accreditation process, we collected a plethora of data about how best to improve student outcomes, staff capacity, and use of funds. Additionally, this document will be posted on the district's website.</p> <p>The district coordinates general and federal funds in a variety of ways. We use state professional learning, IDEA, Title I, Title II, Title III, Title IV, and general funds to provide professional development to improve teachers content and pedagogical knowledge. Title II, state professional learning, and general funds give us the opportunity to provide on-site coaching to school leaders, a mentor and induction program for teachers. General, IDEA, and Title II funds have been used to support teacher and leader recruitment and retention. General and Title II funds are also used to hire teacher development specialists who mentor new/novice/struggling teachers and provide job-embedded professional development. These specialists work along with the district's instructional coaches who are funded through general funds. Title I funds have been used to hire Title I Academic Coaches at Title I schools to provide job-embedded professional development in the core content areas. General and IDEA funds are used to recruit and hire Lead Teachers, Special Education who mentor special education teachers and support parents and students with disabilities. The district set-asides Title I funds to support students identified as foster care. These funds are utilized to provide personalized instructional support (face-to-face or virtual tutorial) to identified foster care students who are at-risk of failing. Lastly, IDEA, Title I, Title III, and general funds are used to conduct parent and family engagement activities and to purchase instructional resources to support learning at home.</p>
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Serving Low Income and Minority Children

Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>Clayton County Public Schools maximizes the use of all its resources to increase academic performance and meet student needs. We use Clayton Profile Data and CPI data to determine challenges. The district's human resource assets are assigned in an equitable manner to meet the needs of all learners. The district's HR Recruitment and Retention Task Force is focused on identifying strategies to recruit and retain professionally qualified and effective staff by deploying multiple recruitment strategies to identify, develop, and maintain multiple talent pipelines to hire staff who are experienced and fully credentialed.</p> <p>We examine all data to determine teacher effectiveness that also includes TKES evaluation outcomes, teaching experience, and out of field certification. Analysis of this data indicates teachers are equitably distributed among all Clayton County Public Schools. Most teachers have scored a TKES summative rating of level 3. All of the district's traditional schools operative Title I schoolwide programs and the three district approved charter schools operate Title I targeted assistance programs. CCPS is a minority-majority and CEP school district.</p> <p>Every effort is made through our robust recruit efforts and hiring process to obtain teachers who are professionally qualified for their position. In order to ensure their success in the district, we provide a wealth of professional development opportunities. Data is monitored to ensure we are disproportionate in any area or school in CCPS. All new/inexperienced teachers are provided a mentor teacher and job-embedded professional development (planning, coaching, modeling, co-teaching) from academic coaches, teacher development specialists, and instructional support teachers. New/inexperienced teachers participate in New Teacher Induction programs the first year which includes observing veteran teacher classrooms, virtually or face-to-face.</p> <p>School administrators create professional development plans for teachers who need additional support. Ineffective teachers will also provide one-on-one coaching support form teacher development specialists and academic coaches. Out-of-field teachers are provided opportunities to participate in courses at the districts' Professional Learning Center (PLC) to become in-field certified. The district's school administrators collaborate with the district's scheduling team to ensure socioeconomic or minority status students are not taught at a disproportionate rate by ineffective, out-of-field, or inexperienced teachers.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>Our 2019 TKES and LKES data show that over 95% of teachers and leaders score at the proficient and exemplary levels. However, our student achievement data do not correlate to staff's level of proficiency. Our student outcomes show the need for teachers to possess stronger content and pedagogical knowledge.</p> <p>High-impact practices have been implemented to emphasize evidence-based strategies that contribute to students learning at deeper levels. Although these communicated processes and instructional expectations are not being implemented across the district with fidelity. Since understanding more about learning loss, it is imperative that teachers learn how to use MAP data to identify what students know and are ready to learn and then plan lessons that leverages students' prior knowledge to accelerate learning to put them on track to learn grade-level content.</p> <p>We are creating learning pathways for teachers and leaders, establishing PLCs, including specific training requirements included in their professional learning goals/plans, and using on-site coaching to name of few of the actions we are implementing. These efforts are intended to go beyond the traditional teacher induction and TAPP programs. The district currently sets aside days for on-site professional development for all teachers. Teachers have opportunities to learn from others on these days.</p> <p>All principals new to the district, position, or struggling are assigned a mentor coach. Principal coaching has been implemented since 2013. The district has revised its monthly training for school leaders to include more relevant and pertinent information or practice needed to improve schools.</p> <p>Specific focus is being placed on literacy, numeracy, critical thinking, technology integration, academic rigor. Other concepts taught or discussed are building positive cultures and climates; identifying effective staff and what to do when they are not; recruiting, hiring, and retaining staff; building relationships with stakeholders; and effectively communicating your school's story. Additionally, the district offers year-long programs to teachers and assistant principals who aspire to be school leaders. The district is organized into four regional clusters whose cluster leaders provide just-in-time and needs based support to principals and assistant principals.</p> <p>Through various district platforms, district and school-level leaders receive ongoing communication on the leader's role in the continuous improvement process. Leaders are required to monitor and evaluate learner engagement and outcomes and show evidence of their school-level monitoring and accountability practices. One way the district monitors these efforts is through instructional focus walks. These are conducted to measure the quality of instructional delivery, to engage school leaders in discussions on what additional support is needed, and to provide the necessary support (e.g., training, side-by-side coaching, resources, etc.) based on findings from the</p>
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Professional Growth Systems

	<p>observations. The walkthrough reports are another source of data that leaders can use to determine strengths and areas for improvement. Although there is ample data available to be used in school improvement decision making, the intentional and purposeful use of the data requires continued development and focus.</p> <p>More professional learning is needed on how to use data to identify students' readiness to engage in new learning and how to use that information to close learning gaps using accelerated learning. The district will continue to implement professional learning communities and evidence-based professional learning that are based on district and school needs. Over the course of two years, district trainers and professional developers will learn and/or implement the Learning Forward Professional Learning standards. Since March of 2020 (COVID-19), the district has facilitated all professional learning and coaching support for teachers, leaders, and staff virtually.</p>
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PQ – Intent to Waive Certification

<p>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? [ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Yes</p>
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student's IEP), or 2. 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). <p>[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)]</p>	<p>The LEA waives certification in the current fiscal year for all teachers, except Special Education services areas in alignment with the student's IEP. All educators must hold a GaPSC issued Clearance Certificate.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional 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)]</p>	<p>The minimum professional qualifications required for whom certification is waived is a Bachelor's Degree with a 2.5 GPA or higher, unless the degree is more than ten years old and the teacher holds a Masters Degree or the teacher is currently enrolled in a master's level teacher preparation program. All educators must hold a GaPSC issued Clearance Certificate.</p>
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State and Federally Identified Schools

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>Before distributing or using Title II, Part A funds, state and federally identified schools' professional development needs are assessed. Title II, Part A, and other funds (federal and local) are prioritized to meet the identified needs of identified schools' students and staff. Their assessments show that the teachers and leaders of these schools need more focused and targeted job-embedded professional development and coaching. Each school will be provided on-site teacher and leader coaching supported with Title II, Part A funds. The district supports the school administrators of identified schools in hiring additional staff that closes personnel gaps in core academic areas, provides added teacher support through coaching, or makes available additional guidance and counseling support for struggling and at-risk learners (i.e., instructional support teacher, student engagement specialist, and/or paraprofessional). Based on the school's designation, they earn additional staffing allotments to support their school improvement plan.</p> <p>District-level staff and outside consultants will provide job-embedded strategic, hands-on training and coaching to the teachers at these schools. The district will use retired educators, former school, or district leaders to serve as coaches and trainers to the principals for these high-priority schools.</p> <p>The schools will work with district and state staff to select the interventions most appropriate for their setting and needs. Schools will be provided with details of planned professional development based on district needs assessments. The Professional Learning Division will work with the school leaders to identify and prioritize professional development needs and then broker resources to ensure the delivery of quality training. Monitoring effectiveness will be done by conducting classroom observations, monitoring the delivery of training, reviewing lesson plans, and interviewing school leaders.</p> <p>The state staff will meet with all principals and district staff to provide training on the School Improvement Planning (SIP) process. All personnel will receive copies of the state manual on the SIP process and have the necessary tools and resources to assist in planning. School-level SIP teams will work with their State School Improvement Specialist and district staff who focus on the core content area(s) to develop their school improvement plan. These plans are monitored by the Division of School Improvement and Leadership. The Director of Federal Programs and team members of the School Improvement and Leadership team, Curriculum, Instruction, and Assessment Department, and Department of Exceptional Services meet with school administrators to discuss areas of improvement, barriers for success, support needed for students, and staff, and budgets. Schools develop their individual SIPs based on school-level performance data to determine SMART goals for the school year. These plans are submitted to their Assistant Superintendent and the Director of Federal Programs for review and approval (if appropriate) or returned to the school for revisions, if necessary. District team members from School Improvement and Leadership, Curriculum, Instruction, and Assessment, and Student Support Services, GaDOE School Improvement Specialist, and RESA</p>
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State and Federally Identified Schools

	<p>Specialist will provide ongoing technical assistance throughout the school year to assist any federally identified school(s) with closing the academic achievement gap between the school's lowest and highest performing subgroups. The district's leadership team will monitor the district's plan of support for the identified schools bimonthly through the review of data and progress of meeting establish goals through the District Effectiveness Team Meeting.</p> <p>Clayton County Public Schools has schools identified as CSI, TSI, and Promise:</p> <ul style="list-style-type: none"> ● CSI schools: Northcutt ES, Jonesboro MS, and Perry Career Academy ● TSI schools: Marshall ES, Pointe South ES, Forest Park MS, Drew HS, and Morrow HS ● Promise Schools: Huie ES, Lee Street ES, Pointe South MS, and North Clayton HS
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>CCPS, Career, Technical and Agricultural Education (CTAE) offers 15 of the following 17 Career Clusters:</p> <ul style="list-style-type: none"> ● Agriculture, Food and Natural Resources ● Architecture and Construction ● Arts, A/V Technology, and Communications ● Business Management and Administration ● Education and Training ● Finance ● Government and Public Administration ● Healthcare Science ● Hospitality and Tourism ● Human Services ● Information Technology ● Law, Public Safety, Corrections, and Security ● Marketing ● Science, Technology, Engineering, Mathematics (STEM) ● Transportation, Distribution, and Logistics <p>Career inspiration in PreK-2, career awareness in elementary school, career visualization in middle school, and career preparation in high school are vital components of one's educational career. Clayton County Public School's Career, Technical and Agricultural Education (CTAE) program provides the interdisciplinary and technical skills to every student focused on attaining the knowledge and abilities that businesses and industries desire for high-demand, high-skilled, high-wage occupations. Students who graduate from high school after successfully completing a CTAE "Career Pathway" are equipped for</p>
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CTAE Coordination

	<p>immediate employment, post-secondary education, and life-long learning. In essence, students in CTAE are "college, career and workforce ready" – prepared to compete in the global marketplace. To lead the talent pipeline, CTAE's Work-Based Learning (WBL) program and the Youth Apprenticeship Program (YAP) creates a bridge between education and the workforce. The district works with elementary schools to develop and update career lessons aimed at increasing career vocabulary and concepts among young children through an interactive workbook and with School Counseling to complete career related activities by the end of grade 5.</p> <p>Counselors are responsible for coordinating student advisement sessions focusing on career lessons at the elementary level. They receive training and support from the district office in the form of tangible resources (posters featuring non-traditional populations in careers, webinars, and an interactive workbook). Middle school students take CTAE connections courses, complete career interest inventories, and prepare individual graduation plans. The district collaborates with the schools to review CTAE pathway offerings and to plan academic integration of CTAE at least twice annually at the high school level. School level counselors and administrators advise students to complete career pathways and take end of the pathway assessments in addition to industry recognized credentials of value.</p> <p>Moreover, the district plans to implement and monitor programs that support school redesign and transformation to ensure the district's students graduate from high school and on time. To ensure successful implementation of this initiative, district leaders will monitor the district's framework for creating and implementing innovative school-based programs or schools such as magnet, theme, etc. that support the transformation of schools.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>When students chronically exhibit behaviors that negatively impact their learning, the district conducts Functional Behavioral Assessments to determine the function, frequency, duration and severity of the behaviors. Subsequent supports include the development of behavior goals and objectives, implementation of accommodations, and the development and implementation of a Behavior Correction Action Plan (BCAP) or Behavior Intervention Plans (BIPs) as needed. The district implements the Positive Behavioral Interventions and Supports (PBIS) in all schools to decrease disciplinary incidents, promote schools' sense of safety, make our learning environments more effective and foster positive outcome for all scholars. We also implement a multi-tiered system of supports (MTSS) to address the social, emotional, and behavioral needs of our scholars. These evidence-based</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<p>practices are designed to prevent the overuse of disciplinary referrals and suspensions while providing supports or interventions matched to scholars' needs.</p> <p>The district also implements several Prevention and Alternatives to Suspension Programs (P-ATS Programs) which include Restorative Practices and partners with community agencies who train students and parents on conflict resolution, life skills and anger management. Also, there are additional P-ATS Programs facilitated by our Behavior Intervention Specialists designed to teach scholars prosocial and social emotional skills and decrease interrupted access to instructions. Discipline data is analyzed frequently and used to make decisions regarding deploying additional resources to schools. For example, after analyzing one school's suspension data, we deployed to the school a behavior intervention specialist who worked directly with teachers, students and school leaders. Behavior Correction Action Plans (BCAP) and Behavior Intervention Plans (BIP) were devised as needed to manage students' behavior.</p> <p>In an effort to intensify the behavioral supports provided to our scholars and teachers, the District has hired ten additional Behavior Intervention Specialists this school year. The district has also developed and provided professional learning on prevention and alternatives to suspensions for school-based administrators. The Behavior Intervention Specialists continue to offer Professional Learning Opportunities to teachers on trending topics such as effective classroom management strategies, positive behavior supports across all tiers, Restorative Practices and Trauma Informed Practices. Our data analyst generates weekly discipline reports and distributes them to the Division of School Leadership and improvement. Concerns about discipline and attendance are immediately addressed with school leaders. Additionally, the School based PBIS Teams meet every month to analyze school wide behavior data, implement strategies and address behaviors that interfere with teaching and learning.</p> <p>This school year, the District began to implement the CAB Challenge Program in all schools (Caring Adult in the Building) to promote school connectedness and positive relationships which are critical to safe and positive learning environment. The overarching goal of the CAB Challenge Program is to connect all scholars to a Caring Adult in the building who will support the scholars educational experience and connect them to support as needed.</p> <p>Annually, the Division of Student Support Services, through its Department of Student Discipline, Prevention and Intervention facilitates discipline and positive behavioral supports training for all school leaders. These training review students' rights, OCR, teachers' rights, positive supports and other pertinent information related to student behaviors and discipline. Furthermore, in accordance with IDEA and State regulations, the district offers a continuum of placements and services to students with disabilities. Included in this continuum are services and settings focused on supporting students with significant behavioral problems that interfere with their learning</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<p>and/or the learning of other students. The district offers self-contained placements that are structured to provide targeted behavior supports and instruction. Finally, the district maintains a collaborative relationship with the Georgia Network of Educational and Therapeutic Services (GNETS) to acquire and provide wraparound services for students and successfully reintegrate them back into regular schools and classrooms.</p> <p>At this time, all Schools in the District are trained and are implementing Social Emotional Learning (SEL) to enhance staff and scholar's social emotional competencies. The district's implementation plan includes our core foundational education and awareness professional developments for district leadership on the competencies of SEL, Trauma Informed Care, Restorative Practices, Emotional Intelligence and Culturally Responsive Pedagogy. The district's behavior data, office discipline referrals, in school suspension, and out of school suspension have been on the decline for the past of six years due to the multiple evidence-based practices being implemented in the District, and the plan is to continue this downtrend across the board while accelerating learning.</p>
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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Instructional Program

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Clayton County Public Schools began implementing strategies to ensure a successful transition for students as they matriculate into elementary, middle, high school, and post-secondary studies or careers. Transitions activities are fluid throughout the school year in a traditional or a virtual setting with activities designed to engage students and parents. Through the aforementioned, Clayton County Public Schools has been able to remove barriers and increase access to resources to aide students' successful grade level transitions.</p> <p>CCPS counselors work with students directly and indirectly through ongoing academic college and career counseling. College and career counseling is inclusive of individual and group academic advisement. Through advisement activities, students are presented with options to accelerate learning and/or participate in Advance Placement and Dual Enrollment courses. These efforts have resulted in a significant increase in student participation in both AP and Dual Enrollment course concurrently.</p> <p>Clayton County Public Schools has also increased its partnerships with colleges and universities throughout the state of Georgia. Most recently, the district entered into a Memorandum of Understanding with Albany State University to afford students with the ability to participate in a Dual Enrollment Program through a university in south west Georgia. CCPS also partners with DeVry University affording students with career focused site-based coursework through Riverdale High School. Through its partnerships and initiatives, Clayton County Public Schools has been able to change the trajectory of the lives of many students.</p> <p>The ability to positively impact the lives of students is indicative of the culture district. Over the past seven years, Clayton County Public Schools has worked diligently to create a culture of high performance. This is inclusive of ensuring that students obtain the skill set to succeed in any post-secondary setting. An example of the previously mentioned is evidenced through its partnership with GEAR UP Georgia, Communities in Schools, and the Next Step Education Foundation. Every partnership supports district led activities that continuously strengthens its college bound and career focused culture.</p> <p>Clayton County Public Schools' counselors afford a continuum of support to students and their families to ensure that they remain abreast of opportunities throughout the school year and during the summer. This is accomplished to a myriad of parent and student meetings, college visits, virtual college tours, etc. are held throughout each school year. Additionally, newsletters, flyers,</p>
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Middle and High School Transition Plans

	<p>brochures, social media, and announcements etc. are placed in locations within schools and the community to announce these opportunities. CCPS began with the end in mind with its focus on early learning. The imitative, Graduation Begins in Kindergarten, was developed to ensure the sustainability of a college bound and career focused culture. The exposure that students experience at the age of 5 helps to deeply entrench a sustainable high performing learning environment. As such, over 95% of our elementary and middle school students complete career inventories, assessments, and an Individual Graduation Plan annually.</p> <p>Every effort of the Counseling Department is inclusive of academic and support services departments. This includes the Department of Exceptional Students (DES), CTAE and Counseling. Every student is included in the above mentioned and goals are established to increase the presence of all students.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Clayton County Public Schools implements Georgia Pre-K in 31 of its 37 elementary schools. The program spans across 38 classrooms and the average class size is 22. We serve 836 pre-K students district-wide. Our goal is to collaborate with Georgia Bright from the Start to add one additional pre-K classroom, which will result in an increase of 22 students attending pre-K. CCPS uses its website, billboards, flyers, posters, e-mails to parents, school marquees, and distribution of pre-K literature to the community to publicize and recruit students. The Early Learning Coordinator also partners with community organizations to assist parents with transitioning their child from daycare or home to traditional public schools. Weekly Play-based programs for virtual and traditional settings are in the planning phases for preschool children in the community that promote school readiness and academic development.</p> <p>Annually, the special education preschool program and regular education pre-K programs collaborate with the Georgia PreK program to present at monthly parent sessions. Parents of both programs are afforded the opportunity to participate in a parent workshop series entitled PreK Engagement for Parents (PEP). PEP sessions are a monthly series that offers parents 1) information on Early Literacy and Numeracy 2) information on how to support social/emotional development 3) health and wellness tips and 4) practical strategies to support kindergarten readiness. The preschool and PreK programs also collaborate to offer a collaborative Professional Development, a joint Early Literacy Winter Program, and a PreK to Kindergarten Transition Workshop.</p>
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Preschool Transition Plans

	<p>Clayton County Public Schools has a K-2 Coordinator who leads the charge to focus on early childhood. She along with the Coordinator of Guidance and Counseling implement our annual Kindergarten Round-Up to promote enrollment in kindergarten because we believe that early exposure to reading and writing are critical to student success. Our reading program for K-3 explicitly builds reading and comprehension skills. When students continue to struggle, we provide them with additional support through RTI, SST, IDEA, and EIP. Lastly, the district collaborates with Babies Can't Wait to transition young children with delays. We host meetings to inform parents, conduct evaluations and timely eligibility, and finalize placements. The district also maintains a Memorandum of Understanding (MOU) with the county's Head Start program. This MOU outlines the district's commitment to screening, evaluating, and serving students who are found eligible for services.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>7 Pillars Career Academy, Utopian School of the Arts Elementary and High Schools are district approved charter schools. They are the only schools that will implement a targeted assistance program for the 22-23 school year. 7 Pillars Career Academy and Utopian School of the Arts Elementary and High Schools administrators involve families and pupil services personnel in the planning and implementation of its Title I targeted assistance program in the fall and spring of each school year. All parents and school staff members are invited and encouraged to participate in the input meetings for the Title I targeted assistance plan, budgeting process, identification of multiple selection criteria for students, Title I parent and family engagement plan, and school-home compact. Stakeholders are engaged in the district comprehensive needs assessment process conducted annually in the spring. Additionally, stakeholders work at the school level to review school-wide performance trend data to identify evidence-based instructional programs and strategies to support eligible students.</p> <p>Eligible children are identified by the school as failing, or most at-risk of failing, to meet the GaDOE's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school. Selection is based on the scores of more than one test. The program has an academic component. Targeted assistance schools are required to separately identify Title I students. These schools must meet similar requirements of school-wide programs, such as emphasizing accelerated curricula, scheduling extended learning time, using effective methods and instructional strategies that are evidence-based, providing adequate professional development, and coordinating the Title I activities with other school reform activities. Students must be ranked using a multiple criteria selection process. The district utilizes the template shared by GaDOE for ranking students based on multiple selection criteria.</p>
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Title I, Part A - Targeted Assisted Schools Description

	<p>Description of the Method by Which Children with the Greatest Need are Selected:</p> <ul style="list-style-type: none"> ● Kindergarten -2nd grade students will be selected through multiple selection criteria. The Title I teachers will create a list of students deemed "at risk", based upon their ranking in the following: classroom performance, Benchmark test scores, local universal screenings, and Teacher recommendation. Note that preschool through second grade students must be chosen solely on the basis of the judgment of the teacher, interviews with parents and other developmentally appropriate measures examined by the teacher. ● 3rd-12th grade students will be selected through multiple selection criteria. The Title I teachers will create a list of students deemed "at risk", based upon their ranking in the following: classroom performance, GA Milestones test scores, local universal screenings, and teacher recommendation. ● Children, who are economically disadvantaged, children with disabilities, migrant children, homeless children, or limited English proficient children, are eligible for services under this part on the same basis as other children selected to receive services under this part. In general, the following children are eligible for services: <ul style="list-style-type: none"> ● A child, who at any time in the two years preceding the year for which the determination is made, participated in a Head Start, Even Start, or Early Reading First program, or in preschool services under Title I. ● A child, who at any given time in the two years preceding the year for which the determination is made, received services under Title I, Part C, Education of Migratory Children. ● A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children. ● A child who is homeless and attending any school served by the local educational agency. <p>The district would make a concerted effort to minimize removal of students from regular classrooms during the day. The needs of each individual student would be considered. Teacher schedules, class rosters, rankings, would be turned into the Title I office on a monthly basis.</p> <p>Procedure for Enrolling New Targeted Assistance Students</p> <p>A new student coming into the school after the school year has begun will be evaluated for placement as follows:</p> <ul style="list-style-type: none"> ● Records for prior Title I services will be reviewed by homeroom teacher and referral to Title I teacher for possible Title I services will be made ● If no prior Title I services are noted and the students records indicate that the student qualifies for Title I consideration, the regular Targeted Assistance ranking instrument will be used o Upon identifying the student's need, homeroom teacher will complete a teacher recommendation checklist ● Data will be collected as listed on the ranking instrument. The scoring rubric will determine the student's placement for targeted Title I services. ? If student comes from out of state or a private school where no standardized test data is available, other assessment instruments as listed on the ranking
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Title I, Part A - Targeted Assisted Schools Description

	<p>instrument will be used</p> <ul style="list-style-type: none"> ● Once ranking is completed, the student will be picked up for services, as space is available and need is documented. ● If student cannot be served immediately, then their name will be placed on a waiting list and the student will be rotated into services, as space is available. ● If ranking instrument determines there is no need for immediate placement for Title I services, the homeroom teacher will monitor the student and assessment data will be periodically re-evaluated.
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>Clayton County Public Schools has 66 Title I school-wide programs. The district has three Title I Targeted Assistance Schools, 7 Pillars Career Academy and Utopian School of the Arts Elementary and High Schools (district approved charter schools). The instructional programs in the district's Title I school-wide programs and targeted assistance programs consist of the Georgia Standards of Excellence and local academic goals and instructional priorities. The 65 Title I school-wide programs and two Title I targeted assistance schools in the district will:</p> <ul style="list-style-type: none"> ● Conduct a comprehensive needs assessment to identify areas of need to support students. The needs assessment will drive all of the decisions made about how the school will spend Title I, Part A funds this school year. ● Provide students various supplemental instructional opportunities to get students back on track for success. Schools will offer after-school programs, Saturday school, summer programs, and additional instructional support during the day (Title I teacher ~ push-in, small group pull-out; paraprofessionals) ● Implement transition activities/programs for pre-K to Kindergarten, Kindergarten to 1st, 5th to 6th, 8th to 9th, and 12th to college. ● Conduct parental involvement workshops to provide parents strategies and resources to help their child(ren). ● Provide professional development opportunities for teachers who work with the eligible students (stipends for teachers, PLCs, outside consultants, registration and travel reimbursements) ● Provide job-embedded professional development for core content area teachers (Title I Academic Coaches) ● Provide instruction by highly qualified staff (teachers and paraprofessionals); ● Help teachers utilize information and data from formative, summative, formal, and informal assessments to plan instruction to address students' needs ● Implement evidenced-based instructional programs and strategies (differentiated instruction, rigor and relevance, high impact strategies, critical thinking, explicit instruction)
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Title I, Part A – Instructional Programs

	<p>Title I, Part A funds are used to pay for supplemental instructional services to address the needs of the at-risk students during before/after school or Saturday tutoring and push-in/small group pull-out with teachers and paraprofessionals. Title I, Part A funds will also be utilized to purchase supplemental instructional supplies to include school supplies, laptops, desktop computers, instructional software (AR, USA Test Prep, Write Score, IXL, myON) to develop math, language arts, reading, science, and social studies skills. Appropriate use of Title I, Part A funds is determined by guidelines provided by the GaDOE Title I Programs handbooks, area specialists, and program managers. The use of Title I, Part A funds and program implementation is monitored and evaluated by the Director of Federal Programs. All Clayton County students are identified and selected through processes, procedures, and regulations, as required by the school-wide and targeted assistance programs guidelines. Students identified for programs such as migrant, homeless, neglected and delinquent institutions are served in the Title I schools in the same manner as all other students. Additional Title I funds are budgeted to meet the needs of neglected and delinquent, foster care, and homeless students. Local external institutions receive materials, supplies, and on-site tutoring that will support the eligible students residing in their facility. They work with the Director of Federal Programs to plan the use of their set aside Title I funds to supplement the students' education. This past school year, over 50 students were identified as neglected and living in the six local institutions: Rainbow House, Chris Kids, Inc., House of Inspiration, Gigi's House, National Youth Partnership, and Embracing Arms.</p> <p>Title I, Part A funds under the Elementary and Secondary Education Act of 1965 (ESEA) Section 1113(c) that are ineligible for a schoolwide program or that choose not to operate such a school-wide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children identified as having the greatest need for special assistance. The following are adhered to in the district's targeted assistance plan:</p> <ul style="list-style-type: none"> ● Restrict Title I, Part A resources to help eligible, participating meet the Georgia Standards of Excellence (GSE) standards that are expected of all students. ● Ensure that planning for students served under this part is incorporated into existing school planning ● Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> ● strengthen the core academic component of the school ● give primary consideration to providing or increasing extended learning time, such as an extended school year, before-and after-school, and summer programs and opportunities <p>Targeted Assistance Schools Equipment Usage All equipment purchases (i.e. computers, printers) by participating TA schools are to be used only by Title I teachers and eligible Title I students. A list of the Title I students must be available to ensure that the equipment is only used by</p>
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Title I, Part A – Instructional Programs

	<p>these students. The district Title I department reserves the right to monitor equipment purchased with Title I funds after the school becomes a non-participating Title I school.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>All parents (returning and new) complete the Title I, Part C Occupational Survey which identifies migrant students. During back to school registration, all students including new students who are enrolled during the school year receive a Title I, Part C Occupational Survey to complete and return to the school counselor. If the form is marked "yes", the school's counselor will forward the form to the Director of Federal Programs within 3 business days. The Director of Federal Programs forwards the completed forms to the GaDOE MEP Region 1 Consortium at ABAC for review upon receipt. Children of parents who mark "yes" indicating they have moved seeking seasonal employment are then screened by the migrant staff to determine if they qualify for services.</p> <p>The Clayton County Public Schools System works to ensure that all school records are transferred to receiving school districts in a timely manner and the records of enrolling students are promptly processed. During the enrollment process, records request forms are signed by all parents. The school receiving the request must send records within ten working days. When a student transfers into the District, their records are examined by the school counselor to determine the student's needs (health, Special Education, ESOL, Gifted Education). ESOL teachers are contacted when records indicate eligibility for ESOL services and/or identification of migratory students. The managed curriculum in all content areas allows migratory students consistent instruction when students move within the district. Lessons are systematically paced to ensure consistency in student learning. Bilingual personnel help provide tutoring and provide a link between school and home and make sure that instructional and social needs are identified. Additional family support comes from Adult Education programs in CCPS.</p> <p>In addition to the approved methods used by the Clayton County School System to transfer the records of all students who move from one school district to another (both interstate and intrastate), the Clayton County Migrant Contact will also notify the Georgia Department of Education Migrant Education Program Office of any new students who enter or withdraw in order to assure continuity of services for migrant children and families. The district's Migrant Contact (Director of Federal Programs), Coordinator of Counseling and Guidance, and local school counselors collaborate to ensure incoming student records are accessed via the Migrant Student Information Exchange (MSIX) portal immediately upon identification and enrollment. The MSIX portal provides the school counselors access to the student's transcripts, course history, and credits earned, flags for EL or IEP, and immunization information. Counselors can send notifications to the student's next school via the portal. In the event a student transfers to another school district, Clayton County collaborates with the Migrant Consortium who will assist with MSIX.</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

	All MSIX uploads of student records including transcripts are completed by the State Migrant Office. This process is very efficient and effective because of the transient population of our migrant families.
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>Bilingual liaisons are available to tutor migrant students whose native language is not English. They also work with parents in getting the services they need. All services that support the lifestyle of families including medical and social needs would be provided. Bilingual liaisons would also receive professional development to understand and appropriately respond to the needs of migrant workers. Translation and Interpretation services are provided through the district's ESOL program. Bilingual paraprofessionals are also available as a resource to parents in Title I schools. All factors that inhibit the students' ability to become successful in school, post-secondary education or employment are addressed in CCPS.</p> <p>The Georgia Department of Education (GADOE) is contacted when additional support is needed to ensure proper support for migratory families. As a member of the (GADOE) MEP Region 1 Consortium at Abraham Baldwin Agricultural College (ABAC), Clayton County School District will address the needs of eligible migrant education students in the same manner and with the same resources that are available to all other students. This includes district and Title I funded tutoring programs that are offered before and after school. In order to ensure that the student experiences success during tutoring, the District will pair the students with a Bilingual Community Liaison who has received specialized professional development in order to understand the needs of migrant students and their families. This includes translation and interpretation services. However, if an eligible migrant student has additional unmet needs due to his/her migratory lifestyle that affect academic performance, they will be studied collaboratively with the MEP Region 1 at Abraham Baldwin Agricultural College (ABAC) staff to determine the best ways to meet those needs and provide services to the eligible migrant participants.</p> <p>Utilizing Title I Part C funds, the fiscal agent for the MEP Consortium at Abraham Baldwin Agricultural College (ABAC) may provide funding for supplemental services that include, but are not limited to: academic support (in/before/after school and/or in home tutorial); provision of school supplies; emergency medical, vision, and dental; referral to outside agencies; dropout prevention and intervention support; English Language instruction; and support services for migrant in-school, Drop-Out/Out-of-School Youth and pre-school children ages 3-22. Additionally, the Georgia Department of Education Migrant Education Program from Regional/State Recruiters and Program Specialists who support the work of the Consortium and District. The District's Migrant Education contact attends the MEP State Conference</p>
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Title I, Part C – Migrant Supplemental Support Services

	<p>annually in order to stay abreast of the Federal and State requirements for Migrant Education.</p> <p>Clayton County Public Schools is proud of its wrap-around support services provided to students and families in need. The district partners with local agencies ranging from juvenile delinquency to school-based health services. We offer an alternative education program to prevent drop-out or to help drop-outs return to school and earn a high school diploma. We offer a GED program as well as pre-K services in many of our elementary schools. Families who are homeless or migrant are identified and provided one-on-one support counseling and support. Non-English speakers may find support at our International Center. Supports range from getting students enrolled to interpreters for non-English speakers. Eligible students who qualify for these services are provided free transportation to and from their resident to ensure they attend school.</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: 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</p>	<p>In the last several years, Clayton County Public Schools has increased its graduation rate for students with disabilities. Clayton Schools has participated in the State Systemic Improvement Plan (SSIP) Initiative as an intensive district for those years. The district met the State Target at the end of the 2019-20 school year and will continue to engage in SSIP activities and initiatives to support students with disabilities. The schools and students that will participate in target support will be the 5 schools that have been identified as Targeted Support and Improvement (TSI) schools. The district has developed and will follow specific processes and guidelines for support of these schools and their students with disabilities. Each school has assembled a cross functional team of professionals with varying areas of expertise, including a district-level Department of Exceptional Students' (DES) leadership team member, to collaborate in the data collection, data analysis and decision-making required to increase and improve achievement and outcomes for students with disabilities. Each school has adopted the use of the Early Warning System (EWS) to track and review targeted students' attendance, behavior and course completion data as well as to record and track chosen interventions and the impact of those interventions. The teams will meet monthly to review data and make decisions about follow-up tasks and actions. The DES Director reviews data on the schools' EWS spreadsheets during monthly reporting to ensure targeted students' outcomes are increasing and that schools have the support needed to continue to move students toward graduation. DES will continue to utilize and expand implementation of the evidence-based Check and Connect structured student mentoring program to support students with disabilities at risk of failing or dropping out of school as we continue to expand review of services with Student Engagement Specialists at each school. The students supported by mentors with Check and Connect are tracked and monitored within the Check and Connect monitoring tool. The Graduation success coach will also review data from Check and connect to support next steps for students with disabilities. The supporting DES leadership team member and Lead Teacher for Special Education (LTSE) at each school site will collect and review the tracking tool data monthly to monitor program implementation and student progress. The DES Director reviews the summary data monthly and provides feedback to assist school teams in ensuring Check and Connect continues with fidelity. To further assist students with disabilities, several of the TSI schools have secured an Instructional Support Teacher whose role is to work solely with students with disabilities, along with the teachers that serve them and their families.</p> <p>The DES continues to collaborate with MRESA and GLRS to provide training to teachers who teach at the TSI schools as well as all special education teachers</p>
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IDEA Performance Goals:

	<p>in the district with a goal of positively impacting outcomes for students with disabilities and, ultimately, increasing graduation rates for these students. Professional Learning sessions will focus on Specially Designed Instruction (SDI); however, additional topics will be undertaken as identified by individual schools and review of district-wide data. One instructional observation will be conducted at the TSI and CSI schools each semester in order to assess special education teachers' needs and implementation of SDI. These observations will be led by members of the district's School Leadership and Improvement department. Members of DES who will support these observations will include Specially Designed Instruction (SDI) Coaches, Lead Teachers, Special Education and DES Leadership Team members. The SDI Coaches will also conduct instructional observations at schools throughout the district for the purpose of identifying professional learning, modeling and coaching needs for special education teachers. All targeted schools completed Co-Teaching training during the 2021-22 school year. Teacher teams will be monitored and professional learning provided to ensure that these groups maintain the knowledge and skills required for effective implementation. The DES Director monitors teachers' attendance in professional learning sessions as well as the teachers' performance on tests of knowledge presented at the end of professional learning sessions and their demonstration of skills during instructional observations.</p> <p>To further assist with improving outcomes for students with disabilities, DES will continue to focus on post-secondary opportunities. The DES Coordinator for Secondary Education and the Transition Specialist will continue to expand the district's engagement in Pre-Employment Training Services (PreETS). These services support students in receiving work experiences and engaging transitioning activities prior to graduation. The DES Director monitors the data related to students' participation in PreETS (e.g. numbers of participants, students' progress, post-secondary engagement in employment). During the 2021-2022 school year 86 students with disabilities participated in Pre-ETS services with Georgia Vocational Rehabilitation Agency through programs such as virtual job shadowing and Getting Ready for Opportunities to Work (G.R.O.W) academy.</p> <p>The DES Coordinator for Secondary Education and the Transition Specialists will also supervise Career Technical Instructors (CTI) beginning 2022-2023 school year. The CTI Instructor's role is to provide special education support to identified students with an Individualized Education Program (IEP) plan and appropriate career and technical teachers in whose class the student is enrolled. The CTI provides resource assistance to students with disabilities in CTAE classes/laboratories; assists in facilitating transition from school to post-secondary education, employment, workforce, and career opportunities. This role will also assist with improving outcomes for students with disabilities.</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: 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</p>	<p>The Department of Exceptional Students will focus on increasing and improving outcomes for young children, ages three- to five-years old, with disabilities. Efforts will be aimed at improving Early Childhood Outcomes (ECOs) and Least Restrictive Environment (LRE) data. The district did not meet State Targets in ECOs or LRE for preschool students in 2020-21. The following is the data submitted to the GADOE in 2021: Social-Emotional Skills Summary Statement #1- 71.43% and Summary Statement #2- 23.86%; Acquisition of Skills Summary Statement #1- 67.86% and Summary Statement #2- 25%; and Use of Appropriate Behavior Summary Statement #1- 65.06% and Summary Statement #2- 25%. Projections for 2021-22 indicate that ECOs and LRE continue to be areas of concern. In order to increase the district's performance in these areas, the Coordinator and Program Specialists supporting the special needs preschool program will develop and deliver targeted professional learning around issues of effective use of curriculum materials, specially designed instruction for early childhood students and use of behavior management and modification. Professional Development and program updates will be provided once quarterly as well as on teacher workdays and Extending Learning Beyond the Classroom (ELBC) days. The Coordinator and Program Specialists will conduct monthly Professional Learning Communities to review student performance data, teacher implementation data and provide additional professional learning as needed. The preschool Program Specialists will audit 10 random IEPs per month for preschool special needs students in order to focus on the elements of specially designed instruction (SDI) and develop plans for supporting teachers' implementation. The DES Director and Coordinator will conduct bi-monthly reviews of the audits to ensure the professional development and guidance are appropriately aligned with identified needs. The Preschool Program Specialists and DES Coordinator supervising the special needs preschool program, conduct required monthly classroom observations in the special needs preschool classrooms to include monitoring of the effective use of We Can curriculum materials and appropriate teaching strategies. The Preschool Program Specialists conduct lesson plan reviews and provide feedback following instructional walkthroughs. Observations are monitored using monitoring tools and feedback is available for review by the DES Director. The DES Director meets with the preschool program supervisors and reviews feedback and observational data monthly. To ensure a safe learning environment and positively impact the ECO related to social and behavioral functioning, professional learning will be provided on Positive Behavior Intervention and Supports (PBIS), effective data collection, strategies for behavior management and modification and Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).</p> <p>In support of students' transition from early intervention programs into regular PreK programs and general education kindergarten classes, DES Preschool will continue to work collaboratively with the district's GA PreK program, Clayton County Head Start and community childcare facilities. The Program Specialists and DES Coordinator for preschool attend and participate in quarterly GA PreK collaborative meetings which include CCPS, Head Start,</p>
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IDEA Performance Goals:

	<p>and Directors of the local Childcare facilities/preschool programs in Clayton County. They also collaborate with the district's GA PreK Leadership Team members to review information related to state development standards, review and recommend curriculum and materials and develop inclusive parent activities. The Director will monitor participation of DES preschool staff in these meetings and activities.</p> <p>DES Preschool teachers will increase the use of the Assistive Technology (AT) classroom kits to improve student communication. Professional learning will be provided on implementing the various devices and materials included in the kits. Speech-Language Pathologists and district AT Specialists will support the professional learning. Program Specialists and Coordinator will monitor implementation during instructional observations and provide feedback to teachers. The Director will monitor the information around the use of AT kits in DES Preschool classrooms.</p>
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<p>Describe how the district will meet the following IDEA performance goals: 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 practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>Clayton County Public schools plans to continue to implement actions to improve and increase support in the areas of behavior management and modification and instruction as part of efforts to improve the provision of a free appropriate public education (FAPE). The district has been found disproportionate for black and white students found eligible for special education services and supports through the Emotional-Behavior Disorders category. The district will implement the current CCEIS initiatives with a focus on supporting targeted students behaviorally and academically and improving MTSS practices. DES will continue to monitor behavior data for students with disabilities including in-school (ISS) and out-of-school suspensions (OSS), Manifestation Determination Reviews (MDRs) and the development of Functional Behavioral Assessments (FBAs) and Behavior Implementation Plans (BIPs). Efforts to decrease occurrences of ISS and OSS will include monthly reviews of suspension data by the Lead Teachers [of] Special Education (LTSEs) and the supporting Coordinators for each school. The assigned Coordinator will continue to communicate with school administrators monthly regarding students who have received 5 or more days of OSS and provide individualized suggestions and recommendations for alternatives to suspension programs that can be assigned to the student in lieu of receiving OSS. DES will continue to place emphasis on providing Mindset Communication training to targeted staff at each school to facilitate deescalation of student behavior and prevent the need for disciplinary actions, including ISS and OSS. The assigned DES Coordinator will continue to monitor Manifestation Determination Reviews (MDRs) to ensure that they are conducted using compliant practices. The Director will monitor CCEIS plan implementation, ISS and OSS data for students with disabilities and the outcomes of MDRs.</p> <p>In support of instruction to students with disabilities, the district has added</p>
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IDEA Performance Goals:

	<p>positions for Specially Designed Instruction (SDI) Coaches at all grade bands. The function of these professionals is to improve special education teachers' practices in planning for and implementing specially designed instruction to increase achievement and outcomes for students with disabilities. SDI Coaches will carry out the following duties: analyzing student performance data, obtaining and analyzing teacher knowledge, implementation and perception data, developing and delivering relevant professional learning, modeling lesson planning and delivery and providing coaching as needed. SDI Coaches, along with Lead Teachers [of] Special Education will conduct instructional observations and provide feedback to teachers and school administrators. DES Coordinators, SDI Coaches and LTSEs will review and discuss observations and feedback and develop plans for school and teacher support. The DES Director monitors the completion of observations and reviews the observation feedback data and assists in following up regarding concerning areas.</p> <p>DES will continue to support instruction for students with disabilities in all settings by ensuring that general education teachers and other service providers have access to students' accommodations and/or modifications. Case Managers disseminate copies of students' supports after each IEP meeting as well as at the beginning of each semester at the middle and high school levels. To ensure understanding of the information provided, Case Managers provide explanations, as needed, for implementation and obtain recipients' signatures. The DES developed module related to accommodations will continue to be shared with all staff who serve students with disabilities.</p> <p>SDI Coaches, Lead Teachers, Special Education and DES Leadership Team members also participate in focused school observation and walkthroughs organized by the district instructional leadership and the state Department of Education's team(s) for effective leadership. DES Core Team and Leadership Team members will continue to attend and participate in weekly Curriculum, Instruction and Assessment meetings. These individuals are responsible for sharing information between district instructional leaders, DES leaders and DES Core Team to promote participation and inclusion in district-wide instructional initiatives. The Director will monitor and review observation feedback.</p> <p>Additionally, students on an alternate curriculum use TeachTown enCORE or Unique. Students in our self-contained autism and mild intellectual disabilities classrooms use enCORE and our more cognitively delayed students use Unique. The enCORE program addresses the instructional needs of students using Applied Behavior teaching strategies. The enCORE data shows that 453 students used TeachTown during the 21-22 school year. The students Mastered 9683 enCORE lessons and 19,302 exercises. Lastly, the students mastered 57,906 skills. On average each student mastered 127.83 skills per student.</p> <p>Unique data shows that During the 2021-2022 school year, teachers provided instruction to students through digital lessons and printed activities. Activities</p>
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IDEA Performance Goals:

	<p>were differentiated to three levels and provided standards-based instruction for 5 different grade bands. The average Post-Test accuracy scores indicate a 24% increase in Average Accuracy from Pretest to Post-Test each month.</p> <p>The district purchased a transitional program through TeachTown specifically for students on the autism spectrum. Student progress in this program will be monitored by teachers as well as district support staff on a monthly basis. Lastly, the district purchased ABAPro. This is a program to assist teachers in addressing behaviors through the use of training modules.</p> <p>Our Low Incidence classrooms and data will be supported by the Program Specialist, Job Developers, Autism Specialists, Transition Specialists, and Coordinator. The Curriculum administrators will run monthly reports on the curriculum use and progress of students in each classroom. The Coordinator will meet with the Team to review and analyze the data and report findings to the teachers and school administrators. The Director will monitor and review observation feedback.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</p> <p>How procedures and practices are implemented in your district to ensure overall compliance?</p> <p>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</p>	<p>Clayton County Public Schools continually works to improve compliance with state and federal laws and regulations in order to provide FAPE to students with disabilities. During the 2021-22 school year, the Department of Exceptional Students (DES) continued the revised role of the Lead Teachers, Special Education (LTSEs) to include responsibility for facilitating and supporting the initial and re-eligibility determination process. LTSEs participate in multiple training and coaching sessions related to state eligibility criteria, completing compliant eligibility reports and assisting teams in the decision-making process. Based on feedback received during the 20-21 and 21-22 school years, The DES leadership team members, including the DES Director, will design and provide additional training opportunities, monitor completion of compliant eligibility events through random audits and provide specific feedback and support where needed. To further improve practices within the district, DES has reviewed and revised the department's manual. The manual has been made available to the teachers via the DES resource hub and the district will provide annual training related to accessing and utilizing the manual to teachers each year upon their return to school. The LTSEs will complete a beginning, middle, and end of year test of knowledge on legal and compliance-based matters which will further drive the topics for training and professional development in the district. The DES Director will review the results of the Core Team Test of Knowledge at each point and determine appropriate next steps.</p> <p>LTSEs monitor compliance on a daily basis and provide guidance and coaching to teachers to ensure timely and accurate completion of evaluation, eligibility and IEP tasks. For teachers requiring increased support and monitoring, LTSEs create action plans which outline tasks and timelines that teachers are expected to adhere to in order to bring items into compliance.</p>
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IDEA Performance Goals:

	<p>LTSEs meet with school administrators monthly to review special education data, including compliance data. DES Coordinators review schools' compliance data with LTSEs on a monthly basis and collaborate to create plans for bringing past due items into compliance. The DES Director monitors compliance on a monthly basis through reviews of schools' compliance reports, compliance reports obtained from GO-IEP and collaboration with Coordinators. The DES Director and Coordinator supporting compliance meet bi-weekly with representatives from Psychological Services to review processes and discuss evaluation data and timelines. Timelines are monitored through a shared Google spreadsheet and input through GO-IEP reports to ensure notations and progress are kept current.</p> <p>The Program Specialists for preschool meets with the Babies Can't-Wait transition team monthly to review incoming students who are turning age 3 during the upcoming six to nine months. This data is logged on a tracking document and calendared for additional monitoring. The DES Coordinator and Director review the data in addition to the Initial Evaluation tracking log on a bi-monthly basis. The Initial Evaluation tracking log is further added to the overall initial evaluation tracking information in GO-IEP.</p> <p>The District will increase efforts related to Child Find procedures for private school/homeschooled students to promote improved connections between the District, private schools and families. The updated efforts will include increased Child Find activities and improved procedures to ensure timely completion of evaluations. The Director will monitor Child Find activity completion and monitor the homeschool services and evaluation report on a monthly basis to ensure connections are made and follow up activities completed on behalf of the District.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 5. In support of the effective use of technology, if applicable 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 	<p>Well-rounded educational opportunities: STEM/STEAM</p> <p><i>Brief description of the activity/resource:</i>Funds will be used to continue our STEM/STEAM summer camps for students in grades PK-12 to provide hands-on activities that use engineering design approach to build students' critical thinking, problem solving, collaboration, and academic skills. Our STEM/STEAM initiative will also promote students' interest in pursuing careers and post-secondary education in science, technology, engineering, and mathematics</p> <p><i>Objective(s) and intended outcome(s):</i> to provide STEM learning experiences that support national and local STEM initiatives and teach students to conduct research, design and produce, test, validate, and re-test ideas that; to boost academic skills and interests related to the STEM field; to offer both interpersonal and interpersonal development opportunities; and to reduce "summer learning loss". Additional outcomes are to: expose students to arts integration as a research-based teaching strategy, engage students in arts-focused, hands-on learning opportunities, active involvement in all art modalities – dance, music, visual arts, and theater, and promote collaboration among staff members, using their own expertise, to design arts integrated lessons and units.</p> <p><i>Plan for supporting the implementation, monitoring, and evaluation:</i>Documentation of attendance to trainings through sign-in sheets, on-site observations of the program implementation, written evaluation/feedback from training, and analyzed appropriate data to determine impact. Student work and designs will also be used. Additional steps for implementation and evaluation: participation in collaborative planning sessions with ArtsNow's learning staff and educational consultants, observation of "Model Teaching Demonstration Lessons", and ArtsNow will conduct classroom observations and debrief with teachers. Participants with standardized test scores will be used in evaluation of STEM/STEAM as well as a school's capacity to become STEM certified.</p> <p>STEM/STEAM Professional Development Activities will be budgeted under Effective Use of Technology.</p> <p><i>Objective(s) and intended outcome(s):</i> to support the instructional/academic needs of students, to enhance academic knowledge of attendees and improve classroom instructional practices in grades K-12, and to implement learned strategies to benefit STEM/STEAM education.</p> <p><i>Plan for supporting the implementation, monitoring, and evaluation:</i>Documentation of attendance to trainings through sign-in sheets, on-site observations of the program implementation by district, written evaluation/feedback from training, and review appropriate data to determine impact (benchmark data, focus walk, lesson plans, etc.).</p> <p>Partnership with Atlanta Metropolitan State College</p> <p><i>Brief description of the activity/resource:</i>Funds will be used to support assist</p>
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Title IV, Part A – Activities and Programming

	<p>students in need of instructional support to score well on the Accuplacer exam. The PreMAT is a six-week course at the Atlanta Metropolitan State College will strengthen student's skills in preparation for post-secondary college admissions exams. <i>Objective(s) and intended outcome(s):</i> to increase the number of students pursuing post-secondary education and to assist students to identify and address academic deficits. <i>Plan for supporting the implementation, monitoring, and evaluation:</i> Documentation of attendance to trainings through sign-in sheets, written evaluation/feedback from training, invoices, increase in the number of students attending college (traditional or technical), and analyze appropriate data to determine impact (pre/post data).</p> <p>Civics Instruction and Engagement <i>Brief description of the activity/resource:</i> Develop, implement, and strengthen instructional programs in Civics through the purchase of curriculum materials and resources and professional development for teachers. <i>Objective(s) and intended outcome(s):</i> all high schools will provide the Civics course, at least 75% of students will demonstrate mastery of civics materials, improve school climate, decrease drop-out rate, and students will graduate high-school prepared to be active, engaged citizens in their community. <i>Plan for supporting the implementation, monitoring, and evaluation:</i> Documentation of attendance to trainings through sign-in sheets, written evaluation/feedback from training, student performance in civic service learning activities and course, and benchmark assessments.</p> <p>CTAE Software for Healthcare Science <i>Brief description of the activity/resource:</i> Funds will be spent to continue the support for CTAE Healthcare Science by purchasing software for the Therapeutic Services Pathway in Pharmacy to enhance and extend student learning beyond the classroom. <i>Objective(s) and intended outcome(s):</i> to promote an engaging learning experience in career and technical education and to prepare students for college and/or career. <i>Plan for supporting the implementation, monitoring, and evaluation:</i> ongoing support from the company's learning specialists and the district, on-site observation of utilization and progress, increase in the number of career pathway completers, and analyze appropriate data to determine impact. (BOY/MOY/EOY).</p> <p>Dual Language Immersion Implementation and Professional Development <i>Brief description of the activity/resource:</i> Teachers and school leaders will have an opportunity to participate in dual language professional development and implement dual language practices at their school. Teachers and leaders will participate a in variety of professional development to implement dual language immersion programs. PD topics includes but not limited to: (1) pedagogy and assessment, (2) culture, identity, and community, (3) program design and evaluation, (4) policy, advocacy, and communication, and (5) professional preparation and learning. Leaders will also have opportunities to collaborate with teachers to identify learning resources, which principals will purchase to support the implementation of the school's dual language immersion program. <i>Objective(s) and intended outcome(s):</i> to support the social and instructional/academic needs of students, to enhance academic knowledge of attendees and improve classroom instructional practices in grades K-8, and to implement learned strategies to benefit the dual language immersion</p>
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Title IV, Part A – Activities and Programming

	<p>students.<i>Plan for supporting the implementation, monitoring, and evaluation:</i>invoices, training logs, observations of classroom instructional practices will be conducted to determine effectiveness or learned topics, observations and the review of lesson plans will monitor efficacy, and evaluation of learned practices will ultimately be reflected in teacher evaluations and learned content aligned to Georgia Milestones.</p> <p>InternationalBaccalaureate (IB) Program <i>Brief description of the activity/resource:</i> Funds will utilize to provide professional development facilitated by outside consultants on inquiry-based units and implementing inquiry based instructional practices in the classroom.<i>Objective(s) and intended outcome(s):</i>100% of staff will be trained on inquiry-based units and instructional practices, at least 75% of the trained staff will implement the strategies within the first two years and increase accelerated learning opportunities for students. Teachers to design effective instructional experiences for students,<i>Plan for supporting the implementation, monitoring, and evaluation:</i>training logs, presentations, focus walks, ongoing support will be provided by site-based professional development and periodic data analysis, and teacher evaluation of pre & post training data.</p> <p>SEL Professional Development and ReThink ED <i>Brief description of the activity/resource:</i> Funds will be used for school leaders and teachers in CCPS to participate in Social Emotional Learning professional development to better support students' well-being and remove or lessen social, emotional, mental, or academic barriers that impeded learning. <i>Objective(s) and intended outcome(s):</i>to support the social and emotional needs of students, to Plan for supporting the implementation, monitoring, and/<i>evaluation:</i>Documentation of attendance to trainings through sign-in sheets, on-site observations of the program implementation, written evaluation/feedback from training, satisfaction surveys, climate surveys, student referrals to programs, and discipline and attendance data will be reviewed for impact along with various other data points.</p> <p>Safe and Healthy Students: Climate and Culture <i>Brief description of the activity/resource:</i> Funds will be used for Clayton County Public Schools to participate in Foundations for Educational Success (FFES), which provides a three-phase process to assess, create and sustain positive culture and climate.<i>Objective(s) and intended outcome(s):</i>Identify and implement actions that create high performing school culture and climate in all schools, connect actions to CCRPI outcomes and GA Parent Survey outcomes, provide professional development and support for school leaders and their faculty and staff, create a plan for sustainability, and identify clear deliverables outlining protocols for data collection and analysis. <i>Plan for supporting the implementation, monitoring, and evaluation:</i> conduct monthly, bi-monthly, or semester visits to CCPS based on profile level, maintain and monitor fidelity of implementation by providing the following: site specific training and support, culture and climate assessment, monitoring of implementation, and analyze data to see an impact on the school climate surveys, discipline and attendance data.</p> <p>Mental Wellness/Suicide Prevention/Trauma Informed Care Training</p>
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Title IV, Part A – Activities and Programming

	<p><i>Brief description of the activity/resource:</i>Spend funds on professional development and training for school leaders and teachers in the areas of suicide prevention and trauma informed care and for mental service professionals to provide support to high-risk students throughout the district based on data and needs. Funds will be utilized to fund two mental health technicians to provide mental health services and supports to students. Student prevention and care supports are more concentrated interventions delivered by outside mental service professionals. Supports will address student behavior, reduce occurrence of mental health crisis, and improve attendance and academic performance.<i>Objective(s) and intended outcome(s):</i>To promote safe, healthy, and affirming school environments, to reduce instances of suicidal thoughts or actions amongst the student population, and to increase school leader(s) and teacher knowledge on strategies for creating trauma informed spaces for students.<i>Plan for supporting the implementation, monitoring, and evaluation:</i>Student referrals, documentation of attendance to trainings through sign-in sheets, on-site observations of the program implementation, reduced discipline infractions, increase student safety, written evaluation/feedback from training, analyzed appropriate data to determine impact (discipline/counselor referral, surveys, interviews, etc.).</p> <p>Healthy, Active Lifestyle</p> <p><i>Brief description of the activity/resource:</i>Funds will be used for contracting with a vendor to provide standards-based training that will educate school level health teams that will engage students in learning activities that integrate physical activity and nutrition education into the school day. The district will utilize funds to purchase equipment for physical education and recreation activities.<i>Objective and intended outcomes will:</i>Improve school health programming, policies, and environment to promote students' adoption of healthy choices, increase staff school participation in nutrition and physical activity promotion, increase family knowledge of health-enhancing behaviors and building healthy decision-making skills, and increase cardiovascular fitness levels for 4th and 5th grade students.<i>Plan for supporting the implementation, monitoring, and evaluation:</i>Documentation of attendance to trainings through sign-in sheets, completion of an evidenced-based needs assessment in the Fall 2021, collection of pre-behavior and post-behavior survey data in selected classrooms in the Fall 2021 and Spring 2022, collection of pre-score and post-score of Progressive Aerobic Cardiovascular Endurance Run (PACER), inventory for equipment and supplies, and analyzed data collected from the surveys and PACER exam to determine effectiveness.</p> <p>Parent and Family Engagement</p> <p><i>Brief description of the activity/resource:</i>Funds will be spent to promote the involvement of parents and families in schools. Parents and district school staff members (teachers, school administrators, social workers, parent liaisons) will continue to receive training on various topics to support the academic, social, and emotional growth of their children. Funds will be utilized for Dr. Karen Mapp's (Harvard Graduate School of Education Professor/Scholastic Family and Community Engagement) and Dr. Steve Constantino family engagement professional development workshop series for school teams and parent liaisons. The training series are based on the best practices of the Dual</p>
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Title IV, Part A – Activities and Programming

	<p>Capacity Building Framework for Family-School Partnerships, which was developed by the US Department of Education in collaboration with Dr. Karen Mapp. Training will continue to focus on strengthening home and school relationships and building capacity of administrators and teachers to partner with families in ways that support student learning and overall school improvement. <i>Objective(s) and intended outcome(s):</i> To provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school, to provide a welcoming environment for families and invite them to participate as equal partners in the education of their children, to improve student academic, social, and emotional outcomes. <i>Plan for supporting the implementation, monitoring, and evaluation:</i> Documentation of attendance to trainings through sign-in sheets, increased number of parent involvement at school activities, increased number of parent-led workshops, written evaluation/feedback from training, and development of academic parent teams.</p> <p>Positive Behavioral Interventions <i>Brief description of the activity/resource:</i> Funds will continue to be used to support the implementation of Positive Behavioral Intervention Systems through professional development for school-based teams and new staff school administrators and teachers, hiring of four Behavior Intervention Specialists and two PBIS Leads (1-elementary and 1- secondary), and SWSS and Check and Connect software license for PBIS schools. <i>Additional Objective(s) and intended outcome(s):</i> the objective of the PBIS training and resources is to increase teachers' knowledge of PBIS components and how to implement School-Wide PBIS with fidelity to improve school safety, school climate and student behavior, change the mindset of adults, and ultimately improve academic achievement. The intended outcomes are reduction in office discipline referrals, out of school suspension, and in school suspension, positive school climate (school climate star rating), upward movement/sustained level in Georgia Department of Education Recognition level for PBIS Schools. <i>Plans for supporting the implementation, monitoring, and evaluation:</i> assess need within each PBIS site, documentation of attendance to trainings through sign-in sheets, written evaluation/feedback from training, and analyze data to determine impact on academic achievement and discipline.</p> <p>Effective Use of Technology Technology Training for Blended Classroom Instructional Practices <i>Brief description of the activity/resource:</i> Title IV funds will be used to provide schools' teachers professional development for Mimio Digital Classroom Solutions to ensure a successful implementation of one-to-one technology integration in teaching and learning. This effort supports the funding of a "Mimio Educator Certification" course. <i>Objective and intended outcomes:</i> To enable teachers and media specialists to effectively utilize and implement the new digital classroom solution and to maximize instructional time, better engage students, and provide timely/immediate feedback to all students, including those at-risk; create teams of educators who will train and support the remaining educators with implementing technology integration practices</p>
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Title IV, Part A – Activities and Programming

	<p>as the district rolls out its one-to-one technology initiative; support students with using computer technologies to increase productivity, solve problems, create and design products, and communicate/collaborate with others. <i>Plan for supporting the implementation, monitoring, and evaluation:</i> the digital learning specialist (DLS) assigned to each school will assist participants, as needed, toward earning this certification, as well as support all teachers within their assigned schools to become effective users of the Mimio solution and technology teams' documentation that show their support of teachers and students. Data will be collected 3 times per year (Integrated Technology Survey). The number of users at a fully operational level will increase as teachers earn this certification.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>The district will invite stakeholders (internal and external) to participate in ongoing, meaningful consultation meetings throughout the grant award period for Title IV, Part A. The stakeholder group will include teachers, district staff, higher education representatives, community partners, parents, non-profit organization members, and business members who have demonstrated a record of success aligned to our areas of need. The meetings will be held quarterly to solicit input and feedback on the activities and programs funded with Title IV, Part A. During the meetings, data will be provided to stakeholders to discuss successes or areas of refinement for the activities/programs implemented in the 2021-2022 school year.</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity Gap #1: Intervention Effective - Maintain Activities/Strategies</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Based on the administrative contracts renewed by the Clayton County Public Schools board of education, 100% of the principals who participated in the new principal induction program and had a principal coach were renewed. The principals participate in monthly induction meetings in addition to one-on-one coaching sessions with their designated coach. These opportunities for training and mentoring have created a culture of success for these newly hired administrators. The district will continue with this strategy for the 22-23 school year.</p> <p>Throughout the 21-22 school year the nine teacher development specialists (TDS) provided one-on-one modeling, coaching, and support to 312 new and struggling teachers as requested by administrators. Additionally, they conducted 48 professional development courses that targeted new and struggling teachers, after the work day. There were 568 teachers who participated in these courses. With the support of the TDS, 65 teachers in the Teacher Academy of Preparation and Pedagogy (TAPP) were able to complete the TAPP program and become fully certified teachers that will continue to teach in the district for at least another three years.</p> <p>Over 200 mentors provided one-to-one support to teachers with zero to three years of teaching experience during the 2021-2022 school year. Mentors were required to log 50 hours (a minimum of 25 per semester) of mentoring activities with their mentees of the school year. Teachers with zero to three years of teaching experience also met with the individual school's lead mentor for monthly professional development and support based on the Teacher Keys Effectiveness System (TKES) 10 Teacher Assessment Performance Standards (TAPS).</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

	<p>All new teachers who received support from a mentor received a rating of proficient on their TKES summative evaluation, making them eligible for a contract. These new teachers continue to be supported in the following school year. Based on the survey sent out with about the entire new teacher induction program, approximately 87% of all new teachers with 0-3 years of teaching experience responding to the survey felt that some to a great deal of their success as a beginning teacher could be attributed to their mentors.</p> <p>Since Spring of 2020, over 600 educators who have participated in the training have learned how to create lesson plans that consider the needs of diverse students. A review of course evaluation results indicate teachers rate the training as highly practical and applicable. The rating of 5 (strongly agree) is consistent in the responses of participants. The most prevalent observations in Focus Walks that warrant improved implementation are: standards-based lessons, stamina-building learning tasks (rigorous/real world tasks, and evidence-based discourse and writing).</p> <p>The most prevalent observations from the Benchmark data: Better or improved performance on questions that require basic recall and understanding. (Determine, Define, Locate, and Identify); Question-types that posed a challenge: Plan and carry out investigations; Solve real world and mathematical problems involving; Compare properties of two functions; Investigate the role of geography; and delineate and evaluate the argument and specific claims. The data for the professional learning from new teachers indicates that over 90% of teachers who completed the final survey felt the new teacher's professional learning opportunities provided them with the necessary content and strategies that were relevant and allowed them to perform their jobs effectively.</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity Gap #2: Intervention Effective - Maintain Activities and Strategies</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Support the Retention of Effective Teachers and Effective School Leaders and Identify Recruit and Equitability Assign Effective Teachers and Effective School Leaders</p> <p>Research states that nearly four out of every ten novice teachers exit the profession within five years. The high rate of new teacher attrition combined with several other factors (COVID-19 pandemic, declining number of people entering the profession, retirement, high salaries, recruitment packages, and incentives) present significant challenges for our school district and others nationwide. The district's Human Resource Department has established a Retention and Recruitment Task Force; the Task Force has developed a survey to gauge staff (certified and classified) satisfaction with their workplace conditions and leadership. The Task Force has reconfigured the district's field experience program by building partnerships with several higher education institutions. Since COVID-19, the team was able to design and implement virtual job fairs for our schools to interview potential candidates for their vacancies. Broadening our strategies for job fairs and job advertising has provided our schools and departments access to candidates across the United States.</p> <p>Prior to the COVID-19 pandemic, Clayton County Public Schools' district leadership began to analyze its compensation model and practices. Prior practices were internally reviewed and adjustments made to address discrepancies among employees with the same position title and to establish parity based upon years of service and experience. A uniform hiring formula was applied to all employees in positions that are evaluated in respect to experience and based on the hire date of the current position. While financial incentives are not a panacea to a district's or school's recruitment and retention challenges, the ability to provide employees with additional compensation can incentivize additional applications for open positions and counteract other workplace concerns that current staff experience.</p> <p>The district designed a pipeline to the classroom for paraprofessionals and other support staff in collaboration with our higher education partners. This program will help to alleviate potential issues in the supply of teachers by training and supporting employees who are already invested in the school district and community. While our program is relatively new and in the early stages of implementation, we know it help to address our teacher shortages in hard to fill content areas.</p> <p>In addition to increasing overall retention, mentorship and induction programs increase new teachers' job satisfaction and commitment and improve their abilities in areas such as classroom and behavior management, lesson plan development. We have noticed the district's mentoring program is most effective when new/inexperienced teachers are paired with a veteran teacher who works in the same school. This provides the mentors to share direct applicable strategies and interventions with the new teachers and help them plan and reflect on their instructional practices. During the 21-22 school</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

	<p>year, the Professional Learning department hosted virtual training sessions, New Employee Orientation, TAPP program lessons, mentor training virtually due to the pandemic.</p> <p>Based on the last Leader Keys Effectiveness data and the contracts renewed by the Clayton County Public Schools board of education, 100% of the principals who participated in the new principal induction program and had a principal coach were renewed. The principals participate in monthly induction meetings in addition to one-on-one coaching sessions with their designated coach. These opportunities for training and mentoring have created a culture of success for these newly hired administrators.</p>
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools. 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.)

<p>Title I, Part A</p>	<p>The district will serve 14 private schools with Title I, Part A funds during the 2022-2023 school year. We are pooling our funds with several LEAs for 3 of our private schools and the district will be the managing district for Light of the World Christian Academy.. Based on the identified needs from the initial consultation meetings with the 11 other private schools, the district will provide supplemental learning opportunities for students (face-to-face or virtual), supplemental resources/supplies (hands on resources), leveled readers, parent workshops and resources, software licenses, technology devices (graphing calculators), and build staff capacity (strategies and content knowledge) to effectively address the learning gaps of students due to learning loss from the pandemic.</p>
<p>Title II, Part A</p>	<p>The district serves two private schools with Title II, Part A funds. Based on the identified needs from the initial consultation meetings with the private schools' administrators, the district will support professional learning opportunities for school staff. These opportunities will focus on technology integrated lessons, high impact strategies, and evidence-based strategies to address the learning loss for all subgroups, especially students with disabilities. Funds will be utilized to purchase resources and hire teachers to provide supplemental instruction.</p>
<p>Title III, Part A</p>	<p>The district doesn't have any private schools participating in equitable services for Title III, Part A.</p>
<p>Title IV, Part A</p>	<p>The district serves two private schools with Title IV, Part A funds. Based on the identified needs from the initial consultation meetings with the private schools' administrators, the district will implement a STEM enrichment program for students during the Spring semester and/or summer. Funds will be utilized to purchase resources and hire teachers to provide supplemental instruction.</p>

Title IV, Part B	The district doesn't participate in the 21st Century Schools grant, Title IV, Part B.
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Title I, Part C	The district doesn't have any private schools participating in equitable services for Title I, Part C.
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IDEA 611 and 619	<p>There were five non-profit private schools identified as operating within the district's jurisdiction. Several consultation meetings were conducted during the 2021-22 school year and representatives from three of the five schools participated. Parents of students participating in the homeschool option also attended the consultations. Input from participants was limited. The district will continue to offer services related to specially designed instruction, speech/language therapy and occupational therapy as part of Equitable Services for the 2022-23 school year. The district will also continue to attempt to consult with participating private schools regarding the need for indirect services such as professional learning and intervention materials to support students with disabilities with Services Plans enrolled in their schools.</p> <p>Clayton County Public Schools served nine private and homeschool students through Services Plans during the 2021-22 school year. These students received academic instruction, speech/language therapy and/or occupational therapy up to four hours per week, per each IEP team's recommendations. Current projections for next year indicate that the district will serve at least five students through Services Plans to begin the 2022-23 school year. The district will utilize the student information system's Withdrawal Report and the Homeschool Report from SLDS to identify students with disabilities who will participate in private and homeschool options and provide parents with information about Equitable Services.</p> <p>The district conducted bi-monthly Child Find activities which included emailing all parents of eligible students as well as sending the information via US mail. The district conducted five evaluations of private or homeschooled students during the 2021-22 school year.</p>
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