



# STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



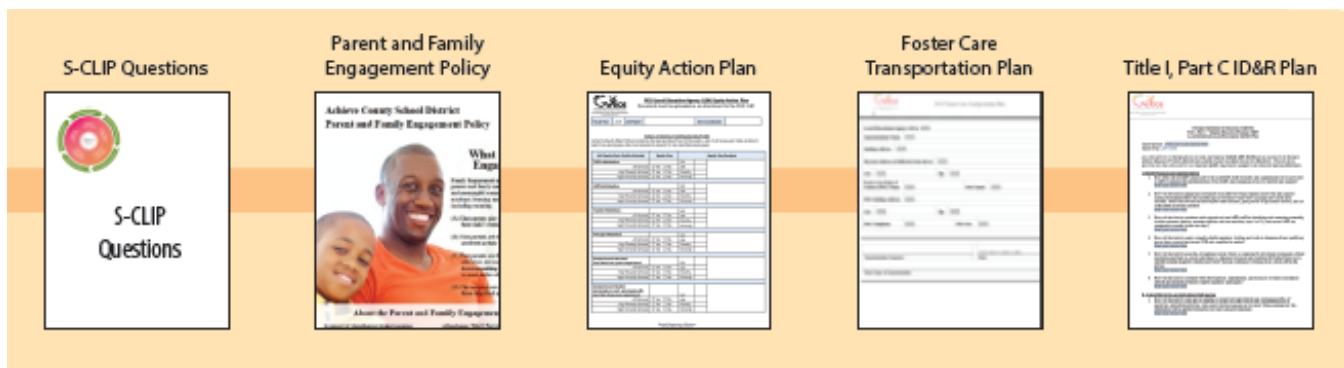
**DISTRICT NAME:** Bibb County School District

**DISTRICT TEAM LEAD:** Dr. Shandra Yarbrough

## FY25 DISTRICT PLAN

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

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



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

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

1. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) in planning for continuous improvement through its locally-developed school improvement process and/or current strategic plan and/or charter system contract.

Bibb County School District (BCSD) began the strategic planning process at the beginning of the school year. The BCSD Board of Education, District and school staff, community partners, parents, and students were engaged in Community Summits; Focus Groups; Online Surveys; Board Retreats; Design Team Work Sessions; Principal, Executive Leader, and Advisory Group Feedback Sessions. To begin the process, the Board of Education was presented with a plan of action for designing the plan. Multiple summits were held to collaborate with and engage all Stakeholders involved. Feedback from these summits and student data were then discussed during a Board workshop on strategic planning. Next,

additional feedback was gathered from community members, staff, administrators, and students on their vision for learning and how facilities can support the learning during student, teacher, parent, community member, central office staff, and principal focus group sessions. In addition, an online survey was made available for two weeks to the BCSD community through Facebook, Twitter, Instagram, YouTube, district/school newsletters, a Board Brief newsletter, a district parent/community e-mail list, a telephone notification system (School Messenger®), Remind, district/school webpages, Parent/Student Portal, school marquees, and In the Loop with the Sup. This survey was distributed in English and Spanish and interpreter services were made available for other languages as requested. Data from these sessions was disaggregated and a community engagement report was developed. A strategic design team was developed from here to design, create, and lead the strategic planning work. This team consisted of up to 40 stakeholders including central office staff; campus administrators, staff, parents, and students from various elementary and secondary schools; and community and business partners including clergy, civic, higher education, city government, etc. These meetings included developing a call to action, learner profile, and district beliefs, conducting a SWOT analysis, and developing goals and specific result-based strategies aligned with the goals. Three strategic planning framework goals emerged in the following categories: student achievement, staff effectiveness, and stakeholder engagement. Updates from each strategic plan design team meeting were shared with all stakeholders through emails; social media; the district website; Remind, a district-wide texting system; board meetings, and additional workshops. District and school leadership training was conducted to facilitate school and district staff in refining and planning for district and school-level continuous improvement processes aligned with the strategic plan.

District and school staff begin each calendar year with an annual review. Data is collected to assess needs, SMART goals are created, evidence-based initiatives are identified, and actionable action steps are developed. These goals align with the district's three strategic goals. Throughout the year, the district's goals are reviewed in monthly leadership meetings, the Aspiring Leaders Program, the Leaders Academy, the CTAE LEAD Program, and the annual BCSD Symposium. Updates are provided during monthly tactical full cabinet and weekly Senior Cabinet meetings. Each school participates in quarterly performance reviews of their school's continuous improvement plan. Continuous Improvement processes are described in the following documents: BCSD Continuous Improvement Process Summary, BCSD Data Collection Guide, and the BCSD Needs Assessment Handbook.

Outreach/Communication strategies to engage other stakeholders in planning through continuous improvement include our Family Engagement Workshops, PBIS Back to School Bash, PBIS Family Engagement, B4B Parent Sessions, Mayor's Literacy Alliance, and various stakeholder surveys. Community-based organizations are engaged through monthly Business Education Partnership (BEP) meetings, Parent Advisory meetings, and the Faith-Based Partnership meeting. BCSD hosts multiple opportunities that are open to the public for listening. The district's annual report is shared, and the Superintendent highlights the district's accomplishments, partnerships, and goals. Climate surveys provide an opportunity for parents, students, and teachers to provide feedback on their experience with the district. BCSD hosts multiple forums which include questions and feedback sessions on the District's Comprehensive LEA Improvement Plan (CLIP), the District Parent and Family Engagement Plan (DPFEP), the Family Engagement Budget, the McKinney-Vento Education of Homeless Children and Youth Program, Foster Care Program, the Migrant Education Program, and the six-school zone B4B Parent Sessions. Another way the district partners with the community is through participation in the monthly Judge's Breakfast to discuss and collaborate with judges on the issue of Juvenile Delinquency related to the Child in Need of Services (CHINS) Law.

The district provides a procedural handbook, yearly timeline, training, educational resources, and program monitoring to ensure schools provide assistance to families for students learning at home and at school. The district's Parent and Family Engagement Plan establishes the district's expectations and objectives for meaningful family engagement. It describes BCSD's commitment to engaging families in the education of their children and builds the capacity of its Title I schools to succeed in reaching the district and student academic achievement goals. The district is incorporating the Family-Friendly Partnership School model to create a friendly climate and welcoming school environment.

District/schools host an annual Open House, offer volunteer opportunities, and provide a designated space for families to network and gather resources. The district/schools plan workshops and training to build family and staff capacity for strengthening student success. District departments collaborate to jointly develop information to reach stakeholders. The district collaborates with businesses and organizations to provide services supporting healthy habits and strong social/emotional behaviors in the family.

The district and schools use numerous methods of communication to disseminate information to family members and the community. Face-to-face meetings, evaluations, and surveys are used to obtain stakeholder feedback. District

interpreters are available at various meetings and documents are translated for the community of English Learners. Other strategies/tools used to engage families, community-based organizations, school and district staff/leaders, and local government representatives/agencies include Facebook, Twitter, Instagram, YouTube, district/school newsletters, a Board Brief newsletter, a district parent/community e-mail list, a telephone notification system (School Messenger®), Remind, district/school webpages, Parent/Student Portal, school marquees, and a 24/7 feedback platform (Let's Talk®).

2. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) as part of its locally-developed school improvement process to address the needs of subgroups.

BCSD collaborates with principals, school leadership teams, district coordinators, directors, and senior cabinet members to provide information/data about current subgroups. District coordinators for subgroups work with students, parents, schools, and state/local community agencies using multiple modalities to provide services that support academic, social, and school success. BCSD hosts multiple forums which include questions and feedback sessions on the District's Comprehensive LEA Improvement Plan (CLIP), the District Parent and Family Engagement Plan (DPFEP), the Family Engagement Budget, the McKinney-Vento Education of Homeless Children and Youth Program & Foster Care Program, the Migrant Education Program, and the six-school zone B4B Parent Sessions. All schools are Title I and distribute Title I Family and Community Engagement Surveys to all families.

Schools develop a Needs Assessment Worksheet using the information from survey findings as well as pertinent data to the area(s) of focus. Recruitment, Retention, Professional Learning, Class Size Reduction, Non-PQ paraprofessionals, and equity are included in the needs assessment. To ensure that proper attention is provided to identified subgroup needs, information is continuously shared by principals with other administrators, staff, and community partners through school council meetings. Strategies are developed that will include funding options to address the identified weaknesses.

Immigrant: Immigrant student stakeholders are involved in advisory meetings, where the community, administration; and teachers collaborate to identify needs; provide feedback; and discuss positive outcomes.

English Learners: English to Speakers of Other Languages (ESOL) teachers host ESOL/Title III Parent Meetings at their schools, in the community served, and at community events such as the Hispanic Heritage Festival and Hispanic Health Fair in order to inform parents of English Learners that ESOL is a state-funded, standards-based instructional program for eligible English Learners (ELs) in grades K-12. ESOL instruction emphasizes both academic and social language. ESOL teachers explain how ELs are identified, which delivery models are used to teach EL students, and what are the guidelines for exiting students from language assistance services. ESOL teachers inform parents that Title III is a federally funded program that provides our school district with funds that supplement ESOL services. The Title III program holds the district accountable for their children's progress in becoming English proficient and in meeting academic standards. ESOL teachers share information about available Title III resources and demonstrate at least one of the online language/literacy programs that EL students can use at school and at home. ESOL teachers use a continuous cycle of assessment, instruction, and feedback to create a learning environment where students can improve their English language skills. Language instruction is designed to enhance the academic and communicative competence of English Learners and promote cultural respect and understanding. Tutoring and additional services are provided to eligible ESOL students. A Needs Assessment of parents of EL students is conducted. The District's Bilingual Family Liaison and ESOL teachers support limited English-speaking families by publicizing community resources such as health fairs and the services of public libraries. District events such as the Back to School Bash and the Spring Academic Fair are opportunities where LEP families are welcomed and supported; interpreting services are offered at these meetings and all critical parent meetings. The ESOL Advisory Committee, comprised of community and District stakeholders, includes local college personnel and a wide variety of District staff. The Advisory Committee meets several times a year to highlight EL students by discussing enrollment trends, identifying EL students' needs, identifying resources and challenges, seeking feedback, and acknowledging positive outcomes. ESOL teachers and a Parent Liaison (funded by Title III) offer a weekly after-school learning opportunity for the parents of EL students. The district high

school provides a location and the equipment for this parent outreach effort. Neglected or Delinquent Children: Five residential N & D facilities have been identified in Bibb County. A majority of the students that reside at these facilities attend Bibb County schools and receive the same services as other Bibb County students. Title I funds are available to provide after-school academic interventions for the Bibb County students living in N & D facilities. In addition, N & D homes receive supplementary resources from the special education, technology, and professional learning departments. The teachers at the residential facilities teach the state curriculum. The instructional needs of N & D students with disabilities at local institutions are identified through the IEP process.

Any specialized instructional needs/materials are provided in collaboration with the institution.

Migratory Children: In addition to Georgia Department of Education resources, the Bibb County School District follows the Migrant Education Program Plan to provide supplemental services and tutoring to eligible migrant participants. The district addresses the needs of migrant children and youth through a district migrant education comprehensive needs assessment, by increasing opportunities for migrant parent involvement, and by decreasing the academic gap between migrant students and the general student population. Interstate and intrastate coordination of services for migratory children will be facilitated immediately if a student's records contain a Certificate of Eligibility or if the Parent Occupational Survey indicates the child is eligible for Migrant Education Program Services. The district Migrant Education Program liaison will be contacted when students move in or out of our district and the liaison assists schools in sending and receiving records according to policies. The liaison also utilizes the Migrant Student Information Exchange (MSIX) to gather and contribute records of migratory children and youth. The MEP liaison schedules Parent Advisory Council meetings during the school year to gather feedback and provide updates on current local initiatives. Migrant children participate in summer camps to lessen regression and provide enrichment.

Students With Disabilities: Students with disabilities are served in the general education class with no personnel support. Prior to placing the student in a more restrictive environment, the IEP team, which includes the parent and district personnel, must carefully consider accommodations, modifications, personnel support, and possible changes to the physical environment that will enable the student with a disability to be educated in general education settings. Parents are included as members of any decision-making team for their child. Parent participation includes decisions about eligibility, initial evaluation, reevaluation, development of the IEP, the provision of FAPE, and educational placement. Parent mentors, a parent of a student with a disability who currently receives or has received special education services through an IEP, are hired by the district to assist other parents with navigating home, school, and community. Mentors build connections for families in the community, concentrate on the transition needs of high-school students and young children, lead task forces, organize training sessions, collaborate with teachers, and offer more parent-involvement activities in schools. Most importantly, the mentors listen to both parents and educators and use their unique knowledge of both worlds to overcome obstacles in communication. Parent Meetings are also held to provide information to parents of students with disabilities.

McKinney-Vento and Foster Care Students: In addition to Georgia Department of Education resources, the Bibb County School District follows the McKinney-Vento and Foster Care Education Program expectations to provide supplemental services and tutoring to eligible McKinney-Vento and Foster Care participants. The district addresses the needs of McKinney Vento and Foster Care children and youth through a district McKinney-Vento and Foster Care education comprehensive needs assessment, by increasing opportunities for McKinney-Vento and Foster Care parental involvement, and by decreasing the academic gaps between McKinney Vento and Foster Care and the general student population. The district McKinney-Vento and Foster Care Education Program liaison collaborates with schools and the community to provide needed resources to McKinney-Vento and Foster Care families. The McKinney-Vento and Foster Care liaison assists schools in sending and receiving records according to policies. The McKinney-Vento and Foster Care liaison also monitors records of McKinney-Vento and Foster Care children and youth. The McKinney-Vento and Foster Care liaison schedule Parent Advisory Council meetings during the school year to gather feedback and provide updates on current local initiatives (our district forums). McKinney-Vento and Foster Care children participate in summer camps to decrease regression and provide enrichment. BCSO uses the ACE to determine the impact of Trauma on Students in Foster Care (HB 855). A traumatologist works with the district to provide additional interventions.

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

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

*Response options (choose one or more):*

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

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

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

Built4Bibb epitomizes the continuous improvement process for our district. Our strategic plan is guided by five principles: personalized learning, collaboration, engagement, safety, and effective leadership. The district strategic plan has three goals, and the school's continuous improvement plans center around five strategic priorities that are embedded in the district's strategic plan's goals. District and school continuous improvement plans are developed using the same process. Annual reviews begin with a needs assessment that involves data collection, SWOT analyses, root causes, and possible actions/costs. The possible actions are prioritized/aligned with the district's strategic plan and are used to develop SMART goals, select evidence-based initiatives, and create actionable action steps. Real-time achievement data and school performance reports are available to school leaders as data visualizations in our student information system.

Our continuous improvement cycle aligns with Georgia's Systems of Continuous Improvement as evidenced in our Annual Timeline for the Continuous Improvement Process and in the district's strategic plan. "What to Improve?" is embedded in the three strategic goals of our strategic plan: 1) Coherent Instructional System: District Goal 1- Student Achievement (to ensure all students are prepared to succeed at the next level); 2) Professional Capacity: District Goal 2- Staff Effectiveness (to support the professional growth and well-being of staff); 3) Supportive Learning Environment: District Goal 1- Student Achievement- (to support the development of the whole child), District Goal 2- Staff Effectiveness (to effectively manage all operational procedures and resources); 4) Family & Community Engagement: District Goal 3- Stakeholder Engagement (to engage with the school/district community for the benefit of students); District Goal 2- (to 5) Effective Leadership: District Goal 2- Staff Effectiveness (to support the professional growth and well-being of staff). "How to Improve?" is embedded in our Annual Timeline for the Continuous Improvement Process.

1) Identify Needs: Needs Assessment (data collection, SWOT analysis, and root causes; 2) Select Interventions: The culmination of the needs assessment is prioritizing needs, identifying possible actions (including evidence-based improvement plan initiatives/interventions), and applying associated costs; 3) Plan Implementation: Federal/State/District requirements are executed in preparation for improvement plan implementation; 4) Implement Plan: Plans are implemented with the beginning of the school year; 5) Examine Progress: Periodic performance reviews are held with school and district leaders to monitor progress and actions of implementation.

The BCSD strategic plan is monitored at the district level in several settings including weekly Senior Cabinet meetings, monthly administrators' meetings (with school and district leaders), and periodic school Continuous Improvement Plan (CIP) performance reviews. During performance reviews, principals must explain action step data that supports the implementation of evidence-based initiatives and progress toward meeting SMART goals. At the school level, CIPs are monitored during school leadership team meetings, at student-led conferences, and through classroom observations (Learning Walks) designed to help develop a common understanding of how effective instruction should look. To help principals, district intervention coaches, and senior cabinet members focus on increasing the time spent on instructional leadership tasks (versus managerial tasks). These leaders participate in a professional development process developed by the National School Administration Manager (SAM) Innovation Project (NSIP) to improve teacher practices and increase student engagement.

BCSD supports and participates in the state's focus on the whole child to provide access to a well-rounded education. Our vision statement reflects that mindset. Our call to action is to empower students to learn, lead, innovate, and serve as productive and caring citizens within their chosen paths of success. Aligning with Georgia Systems of Continuous Improvement, BCSD demonstrates:

Coherent Instruction: The district supports coherent instruction. BCSD utilizes a STEM Coordinator who has built a strong STEM culture by giving all students access to an enriched curriculum and educational experiences. Currently, the district has one STEM-certified school and one STEAM-focused school. In our before and/or after school programs (held in 22 of 34 school sites), students are exposed to quality academic enrichment activities each day including arts and music education activities, entrepreneurial education programs, recreational activities, telecommunications/technology education programs, counseling programs, and character education programs. These areas are also extended through a summer program. Literacy and other educational services are offered to the families of children participating before and/or after-school program. BCSD collaborates with early childhood learning centers and identifies needs, strategies, and learning supports for children ages 3-5 in both general and special education programs. In addition, all elementary school sites have Georgia Pre-K and Kindergarten classes.

The district supports connectedness through language, literacy, and media. Spanish and/or French are offered in all six high schools, one middle school, and one elementary school. A Spanish dual credit teacher provides learning support to students. A media center is located in each regular education school, the early learning center, and the alternative education site. Grades K-5 are encouraged to have literacy stations that may include an independent reading center, word work center, listening center, or partner reading center as well as LETRS learning concepts. The district's Literacy Team consists of representatives from Teaching & Learning, Media Services, Technology Services, Professional Learning, CTAE, Before and After School Programs, Program for Exceptional Children, 7 principals, 1 assistant principal, 2 teachers, and 7 community partners. The district's Literacy Plan has six improvement goals: 1) strengthen literacy development across the content areas, 2) provide literacy interventions for struggling readers and writers, 3) create school policies, structures, and cultures for supporting literacy, 4) build leadership capacity for literacy, 5) support teachers to improve instruction, and 6) establish expectations for research-based practices. To celebrate literacy throughout the community, the district participates in Read for the Record and National Read Across America Day (both in partnership with United Way of Central Georgia). Each site, including our early learning program and alternative education program, provides library services through a media center.

Additional instructional technology coaches have been hired so that one coach is assigned to each of the six school zones. Two competitive grants (specifically for 12 of our lowest academically performing schools) have been awarded the integrate instructional technology as a resource to enhance personalized learning. ISTE standards for students, educators, and education leaders are emphasized. Additional professional learning opportunities at a Digital Integration (DigIn) Teacher Academy takes place for interested teachers. The annual Student Technology Competition affords students the opportunity to present technology projects in 13 categories. Judges rate the projects, and the first-place winners compete in the State Technology Fair. The computer science career field is promoted through two CTAE Pathways: Computer Systems & Support Pathway (offered at 2 high schools) and Computing Pathway (offered at 4 high schools). Matched and enrolled, motivated to enlist, molded for entrepreneurship, and meaningfully employed (4ME) symposiums and maximizing scheduling efforts support administrators, teachers, staff, parents, and students.

The district supports a learner's potential through various accelerated and post-secondary options. The Gifted Education and Advanced Academics Program Manual outlines the goals and eligibility requirements for the Gifted Program. A system-wide referral process begins in November of each school year, and a notification is sent to all parents regarding the gifted screening process. If students are not in the school system the previous year, the referral process occurs in July and August. Continuation criteria are outlined for elementary, middle, and high school students. The district supports Advance Placement and Dual Enrollment. Advance Placement courses are held in all six high schools. Two high schools were recognized as AP Honor Schools. AP teachers participate in monthly collaborative meetings in their subject areas. Dual Enrollment is available for grades 10-12. Students are dually enrolled at six area colleges, universities, or technical colleges. A Dual Enrollment Information Session is held each year to inform students and parents about dual enrollment opportunities. Summer dual enrollment is also promoted/offered to eligible students. A CTAE Advanced Placement/Dual Enrollment Pathway has been added. A CTAE Engagement Coach/Instructor provides support to students with scheduling and monitoring credits for the Advanced Placement/Dual Enrollment Pathway.

The district supports Fine Arts in all schools. Students participate in various art/poster contests for family engagement, transportation, our superintendent, etc. An annual Student Art Show is held in collaboration with a community art organization. The district Honor Choir, consisting of selected grades 4-7 students, performs two annual concerts at a faith-based community partner location. Each year the third-grade chorus students present a concert for the

community's Annual Christmas Tree Lighting. Many schools partner by zone (high school and its feeder schools) to present one night for families to enjoy the arts. Each year music students participate in the Georgia Music Education Association (GMEA) Large Group Performance Evaluation (LGPE) for band, chorus, and orchestra. The district has one elementary school, one middle school, and one high school with a fine arts magnet program. Social Studies, at the most basic level, is the study of people. Through required courses that include content from history, geography, political science, and economics, students are provided with a basic background and the critical thinking skills necessary to become effective and productive citizens.

In addition to classroom instruction, there are many activities that help students master social studies content and skills such as local, regional, and state/national social science fairs, history bees, and the ability to earn a Civic Engagement Seal on their diploma. Also, BCSD's content coordinators collaborate with the Georgia Sports Hall of Fame to align curriculum content standards, make content connections, and develop units of assessments.

**Professional Capacity:** The district develops a quality staff through collaborative opportunities with colleges, universities, and other organizations. This is evidenced by Georgia Educators Networking to Revolutionize and Transform Education (GENERATE), a partnership with Mercer University, BCSD, and other surrounding school districts. Human resources also collaborate with district departments and schools to recruit and retain teachers and leaders that meet professional qualifications and are the best fit for the vision and mission of the school district. Virtual and face-to-face job fairs and other recruitment/monitoring strategies are used to recruit qualified staff. New teachers' orientation and waiver teacher support training is conducted to provide support to new and out-of-field teachers. To build the capacity of paraprofessionals in their supportive role, para-support training is offered. To increase the quality of the staff's knowledge and skills in ELA and math, LETRs training is offered to teachers to support teachers with developing struggling readers and writers, math teachers attend MathCon conferences and training to learn how to implement the new math standards, a Leadership Symposium is offered to develop the capacity of district and school leaders as instructional leads, and DigIn provides teacher training on integrating technology into the curriculum. Other training offered by the district includes anti-bullying (offered to support staff with developing positive student character), Breathe For Change (offered to teach educators the foundations of yoga and mindfulness practices and prepare them to meet the social-emotional needs of young people and adults, and Development of Executive Function and Social-Emotional Skills (offered to support onboarding teachers). Teachers are engaged in several collaboration opportunities to develop classrooms: continuous improvement process of district and schools, Superintendent's Teacher Advisory Council, and staff surveys.

**Supportive Learning Environment:** The district supports children's well-being through our student support services including PBIS coordinator, RTI coordinators (primary and secondary), Attendance/Transfer coordinator, school psychologists, PEC coordinators, social workers, school nutrition workers, and athletics (to include athletic trainers to ensure the well-being and optimal performance of athletes). The PBIS coordinator, RTI coordinators, Attendance/Transfer coordinator, school psychologists, behavioral specialists, transition success coaches, and special education instructional coaches help students, parents, and school personnel with respect to student developmental, emotional, learning, and behavioral issues. School nutrition personnel plan menus in accordance with the Dietary Guidelines for Americans, publish a monthly newsletter containing family nutrition tips, implement Breakfast-in-the-Classroom for selected schools, and participate in the Farm-to-School Fresh Fruit and Vegetable Program. The district offers a comprehensive health and physical education program that promotes lifelong fitness and positive health behaviors that allow students to be healthy both physically and academically. The district supports conditions for learning through stakeholder surveys that provide feedback about the school and district climate through the Satchel Pulse Survey (a district-created performance measure), the GaDOE Annual Georgia Student Health Survey, Parent Survey & School Personnel Survey, Gallup Insight Surveys, and the BCSD Title I Family and Community Engagement Parent Survey.

With financial support from local business partners, the district has implemented the Leader in Me (LiM) program by Franklin Covey in every elementary school. This program is an evidence-based, comprehensive school improvement model that empowers students with the leadership and life skills they need to thrive in the 21st century.

**Family and Community Engagement:** Stakeholder engagement is goal 3 in the strategic plan. The Superintendent has several advisory boards: parents, students, teachers, administrators, faith-based, etc. The advisory boards are engaged in the planning and problem-solving process of district and school plans. Each school has a school council to bring communities and schools closer together to solve challenging and complex school issues and support educators. For instance, the ShowUp Campaign is a commitment for parents, teachers, staff, students, and the community to pledge

to be present daily. In addition to the parent group input opportunities, all parents are invited to participate in school-level improvement feedback (Family and Community Engagement FACE Forums) and district-level feedback forums. Surveys are also distributed through various communication platforms. To build parent capacity to work with students at home, Parent videos with a specialized videographer create content to share with stakeholders. District and school-level family engagement staff support families through workshops and resources. B4B Parent sessions are held throughout the year to support families with volunteerism, curriculum, instruction, assessment, and access to district and community resources.

Effective Leadership: BCSD ensures district and school leaders understand and communicate the guiding principles, vision, and mission of the district and its strategic plan to all stakeholders. A Leadership Symposium centered around the three strategic goals of our strategic plan: 1) Student Achievement; 2) Staff Effectiveness; 3) Stakeholder Engagement is held in June. How to Improve? is included. The district has three executive officers who work directly with principals to ... SAMs (School Administration Manager) is implemented in the district to maximize the amount of time administrators get to spend working with students and teachers to improve instruction and learning. Monthly administrator meetings are held to ensure clear and concise district guidance and information are communicated with leadership. Creating and maintaining a school climate and culture conducive to learning, cultivating and distributing leadership, ensuring high-quality instruction in all classrooms, managing the school and its resources, and driving improvement efforts are topics included in these meetings.

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

*Response options (choose one or more):*

*Copy selected excerpts from the documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above.*

*Highlight (in green) selected excerpts (as applicable) from the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above and submit with this template.*

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

The district's school improvement process addresses the ESSA plan requirements for identifying and addressing the needs and achievement gaps of its lowest performing students. Schools review the Closing Gaps component of the CCRPI report to determine if all students and including student subgroups are making improvements in the achievement rates. During the annual review, schools begin with a needs assessment that involves data collection, SWOT analyses, root causes, and possible actions/costs. Gaps are identified in SWOT analyses and are addressed in possible actions/costs.

The problem-solving process for academic instruction begins with a variety of evidence-based, grade-specific diagnostics and screenings (Heggerty, Easy CBM, DIBELS, LETRS, and/or STAR assessments). Teachers receive professional learning in using these screeners. LETRS and MathCon training help teacher efficacy in delivering high-quality and impact instruction in the content areas of ELA and Math. LETRS training supports teachers in meeting the needs of students in ELA and MathCon supports teachers with the implementation of the new math standards. The Student Support Team (SST) uses Response to Intervention (RtI) to implement a regular education process that provides a Multi-tiered System of Support (MTSS) for addressing varying student needs. SST services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress Monitoring is conducted frequently to measure student response to instruction provided. Educational decisions, such as adjustments to learning plans, are data-based and individualized to meet student needs. Tier 1 is the primary level of prevention and implements the Georgia Standards of Excellence and the PBIS framework (80% of our student population). Tier 2 is the secondary level of prevention and utilizes ongoing progress monitoring and re-teaching of core-content material through interventions (15% of our student population). Tier 3 is the tertiary level of prevention and meets individual student needs with frequent progress monitoring through intensive interventions that address



foundational and/or pre-requisite skills (3-5% of our student population). The district's strategic plan addresses achievement gaps in strategic Goal 1 (Student Achievement), and Strategic Goal 3 (Stakeholder Engagement). Students with disabilities, English learners, and gifted students receive services at all tier levels, depending on need. The district also uses a tiered system of supports to support schools. Tier 1 is for all schools. Tier 2 provides targeted support (as needed or requested). Tier 3 provides intensive support through district-level interventions. Targeted Support and Improvement (TSI), Comprehensive Support and Improvement (CSI) are identified as Tier 3 schools. Collaborative support plans have been developed and outline evidence-based interventions, actions, resources, monitoring, and results coaching feedback. Supplemental federally funded services are provided for disadvantaged students. Full-day instructional support and summer camps are provided for neglected and delinquent students. Career Technical Instruction (CTI) coaches support students with disabilities enrolled in CTAE classes. Industry specific equipment for each CTAE pathway is modified to be used by all students. Tutoring and transportation services are coordinated for homeless and foster care students. Migrant students receive tutoring and one-to-one instructional and technology support. A certified Migrant Specialist provides tutoring. BCSD has steps and protocols in place to meet the needs of MEP Pre-schools children and OSY migrants. Assessments of migrants for Out of School Youth) are administered, data reviewed, instructional plans developed, and tutoring collaborative scheduling is conducted with the migrant students. During summer months, continuation of services including summer implementation plans guide tutoring, goal setting, and profile review. The district and building leadership incorporate time in the students' schedule to provide additional instructional time to address gaps resulting from mobility. Tutoring and additional services are provided to English learners. The instructional needs of children within local institutions for neglected or delinquent children with disabilities are identified through the IEP process. Any specialized instructional needs/materials are provided in collaboration with the institution. We implement interventions like Read 180, System 44, Language Essentials for Teachers of Reading and Spelling (LETRS), and Edgenuity to support all students with deficiencies.

- 4b. From the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract, how is the LEA ensuring ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA.

*Response options (choose one or more):*

*Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA; or*

*Highlight (in yellow) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA, and submit with this template; or*

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

BCSD uses a tiered system to support schools. Tier 1 is for all schools. Tier 2 provides targeted support (as needed or requested). Tier 3 provides intensive support through district-level interventions. Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools are identified as Tier 3 schools. BCSD has six CSI Promise Schools, five CSI schools, and one Targeted Support and Improvement (TSI) school that are identified as Tier 3 schools. Additional intensive and specific support including monthly professional development and Principal's Professional Learning Communities are given to the district's CSI schools identified as Tier IV. BCSD has two CSI schools identified as Tier IV. Collaborative support plans have been developed and outline evidence-based Interventions, actions, resources, monitoring, and results coaching feedback. District Intervention Coaches funded out of Title IIA support CSI and TSI schools.

The district ensures ongoing and continuous coordination of services, support, agency/community partnerships, and transition services for children served across its federal programs. Most federal programs are housed in one central office division. This affords the programs the ability to collaborate, consult and support each other. Organizationally, the following programs report to the Assistant Superintendent for District Effectiveness and Federal Programs: Title I, Part A Improving Academic Achievement of the Disadvantaged; Title I, Part A Academic Achievement Awards; Supplemental Services (including Title I, Part A Foster Care Program; Title I, Part A Family-School Partnership Program; Title I, Part C Education of Migratory Children; Title II, Part A Supporting Effective Instruction; Title III, Part A Immigrant Students; Title IV, Part A Student Support and Academic Enrichment; Title IX, Part A McKinney-Vento Homeless Assistance Act; English Learner Programs; and Equitable Services); Before and After School Programs (including Title IV, Part B 21st Century Community Learning Centers); Title I, Part A, Section 1003(g) School Improvement Grants (SIG); Title I, Part D Programs for Neglected or Delinquent Children; and Private Schools. Special Education Services and Supports report to the Assistant Superintendent for Student Affairs. Title III, Part A Language Instruction for English Learners reports to the Executive Director of Teaching & Learning.

Federal funds are coordinated and integrated to provide the implementation of programs and activities like training for PEC and regular education teachers in using the effective co-teaching models; tutoring and a tailored summer program for migrant students; a tailored summer program for homeless students; Title III/Immigrant supplemental academic supports, including professional learning, and parent and family engagement; resources and instructional materials for English proficiency development and reading.

Title I provides supplemental academic supports including professional learning, family engagement, tutoring, resources, computers, tablets, software, technological supplies, and instructional materials for ELA/Reading, Mathematics, Social Studies, and Science. Title I funded personnel includes some teachers, district intervention coaches, instructional paraprofessionals, and academic coaches.

BCSD IDEA coordinators collaborate with stakeholders to ensure that students with disabilities' schedules and curriculum align with IEP goals.

Positive Behavioral Intervention and Supports (PBIS) has been implemented in all schools to promote a positive school climate. A PBIS Back-to-School Bash is held to provide information to students and parents regarding bullying, bus safety, nutrition, and community resources. In addition, a limited supply of bookbags, school supplies, school uniforms, and shoes are provided at no cost to BCSD students.

BCSD has community-based partnerships that are relevant and demonstrate expertise in programs and activities in each of the Title IV, Part A three focus areas (Well-rounded, Safe and Healthy, and Effective Use of Technology). These partnerships include the Georgia Sports Hall of Fame, Babies Can't Wait, Child Find, and Macon-Bibb EOC Early Headstart. BCSD trains and monitors volunteers on the implementation of Read United and Read to Succeed by community agencies.

Through continuous coordination and collaboration social-emotional learning (SEL) classes and sessions will be monitored, assessed, and revised as needed to support BCSD needs.

To increase student attendance, the district promotes and monitors the Show Up 4ME campaign that engages schools, parents, and students.

The Macon-Bibb County School-Justice Partnership (SJP) works to reduce the number of students who enter the juvenile justice system by focusing on providing an alternative response and targeted support to students who commit certain offenses (focused acts) at school.

To increase program effectiveness and continuous support, instructional programs for immigrants, limited English proficiency, children with disabilities, migratory children, and neglected and delinquent youth, services are coordinated through the District Effectiveness and Federal Programs Division. Additionally, BCSD provides alternative, differentiated, and personalized learning experiences for students attending all schools including the School of Opportunities Achievement and Results (SOAR, VIP Academy and 8.5 Youth Build).

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

<input checked="" type="checkbox"/> Traditional Funding (all Federal funds budgeted separately)
<input type="checkbox"/> Fund 400 – Consolidation of Federal funds only
<input type="checkbox"/> Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal funds

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

Describe how the Intent and Purpose for each consolidated funding source will be met by the district.	
Program	Intent and Purpose Statement
Title I, Part A	
Title I, Part C	
Title I, Part D	
Title I, Part E (L4GA)	
Title II, Part A	

Title III, Part A, EL	
Title III, Part A, Immigrant	
Title IV, Part A	
Title IV, Part B	
Title V, Part B	
Title I, 1003 (a)	
Title IX, Part A	
IDEA	
Perkins V Grants	

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

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

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

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

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

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

<input checked="" type="checkbox"/> Curriculum for additional interventions	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Professional development to teach curriculum with fidelity	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Supplemental curriculum	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Multi-Tiered System of Supports (MTSS)	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Progress monitoring	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Mid-year review process with each school	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Online programs	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Blended learning	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement

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

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

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

3.7.2024

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

<input checked="" type="checkbox"/> Building School Staff Capacity	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Continuous communication and meaningful consultation with parents and family members	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> School-Based Mental Health	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Other Mental Health support for students in turnaround schools provide students who have been identified as low-performing with academic support and enrichment activities , access to programs to promote parental involvement , access to supports for addressing and improving mental and physical health, access to a learning resource center for students and guardians to strengthen academic supports, positive behavioral interventions and supports, and access to expert supports, which may include but not limited , data scientists, psychometric personnel, curriculum specialist, learning theorists and special educators to help advise the school on technical learning matters.	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Other SOAR and Personalized Learning Center	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement

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

<input checked="" type="checkbox"/> Non-academic support (socioeconomic/emotional/cultural)	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Dropout prevention and student re-engagement	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Engaging parents/families (may include materials in a language that families understand, interpreters, and translators)	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Family literacy	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> College and career awareness preparation	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Services to facilitate transition from preschool	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Support for children and youth experiencing homelessness	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Classes for parents and families (e.g., ESL, GED, citizenship, parenting, etc.)	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Internet safety	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Community liaison	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Parent liaison/family engagement coordinator	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Welcome center/community school centers	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Child care for parent engagement events	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Back-to-school kick-off	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> PD for family engagement liaisons	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Homeless liaison	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Career and technical education (CTAE) programs	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Academic Parent-Teacher Teams (APTT)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Childcare/transportation for Parent, Family, and Community classes/programs/events	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Transition programs for Pre-K	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Other BCSD will provide mental health support for students in turnaround schools, academic support and enrichment activities, access to programs to promote parental involvement. Additionally, BCSD will welcome and utilize Community In Schools liaisons in Turnaround and non-turnaround schools.	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Other SOAR and Personalized Learning Center	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement

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

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

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

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

**5. Professional Qualifications**

- Part 1 –For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification?  
 Yes       No [ESSA Sec. 1112(e)(1)(B)(ii)]
- Part 2 - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
  - for all teachers (except Special Education service areas in alignment with the student’s individualized education program(IEP)), or

- ii. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).

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

BCSD will waive certification for candidates for employment except for certifications not allowed by State Board Rule.

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

The candidate must possess a Clearance Certificate from the GaPSC.

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

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

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

Include:

- Description of your district's procedures

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- Specific professional learning (PL) activities
- Plan to monitor implementation with fidelity

PEC Perf Goal #1

The Bibb County Program for Exceptional Children has procedures, training, and monitoring in helping each student reach graduation. The following procedures are in place for our high school team to track students' progression through courses:

Case managers complete tracking forms monthly. Including Course grades

Attendance Behavior

Action plan for struggling students

2 Case managers report caseload tracking information with the department monthly. The PEC Lead teacher uploads and shares with Zone Coordinator. The Zone Coordinator provides resources and support as needed.

All High School and Middle School case managers attend annual professional learning during the month of August provided by Transition Success Coach/High School Lead/Zone Coordinator. This training mirrors the training provided through the DOE. Transition Success Coaches along with the lead teachers collaboratively meet with the PEC team to review data monthly. During the meeting, plans are developed for each student with deficiencies.

The Zone Coordinator reviews tracking sheets monthly. The Zone Coordinator provides additional TA for staff regarding tracking sheet completion and plan development. Updates are provided monthly during PEC leadership meetings. Analysis of data may lead to additional TA for schools as needed.

Transition Service Plan Training is provided annually by Transition Success Coaches. In-time training is provided when areas of non-compliance are found.

IEPs are reviewed by peers and the special education leadership team. Who Should Attend and What Are Their Roles:

A meeting notice should be created in GoIEP

- Student – required to be invited and strongly encouraged to attend their transition meeting.
- Parent - provide input for students' post-secondary training and education.
- Case manager – provide current assessment data regarding student preferences, strengths, interests, and course of study.

• Outside Agency (if necessary) - Provide additional options for post-secondary activities. When Should Transition Meetings Be Held:

- During the student's 8th-grade year of school but no later than entry into 9th grade or by age 16, whichever comes first. It should be written during the 8th-grade annual review and should not be held off until the 9th-grade rising meeting.

- Can be developed earlier if determined appropriate by the IEP team.

- Must be updated annually and the plan must be attached to the IEP. What Are The Components of The Transition Plan:

• Preferences, Strengths, Interests, and Course of Study based on Present Levels of Performance and age-appropriate assessments (Interest Inventory must be completed prior to meeting)

- Desired Measurable Post-Secondary Outcome/Completion Goals

- Education/Training - These goals are based on academics, functional academics, life-centered competencies, or career/technical or agricultural training desired by the student.

- Case managers should only have one post-secondary education outcome (The student will attend a four-year college to study nursing)• Employment - These goals are based on occupational/employment pursuits desired by the student.

- Case managers should only have one post-secondary employment outcome (the student will work in the field of nursing)

- Independent Living - These goals are based on adaptive behaviors related to personal care and well-being to decrease dependence on others and that is desired by the student.

- Case managers should only have one post-secondary independent living outcome (the student will live in an apartment).

Transition IEP Annual Goals:

- Each post-secondary outcome goal should have at least one transition IEP goal to support the outcome.
- These goals are to be progress monitored
- Education: The student will write ten complete sentences about college requirements for nursing school with 80% accuracy on capitalization and punctuation.
- Employment: The student will complete the high school nurse tech pathway earning all credits in the pathway and passing the pathway completion test by the end of senior year.
- Independent living: The student will write the answers to a household budgeting task with 80% accuracy.
- Transition Activities and Services
- Activities should align with each IEP Goal Examples:

Education: 1. Research 3 colleges with nursing majors 2. Identify cost and scholarship opportunities for colleges.

Employment: 1. Interview a school nurse 2. Research 3 different careers in nursing

Independent Living: 1. Research 3 apartment complexes near the area of intended living 2. Identify the maximum rent that can be afforded based on a beginning nurse's salary.

Transfer of Rights:

- When a student reaches the age of 18, all educational rights under IDEA will transfer to the student unless he or she has been determined by a court to be incompetent or unable to make decisions.
- Even though the rights or the IEP decision-making transfers to the student, the parent will still receive all notices that are required by law.
- Parent and student must receive notice about the transfer of rights one year prior to reaching the age of majority.
- Parent is encouraged to continue attending any meetings about the education of the student.
- Student and Parent(s) must be notified of this transfer of rights upon the student turning 17.

PLEASE REMEMBER THAT THE OUTCOME GOALS MUST BE WRITTEN FOR WHAT THEY WILL DO AFTER GRADUATION, NOT FOR WHAT THEY ARE DOING WHILE THEY ARE STILL IN HIGH SCHOOL

Post-Secondary Outcomes:

Annually, the Program for Exceptional Children seeks to gather data from the previous years exiters. The Post Secondary Outcome is managed by the Transition Success Coaches. The Executive Director meets with the Transition Success Coaches to review the student list and set a plan for monitoring and providing resources for our exiters.

Professional Learning:

The Program for Exceptional Children has a system-level online procedures manual. This manual is comprehensive and addresses all areas of state and federal regulations around IDEA. This manual has outlined annual, monthly, and technical assistant professional learning. These professional learning activities are provided by the Program for Exceptional Children Leadership Team and/or the Program for Exceptional Children's Instructional Team. Some PL offerings are train-the-trainer models where the building lead teachers are trained and they redeliver. Any redelivery requires the lead to send sign-in sheets and agendas to the PEC Department. Technical Assistance for teaching staff this year is designed to mirror the MTSS process. Our teachers are separated into three tiers of support and training. The teachers identified as needing the most support will be provided training and expert coaching, level II teachers will receive bi-monthly training, and our teachers at the highest level will receive training and support through the building lead teacher. TA is designed based on need after a review of observations, paperwork, or identified concerns.

On-Going PL is provided throughout the year on many topics (some are provided annually and others are developed based on need). Below are some of the offerings:

- Designing and implementing effective transition plans and effective IEPs

- Understanding eligibility
- Developing progress monitoring that demonstrates student growth
- Specially Designed Instruction – Co-teaching
- Specially Designed Instruction – Alternative Curriculum
- Documentation of Service
- PEC Manual Review
- Case Management – Implement the provisions of IDEA
- Legal Issues in Special Education

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

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

Include:

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

The Bibb County Program for Exceptional Children will conduct a variety of training and activities for parents and agencies. The new parent engagement facilitator will provide family engagement activities including schedules and routines, social and emotional development, developmentally appropriate activities, understanding IEPs, etc. Additionally, the Northwoods Academy Pre-School website includes community partners' information- BCS/ Head Start along with other resources for parents and the link to the GELDS. BCW and HS are invited to training we conduct at the school for SEEDS.

Bibb County Program for Exceptional Children works collaboratively with Headstart, Babies Can't Wait and private schools/daycares to assure Child Find obligations are met. The procedures set forth in the PEC Manual follow state and federal mandates. These are reviewed with preschool staff and adherence is monitored through the Director of Northwoods Academy, the Coordinator for Psychological Services, and the Executive Director of the Program for Exceptional Children. In order to assure Childfind, Northwoods Academy continues to: advertise services on Facebook, the school website, and pamphlets handed out at job fairs.

Services for students are developed in partnership with daycares, HS, BCW, and private schools to identify and provide special education services that are needed. These include a full continuum as set forth in the department procedures manual. These procedures are reviewed with preschool staff and monitored through ongoing review of eligibility, IEP, and placement data. The district provides many supports and services to meet the needs of students in the preschool these include ST/OT/PT/AT services; itinerate VI/DHH services; ongoing PL for staff; nursing care, staff trained in mindset, utilizing a social and emotional curriculum (2nd step); Pyramid Model (PBIS).

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

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

Include:

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

The Program for Exceptional Children has a system-level online procedures manual. This manual is comprehensive and addresses all areas of state and federal regulations around IDEA. The provisions of IDEA including FAPE are monitored in a variety of ways. These monitoring processes are detailed in the PEC Procedures manual. The monitoring processes include instructional walkthroughs, Initial eligibility monitoring (zone coordinator), IEP fidelity reviews, progress monitoring checks, daily timeline monitoring, IEP Service Logs, Accommodations/Modification signoff sheets, and transition plan reviews. These items are reviewed periodically as dictated in our PEC Leadership Teams Agreements. This manual has outlined annual, monthly, and technical assistant professional learning. These professional learning activities are provided by the Program for Exceptional Children Leadership Team and/or the Program for Exceptional Children's Instructional Team. Some PL offerings are train-the-trainer models where the building lead teachers are trained and they redeliver. Any redelivery requires the lead to send sign-in sheets and agendas to the PEC Department. Technical Assistance for teaching staff this year is designed to mirror the MTSS process. Our teachers are separated into three tiers of support and training. The teachers identified as needing the most support will be provided training and expert coaching, level II teachers will receive bi-monthly training, and our teachers at the highest level will receive training and support through the building lead teacher. TA is designed based on need after a review of observations, paperwork, or identified concerns.

Seedlings

- Yrs 1-3
- TAPP or Waiver OR
- 2 non-compliant IEPs AND
- Progress Monitoring Below 50% in two months OR
- Prior year IEP data below 50% compliant AND
- Progress monitoring below 50% Prior year Buds
- New teachers with more than 3 years of experience
- Returning teachers with less than 75% compliance on IEPs and Progress Monitoring OR
- Any teacher that demonstrates 51% compliance on IEPs and Progress monitoring for 2 months

Blooms

- Returning teachers with 76% or higher compliance on IEPs and Progress Monitoring OR
- Any teacher that demonstrates 76% compliance on IEPs and Progress monitoring for 2 months

On-Going PL is provided throughout the year. All materials from professional learning documents including sign-in sheets, agendas, and PowerPoints are housed at the central office. Some PL is done through a review of the procedures manual at the beginning of the year. Another PL is provided directly through the lead teacher or central office staff on the many topics (some are provided annually and others are developed based on need). Below are some of the offerings:

- Annually procedure overview leads to redeliver to all PEC Teachers – with a signoff sheet
- Designing and Implementing effective IEPs
- Understanding eligibility
- Developing progress monitoring that demonstrates student growth
- Specially Designed Instruction- Co-teaching
- Specially Designed Instruction - Alternative Curriculum Documentation of Service
- Case Management - Implement the provisions of IDEA Legal Issues in Special Education
- Annual procedure overview leads to redeliver to all PEC Teachers - with a signoff sheet

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

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

Include:

- LEA procedures to address timely and accurate data submission
- LEA procedures to address correction of noncompliance (IEPs, Transition Plans)
- Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance
- Supervision and monitoring procedures that are being implemented to ensure compliance

The Bibb County Program for Exceptional Children works to assure compliance with state and federal laws and regulations. The PEC Leadership Team revises and updates system procedures based on information/training and technical assistance provided through the GA. Department of Education. The Procedures Manual is a live online manual that is adjusted throughout the year to keep it up-to-date. The manual is reviewed by teachers annually. The teachers sign off after they have reviewed. Throughout the year, various sections are reviewed during lead teacher training. The Lead Teachers redeliver at the school. The sections for review are selected based on need. Needs are determined by data from various reviews (IEP, Progress Monitoring, Placement, MDRs, transfers) or by the time of year (FTE, Projections, Student Records).

Additionally, the Program for Exceptional Children has developed an MTSS process for our teachers. Technical Assistance for teaching staff this year is designed to mirror the MTSS process. Our teachers are separated into three tiers of support and training. The teachers identified as needing the most support will be provided training and expert coaching, level II teachers will receive bi-monthly training, and our teachers at the highest level will receive training and support through the building lead teacher. TA is designed based on need after a review of observations, paperwork, or identified concerns.

The data from observations, IEP Reviews, Progress Monitoring Reviews, MDR, Discipline, and other data points are reviewed monthly by the PEC Leadership Team. The coordinators each have data components they are the lead on. The team works to analyze the data and develop agendas for training or coaching support for teachers. Monthly, the Executive Director shares this data with Executive Cabinet, Superintendent, and Principals.

The IEP review data has been compiled by the teacher and school. Each school with less than 100% on this data review will have a school-based action plan. The schools are encouraged to create teacher action plans to be added to the TKES evaluation system.

## 7. Overarching Needs for Private Schools

In this section, summarize the identified needs for participating private schools that will be addressed with FY25 federal funds. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	<p>Based on the needs assessment, the private schools' data revealed that tutoring to support academic gaps in Reading and Math was critical. The School Improvement Coordinator has been collaborating with Masonic Home, St. Joseph's, and St. Peter Claver Catholic School on how to best support this need. Participating schools will be using the majority of Title I funds on providing tutors for identified students in the subjects of Reading and Math for the entire school year. If there are any remaining funds, two of the schools would like to provide summer sessions for the identified Title I students. Funds will also be used to provide professional learning and instructional supplies for Title I tutors. Finally, we will use at least 1% of our funds on family engagement. All of the participating schools would like to use the funds on providing summer activities (Reading and Math) to reduce academic regressions. This resource is also used to support students during extended breaks such as Winter Holidays.</p>
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Title II, Part A	<p>Based on the needs assessment, data revealed that improving teacher and leader effectiveness in all content areas will improve student achievement in each content area and enhance the usage of best practices in literacy. Through ongoing consultation, the ES4PS coordinator has been collaborating with First Presbyterian Day School, Masonic Home, Mount de Sales Academy, St. Joseph's, St. Peter Claver Catholic School, Stratford Academy, and Tattnell Square Academy for supporting this need. Most of Title II Part A funds will be used to improve teacher effectiveness in their content area including STEM/STEAM as well as enhance best practices in literacy. A small amount of the funds will be used for continued training in social-emotional learning as well as leader effectiveness.</p>
Title III, Part A	<p>An overview of Title III, Part A is included in the initial consultation, and schools are offered the opportunity to participate. However, no private schools chose to participate.</p>
Title IV, Part A	<p>Based on the needs assessment, data revealed that developing the whole child through STEAM/STEM-based programs, web-based subscriptions such as Renaissance, social-emotional learning programs, and strengthening the fine arts departments as well as physical education will support student growth and achievement. Some of the schools would like to use the grant to provide stipends for teachers participating in additional planning beyond their contracted hours and/ or providing support for students in extracurricular activities. There is also a need for some technology support to increase learning opportunities. Through ongoing consultation, the ES4PS coordinator has been collaborating with First Presbyterian Day School, Masonic Home, Mount de Sales Academy, St. Joseph's Catholic School, St. Peter Claver Catholic School, Stratford Academy, and Tattnell Square Academy for supporting this need.</p>
Title IV, Part B	<p>An overview of Title IV, Part B is included in the initial consultation, and schools are offered the opportunity to participate. However, no private schools chose to participate.</p>
Title I, Part C	<p>An overview of Title I, Part C is included in the initial consultation, and schools are offered the opportunity to participate. However, no private schools chose to participate.</p>
IDEA 611 and 619	<p>The Program for Exceptional Children in Bibb collaborates with private schools and homeschool families to provide a proportionate share. This consultation happens in the fall. Additionally, the Program for Exceptional Children provided individual consultation with private schools and families to gather input on supports offered. At this time, the Program for Exceptional Children provides services to students who have ISPs in two ways. The districts offer speech and language services at the school nearest the homeschool or private school. The second offer of services is through individual tutoring. This is provided by system personnel until all available slots are full.</p>

