# STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)

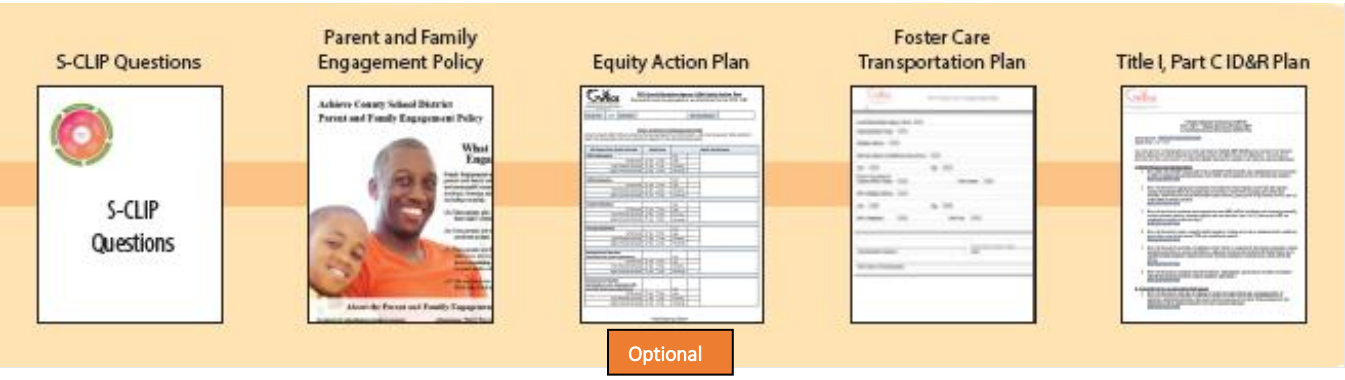
DISTRICT NAME: Jefferson City

DISTRICT TEAM LEAD: Jodi Stephens

FY26 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 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, and local government representatives/agencies) in planning for continuous improvement through its locally developed school improvement process and/or current strategic plan and/or charter system contract.

Stakeholder involvement is a critical part of the school improvement and strategic planning process. The Comprehensive Needs Assessment documents are posted on the system website for the general public to view and offer feedback. Additionally, survey questions are linked to the Comprehensive Needs Assessment questions, allowing parents, administrators, and staff members to review and provide input. The Comprehensive Needs Assessment and other school improvement documents are reviewed annually at school council meetings, board of education retreats, and other community events to provide ongoing opportunities for feedback that guides the continuous school improvement process. Feedback is gathered at both the system and school levels.



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Additionally, the school system will host Fall and Spring Title III Parent Sessions (e.g., Lunch & Learn and Coffee & Conversations) for Supplemental Services for Title III students. These meetings will provide information about academic supports for Title III-eligible students and allow parents to give feedback on the school improvement plan and other supplemental services. Finally, a Fall and Spring Title I Parent meeting will provide information to families on academic supports and offer an opportunity for feedback on school and district goals, as well as input on the needs assessment process.

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.

Stakeholder involvement is a critical part of the school improvement and strategic planning process. The Comprehensive Needs Assessment documents are posted on the system website for the general public to view and offer feedback. Additionally, survey questions are linked to the Comprehensive Needs Assessment questions, allowing parents, administrators, and staff members to review and provide input. The Comprehensive Needs Assessment and other school improvement documents are reviewed annually at school council meetings, board of education retreats, and other community events to provide ongoing opportunities for feedback that guides the continuous school improvement process. Feedback is gathered at both the system and school levels.

System and school leaders meet on the 3rd Tuesday of each month to discuss the components of the comprehensive needs assessment, review student performance and teacher effectiveness data, and discuss federal programs and school improvement updates. Agenda items are linked to the components of the comprehensive needs assessment and strategic plans, which allows system and school leaders to continuously focus on improving student achievement results for all students. These monthly meetings involve system leaders representing Title I, Title II-A, Title III, Title IV, Migrant, Teacher Keys Effectiveness System/Leader Keys Effectiveness System, data specialist, special education, principals, assistant principals, instructional services staff, transportation, school food services, safety and security coordinator, student services support coordinator, and other school level stakeholders and provide an opportunity to analyze current performance data and adjust action steps as needed. The meetings foster a collegial environment that can be best described as a professional learning community. Individuals involved in the meetings collectively identify critical issues among subgroups, determine root causes, and align strategies to support the improvement process during the entire school year. Participants also study evidence-based practices and share strategies that have been proven successful across the system.

The improvement process is truly continuous and relies heavily on formative data rather than lagging state assessment performance data. The local departmental/grade-level action plans, school improvement plans, and professional learning plans drive the work and are closely monitored by program directors. Required Title I stakeholder meetings are held at a minimum of two times each year to review progress regarding school-level action plans, receive input from families, provide shared decision-making opportunities, and share other important information. Participant feedback is taken into consideration and incorporated into plans when feasible. All data reviewed at the school level is shared at parent meetings as well as Title I stakeholder meetings. Input and feedback are sought at each opportunity provided.

All schools have professional learning communities. The instructional staff and administrators regularly review pertinent data, identify subgroups that are making or not making progress, and select interventions using evidence-based resources. Instructional adjustments are made throughout the year.

Interim progress checks are conducted throughout the year through instructional rounds. These instructional rounds enable district staff to review school improvement plans, as well as all areas of federal programs and subgroups. In addition, quarterly accountability meetings with the superintendent enable school and system leaders to review the goals and strategies outlined in the Comprehensive Needs Assessment and school improvement plans, and to determine progress and necessary adjustments to ensure that all students are making academic progress.

All stakeholders (staff, administrators, parents, community members, business leaders, and others) are provided a survey at the end of the year to gather input about the effectiveness of all programs offered in Jefferson City Schools.

The bi-annual Board of Education retreats provide an additional opportunity for stakeholders to review the strategic



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plan and school improvement goals, determine necessary program adjustments, identify resources needed, and outline additional action steps that will lead to improved teaching and learning.

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 addresses continuous improvement and problem-solving and submits with this template; or*

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

The Jefferson City School System employs multiple methods to assess the effectiveness of its system and its impact on student performance. The development and implementation of the PRIDE (Plan, Review, Implement, Determine Effectiveness, & Examine Results) cycle for continuous improvement has provided an effective structure for using data to make timely and relevant decisions by engaging stakeholders in a quality process that consistently leads to improved student performance. The strateigc planning process is on a five-year cycle and utilizes the consulting services of Georgia School Board Association to review, create, and implement the Strategic Plan.

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

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

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

The Annual Report provides an overview of state-mandated assessment results, college and career readiness data, demographic and budgetary information, along with accomplishments and highlights within the academics, athletics, arts, and extracurricular programs. The annual report has been and will continue to be an effective means of providing information about the successes and challenges of the school system to all stakeholders. The Annual Report is emailed to all parents and posted on the website for easy access among other community stakeholders. The schools utilize the needs assessment presentations to communicate more specific data and information to their stakeholder groups for review and feedback during the spring semester.

Although the students and staff are five school years removed from the closures of in-person schooling due to COVID-19, Jefferson City Schools staff continue to observe, monitor, and address deficiencies resulting from the impact of virtual learning and mandated school closures. Teachers in Jefferson City Schools are continuing to take a diagnostic approach and collaboratively analyzing formative and summative assessment data to identify areas that require remediation and enrichment. Mini-diagnostic assessments are being used to determine academic strengths and areas for improvement, and data is used to inform instructional practices. System/school leaders have devised a global spreadsheet that is consistently used across the four schools to monitor the academic, behavioral, and social/emotional progress of students. Information is updated regularly and informs decisions regarding specific interventions necessary to improve student performance. Additionally, historical data, including assessments, attendance, enrollment, course offerings, and grades, are accessed through the Statewide Longitudinal Data System (SLDS) as another means for making informed, data-driven decisions aligned to strategic planning goals and initiatives. The Board of Education has employed a Data Management Specialist, Graduation and Success Coaches, Director for Early Learning, additional student counseling support staff, and additional MTSS support staff to work directly with school leaders and teachers that focus on disaggregating data at the individual student level to ensure all students are making academic progress and learning from one year to the next.

4a. What components of the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the ESSA plan requirements for identifying and addressing the needs and achievement gaps of its lowest performing students, and how supplemental federally-funded services for Economically Disadvantaged (ED), 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.*

Student performance and other data (Georgia Milestones EOG/EOC, benchmarks, universal screeners, attendance, behavior, engagement, drop out, etc.) are analyzed by the school system and its schools to identify equity gaps. The Comprehensive Needs Assessment and school improvement plans are also utilized to identify and address professional learning needs of staff. Based on the data, services and support are in place to ensure that students are progressing toward goals established in the strategic and school improvement plans. Monitoring and the implementation of the effectiveness of these programs are continuously evaluated throughout each school year during instructional rounds and CCRPI meetings. Instructional rounds are school-based meetings that focus on local data, programs, and personnel. These quarterly meetings include administrative staff at the building level, instructional coaches, special education staff, and district-level administrators. CCRPI meetings are held each semester with principals and district administrators, focusing on global data.

Leadership and teacher quality are a priority for Jefferson City Schools, and professional development is planned annually to enhance the overall effectiveness of the school system. Professional learning opportunities are determined based on the review of information gathered from the overarching needs outlined in the Comprehensive Needs Assessment, school improvement plans, and data gathered from stakeholder surveys and feedback.

Behavior data has indicated a need to continue professional learning for all staff for the FY 2025-2026 school year. Various staff will engage in restraint training (e.g., Mindset), strategies for managing the most difficult students, and other initiatives from professional learning sessions. These trainings, along with the strategy, have provided effective data in the behavior categories. Effectiveness data indicate that quality teachers are equitably distributed among all Jefferson City Schools. Most teachers scored a level 3 summative rating on TKES. System leaders collaborate with

school leaders to analyze TKES observation data, identifying additional professional learning opportunities with a focus on student engagement (TKES Standards 4, 6, and 8). Additionally, Standard 4, Differentiation (e.g., data teams), Standard 6 (e.g., Universal Screeners (Amira& MAP) and Jefferson Measures of Academic Progress), and Standard 8, Academically Challenging Environment (e.g., advance content curriculum, literacy professional learning, & constructed response activities) are primary areas of focus for the 2025-2026 school year and are aligned to the overarching needs (e.g., academical rich and safe environments) and specific goals outlined in the school improvement plans.

Principals are responsible for overseeing the scheduling process at each school to ensure that Title 1 low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. School and district leaders collaborate to ensure that all children are taught by effective, in-field teachers who have access to quality professional learning. All principals schedule students for appropriate courses based on a multiple-criterion spreadsheet, which includes all students' academic screeners and other performance data. The data coordinators provide equity reports to principals, allowing them to assess the distribution of low-income and minority children by teacher and make any necessary adjustments. A plan is created for teachers who need to improve, and inexperienced teachers are supported through induction and mentoring activities during their first few years of teaching. JCS traditionally has a very low teacher turnover rate. The stability of the school system's teaching staff is a crucial factor in providing ongoing professional development for teachers and ensuring that effective, experienced educators are available to teach all students.

For the FY 2024 and FY 2025 school years, Jefferson City Schools requested an extension of our waiver for the poverty threshold for a school-wide plan for Title I students, which has previously been granted. The need for the school-wide poverty threshold waiver evolved from a variety of consultations. Some of these consultations were internal, involving stakeholders from the school system, while others were external, involving multiple individuals within and outside the school system. During school- and district-level discussions and data review sessions, it was readily apparent that the school system needed to find new and innovative ways to reach students who had experienced learning loss due to the pandemic and were not progressing at rates comparable to their peers in the district. The data suggested that there were students who were not within the Targeted Assistance (TA) program label who needed support beyond the capabilities of the school's current plan. The data also provided evidence that TA-identified students exhibited a variety of achievement levels and rates of progression. The Targeted Assistance program has served our district well; however, the new challenges posed by the pandemic's effects and the resulting learning loss will require new, innovative approaches to reach more students. Consultations with GaDOE technical assistance staff in Federal Programs revealed that our plans for providing services for these students may be hindered by our status as a TA program. The GaDOE staff, along with the Jefferson City school- and district-level staff, felt that the request for the School-Wide Program waiver was necessary so that we could reach more students and expand instructional and other services to meet the diverse and varied needs of students. The waiver will enable the district to serve all students based on their needs rather than their labels. Additionally, it will enhance the flexibility of interventions and staff utilization to meet students where they are academically, emotionally, and socially.

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

Regularly scheduled meetings with instructional leaders (system teaching and learning staff, principals, assistant principals, instructional coaches) are held to review and analyze student performance data, discuss implications, and discuss adjustments to school and district improvement plans and action steps. All schools have professional learning

communities (i.e., data teams) that review student achievement data on an ongoing basis to measure progress and determine next steps for all students and/or specific subgroups.

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

*Response options (choose one or more):*

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

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

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

A comprehensive needs assessment is conducted each spring to evaluate the needs of the school system and its schools, as well as the needs of subgroups of students, including those who are economically disadvantaged, English Learners, migratory students, homeless students, foster children, and students with disabilities. The process includes stakeholder meetings and/or surveys conducted at both the school and system levels. The Jefferson City School System utilizes a variety of data sources to make decisions that impact student learning and teacher effectiveness. Our needs assessment process includes the ongoing analysis and disaggregation of student achievement data from CCRPI, state assessments (GKIDS, Milestones, ACCESS, GAA), local assessment data (Amira/iStation, Star, NWEA Map, Jefferson Measures of Academic Progress, common assessments, benchmarks), course completion rates, graduation rate, perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, instructional walkthrough data, and verbal input and feedback from stakeholders. The school system has a specific plan in place to engage families of English Learners. The school system utilizes funds to support staff in coordinating the engagement and involvement of EL parents, which has enabled a stronger connection between this group of students and families and the school and community. This plan includes identifying and involving parent representatives on various advisory boards, such as school councils, school improvement committees, federal programs, CTAE, and other relevant committees. In addition, annual parent involvement activities, including Curriculum Night, Family Science Night, Bio STEAM events, and other federal program meetings and events, are effective in engaging parents and families of English Language (EL) students. Translation services are provided to EL families during registration and other parent involvement activities and events. Communication disseminated by the schools and school system is provided in

multiple languages to ensure ongoing communication and support for EL students and families. School system administrators and school-level leaders have made it a priority to engage families and the community in the physical schools more this year, while still incorporating health and safety precautions into the decision-making process and planning. Providing a safe and secure environment for learning by students is an overarching need for the system and is included as an improvement goal for school and district staff this year. Focusing on a rich academic environment for all types of learners has also been identified as the overarching need for the school system during the spring data review and comprehensive needs assessment process.

Stakeholder involvement includes seeking feedback from our Teacher Advisory and Student Advisory Committees. The Superintendent and staff meet with these committee members quarterly to discuss data and concerns. At the end of each year, schools conduct a comprehensive stakeholder needs assessment meeting that includes parents, teachers, paraprofessionals, administrators, community members, and other support staff. Additionally, a team of system leaders visits each school for a mid-year progress check to determine progress toward current-year goals and to plan for the next school year. School representatives who attend progress checks include administrators, instructional coaches, and teachers. Once input is collected from schools, a series of meetings is held at the system level to consider all prior stakeholder input and other data, and to make decisions regarding the system's prioritized needs, equity concerns, and identify actions and strategies to address these needs. Stakeholders participating in our needs assessment process include the Federal Programs Director, Special Education Director, Director of Teaching and Learning, Associate Superintendent, Migrant Education Coordinator, Homeless Liaison, Digital Learning Specialist, EL Support staff, MTSS coordinators, Data Management Specialist, school administrators and teachers from each level, paraprofessionals, instructional coaches and counselors, parents, and community members. The results of the needs assessment identify areas for improvement and inequity, guiding the development of plans and the expenditure of funds.

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

As mentioned previously, feedback is also solicited from parents and community stakeholders during the annual Title I meetings, school council meetings, and through community organizations, such as the Chamber of Commerce Education Committee, in addition to the surveys used during the spring needs assessment process. Information gathered from these various sources is discussed, and decisions are made on areas of priority at the system and school levels. Additionally, parent and family meetings are conducted throughout the school year, as well as board retreats held twice a year. The results of the needs assessment identify areas of inequity and inform school and system improvement plans, as well as the allocation of federal funds. Schools are required to complete school improvement plan templates aligned with the Comprehensive Needs Assessment tool, which includes guiding questions to be used at the individual teacher, department/grade, and school levels. District leaders are available to meet with groups as needed throughout this process.

The Jefferson City School System currently does not have any state- or federally-identified schools requiring support. If the school system has identified schools that require state or federal support, system leaders will collaborate with principals, assistant principals, and other relevant individuals to review and revise school improvement plans, ensuring that all necessary processes are in place to enhance student performance. Using the district's continuous improvement plan, the PRIDE cycle will facilitate the analysis of student achievement and other data, serving as the framework for determining which schools require support. Priority will be given to state and federal funds for any school identified as

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| needing support, as measured by state and local performance measures. A central office administrator will be assigned to directly work with the principal to implement action plans and strategies designed for improvement. Continuous monitoring will be conducted, and adjustments to programs and resources will be made as necessary. |

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

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| ☒ Traditional Funding (all Federal funds budgeted separately) |
| ☐ Fund 400 – Consolidation of Federal funds only (e.g., Consolidation of Administrative Funds) |
| ☐ 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: |
|---|---|---|
| ☐ Transfer Title II, Part A | ☐ 100% ☐ Less than 100% | ☐ Title IA ☐ Title IC ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ Title ID |
| ☐ Transfer Title IV, Part A | ☐ 100% ☐ Less than 100% | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title VB ☐ 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.



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

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|---|---|
| ☒ Curriculum for additional interventions | ☒ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Professional development to teach curriculum with fidelity | ☐ Title IA ☐ Title IC ☒ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Supplemental curriculum | ☒ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Multi-Tiered System of Supports (MTSS) | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Progress monitoring | ☒ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Mid-year review process with each school | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Online programs | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☒ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Blended learning | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☒ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Data and evaluation team | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Early warning systems | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID |
| ☐ College and career readiness preparation | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Full-day kindergarten | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Instructional materials | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Positive Behavioral Interventions and Supports (PBIS) | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Extended instructional time during the school year | ☒ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Instructional interventionist | ☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Behavior specialist | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID |
| ☒ Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators) | ☐ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Instructional coaches | ☒ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Supplemental tutoring | ☒ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Preschool Services | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Summer school | ☒ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Job-embedded professional learning | ☐ Title IA ☐ Title IC ☒ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Dual-concurrent enrollment programs/courses | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID |
| ☒ Efforts to reduce discipline practices that remove students from the classroom | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Career and technical education programs | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Supplemental curriculum and instructional materials/personnel | ☒ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Interventions and Support for Behavior | ☒ Title IA ☐ Title IC ☒ Title IIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Extended Learning Opportunities | ☒ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Technology | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Connectedness and Well-being/Programming | ☐ Title IA ☐ Title IC ☐ Title IIA ☒ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Academic Based Field Trips | ☐ Title IA ☐ Title IC ☐ Title IVA ☐ Title VB<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Other | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Other | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |

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

| | |
|---|---|
| ☒ Creating a culture of high expectations | ☐ Title IA ☐ Title IC ☐ Title IIA ☒ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ School improvement (restructuring, reform, transformation, planning & design) | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☒ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Bullying Prevention | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |



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.

| | |
|---|---|
| ☐ Home/school liaison | ☐ Title IA ☐ Title IC ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID |
| ☐ Home visit programs | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID |
| ☒ Assemblies (e.g., suicide prevention, bullying prevention, etc.) | ☐ Title IA ☐ Title IC ☐ Title IIA ☒ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Parent, family, and community engagement | ☒ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Family surveys | ☒ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Restorative justice programs | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID |
| ☒ Efforts to reduce discipline practices that remove students from the classroom | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Building Parent Capacity | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Building School Staff Capacity | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Continuous communication and meaningful consultation with parents and family members | ☒ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID |
| ☒ Interventions and Supports for Behavior | ☐ Title IA ☐ Title IC ☒ Title IIA ☒ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ School-Based Mental Health | ☐ Title IA ☐ Title IC ☐ Title IIA ☒ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Other | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Other | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |

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

| | |
|---|---|
| ☒ Non-academic support (socioeconomic/emotional/cultural) | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☒ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Dropout prevention and student re-engagement | ☒ Title IA ☐ Title IC ☐ Title IIA ☒ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Engaging parents/families (may include materials in a language that families understand, interpreters, and translators) | ☐ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Family literacy | ☐ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ College and career awareness preparation | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Positive Behavioral Interventions and Supports (PBIS) | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Services to facilitate transition from preschool | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Support for children and youth experiencing homelessness | ☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☒ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Classes for parents and families (e.g., ESL, GED, citizenship, parenting, etc.) | ☐ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Internet safety | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Community liaison | ☐ Title IA ☐ Title IC ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Parent liaison/family engagement coordinator | ☒ Title IA ☐ Title IC ☒ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Welcome center/community school centers | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Child care for parent engagement events | ☒ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Back-to-school kick-off | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID |
| ☐ PD for family engagement liaisons | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID |
| ☒ Homeless liaison | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☒ Homeless ☐ Title ID |
| ☐ Efforts to reduce discipline practices that remove students from the classroom | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Career and technical education (CTAE) programs | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Academic Parent-Teacher Teams (APTT) | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless<br>☐ Title ID ☐ Title IA School Improvement |
| ☐ Interventions and Supports for Behavior | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Childcare/transportation for Parent, Family, and Community classes/programs/events | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Transition programs for Pre-K | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA<br>☐ Homeless ☐ Title ID |
| ☐ Other | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |



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| | |
|---|---|
| ☐ Other | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |

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

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

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

| | |
|---|---|
| ☐ Leadership Development | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Improvement Planning Development | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Safety and Security Training | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID |
| ☒ Training for monitoring and evaluating interventions | ☐ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☒ Leadership Conference Attendance | ☐ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Other | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |
| ☐ Other | ☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA<br>☐ Homeless ☐ Title ID ☐ Title IA School Improvement |

5. Professional Qualifications

- Part 1 –For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification?
  ☒ Yes ☐ No [ESSA Sec. 1112(e)(1)(B)(ii)]

- Part 2 - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
  i. for all teachers (except Special Education service areas in alignment with the student's 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)]*

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



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Flexibility will only be exercised when necessary for all teachers and in all grade levels. Certification for special education, ESOL, and gifted are not waived.

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

Jefferson City Schools teachers must meet the minimum professional qualifications of holding a Bachelor's Degree and a clearance certificate. For CTAE teachers, a candidate must have at least two years of relevant experience in the field or a related field along with a clearance certificate.

6. Describe how the district will meet the following IDEA performance goals:
[20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities (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**
- **Specific professional learning (PL) activities**
- **Plan to monitor implementation with fidelity**

Jefferson City Schools is committed to improving the graduation rate of students with disabilities (SWD). A key component of the Individualized Education Program (IEP) for high school students is the development of a transition plan that supports both school completion and post-secondary success. These plans are tailored to each student's strengths, preferences, and interests, outlining clear steps toward achieving their post-school goals, whether that be enrollment in higher education, entry into the workforce, or other meaningful adult activities.

To support successful post-secondary outcomes, Jefferson City Schools implements the following activities and procedures:

District Procedures & Activities

- Transition plans are developed for all high school students with disabilities, beginning in 8th grade and updated annually.
- Plans include participation in work-based learning and community-based instruction opportunities, allowing students to explore career pathways and gain real-world experience.
- The district collaborates with Vocational Rehabilitation (VR) to help students identify and access resources that align with their post-secondary goals.
- Academic performance, attendance, and behavioral data are consistently monitored. Students identified as "at risk" in any area receive targeted support from case managers.

Professional Learning Activities

- Teachers in grades 8–12 receive district-led professional learning focused on developing compliant and meaningful transition plans.
- Ongoing collaboration and consultation with Vocational Rehabilitation are embedded throughout the school year to support students' individual post-secondary planning.

Monitoring and Fidelity Checks

- Central office personnel review transition plans throughout the school year to ensure compliance and quality.
- Plans are submitted to the Georgia Department of Education (GaDOE) for compliance review when applicable.
- Teachers are expected to document completed transition activities in the IEP and maintain accurate records throughout the year.



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- Special education case managers at Jefferson High School meet monthly with "at-risk" students to review academic, behavioral, and attendance data, identify barriers, and develop action plans for improvement.

Data reviews and intervention planning are conducted collaboratively between case managers and school administrators.

- 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

Jefferson City Schools is committed to early identification and intervention to ensure that young children with disabilities receive the supports needed to thrive before entering kindergarten. The district implements a variety of activities across different environments to promote developmental outcomes and facilitate smooth transitions for children aged 3–5.

LEA Procedures and Transition Activities

- Jefferson City Schools maintains a strong partnership with our Babies Can't Wait (BCW) Service Coordinator to ensure timely referrals, evaluations, and IEP development for children transitioning from Part C to Part B services.
- The district conducts monthly developmental and speech-language screenings in collaboration with related service providers. These screenings are publicly advertised on the district website and in the local newspaper to ensure broad community access.
- The Preschool Shared Services Lead places referral fliers in all local daycare centers at the beginning of each school year and maintains regular contact with these centers through weekly or occasional visits.
- JCS collaborates closely with pediatricians and childcare centers to share information about early intervention and support families in accessing necessary services.
- A key goal of the transition process is to ensure a seamless transition into Pre-K and kindergarten by providing early support and opportunities for parent engagement.

Service Options and Locations

Jefferson City Schools provides a continuum of service delivery options for young children with disabilities, including:

- A self-contained special education preschool classroom located at Jefferson Elementary School, staffed by a certified special education teacher and a paraprofessional.
- Inclusion Pre-K classrooms for students with disabilities who are 4 years old on or before September 1st. These students are served alongside their typically developing peers in Georgia Pre-K or district-funded Pre-K settings. Special education services and related supports are provided within the general education environment, based on individual student needs, to promote access to the general curriculum in the least restrictive environment.

- Speech-only services for children not enrolled in public Pre-K, which are delivered either:
  - On-site at local childcare centers (community-based), or
  - At Jefferson Elementary School, with parents providing transportation.

- Beginning in the 2025–2026 school year, Jefferson City Schools will expand the Time to Play program to a weekly model with two weekday sessions per week.
- Designed for children from birth to age four and their caregivers, this program fosters early social, emotional, and cognitive development through: Songs, Stories, Interactive Play, and Caregiver-Child Engagement
- The program is grounded in the Basics Principles, a set of five evidence-based practices that support early brain development.
- The Basics Principles originated from the Achievement Gap Initiative at Harvard University in partnership with the Black Philanthropy Fund in Boston.
- The mission of the Basics is to:
  - Bolster brain development in children from birth to age three
  - Strengthen social, emotional, and cognitive skill-building
  - Provide a sturdy foundation for school readiness
  - Promote equitable outcomes across entire communities

Sessions are inclusive and accessible, intentionally designed to engage families and support young children, including those at risk for developmental delays or who require early intervention services.

Staff Supporting the Age 3–5 Population
- A certified special education preschool teacher provides direct instruction in the self-contained classroom.
- Speech-language pathologists deliver services both at school and in community settings and assist in monthly child find screenings.
- The Preschool Shared Services Lead coordinates service delivery, supports community engagement, and leads professional learning efforts for preschool educators.
- Classroom paraprofessionals assist with individualized student needs and instructional support.

Collaboration with Outside Agencies
- Jefferson City Schools maintains an active relationship with Babies Can't Wait, including participation in transition meetings and shared planning efforts.
- The district collaborates with local community daycares and private preschools to address student needs and support early identification efforts.
- Professional learning is provided to community preschool partners by the Preschool Shared Services Lead and the Director of the Center for Early Learning, focusing on developmental red flags and effective classroom strategies.

Parent Trainings and Family Engagement
- Jefferson City Schools supports family engagement through the "Time to Play" program, which fosters parent-child interaction and introduces families to district resources.
- Families are encouraged to attend IEP meetings and transition conferences, providing input on goals and services for their child.
- The district provides information sessions and printed resources to help parents navigate early intervention and understand how to support learning at home.

- 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

All students with disabilities (SWD) in Jefferson City Schools receive a free and appropriate public education (FAPE). All teachers are highly qualified in their instructional programs, and administrators evaluate special education teachers using TKES, providing feedback as necessary to support continuous growth.

Jefferson City Schools achieves this goal by:

1. Providing an IEP Review professional development session during the school year to ensure staff are well-versed in eligibility and compliance procedures.
2. Ensuring that all special education students are served in the Least Restrictive Environment (LRE), as determined by the IEP committee at least annually.
3. Developing IEP goals and objectives that address student needs and provide necessary supports to enable access to the general curriculum. Service options within Jefferson City Schools include:
    - o Self-contained classrooms
    - o Separate classes
    - o Small group instruction
    - o Co-teaching models
    - o Supportive services with paraprofessionals
    - o Separate school placements
    - o Consultative services

4. Additionally, ongoing progress monitoring supports teachers in measuring student progress toward goals and objectives.
5. Conducting eligibility determinations at least every three years, with the district's review timeline set proactively at every two and a half years to ensure timely re-evaluation.
6. Sharing IEP accommodations and modifications with teachers and related service providers through the GO IEP platform. Special Education Leads in each building ensure that all teachers have access to GO IEP at the beginning of each school year. Additionally, Case Managers personally share relevant accommodations and modifications with teachers and paraprofessionals working with the student at the start of the school year.
7. Supervision and monitoring procedures to ensure FAPE is provided include:
    - o Regular audits of IEP compliance and documentation conducted by district special education staff.
    - o Classroom observations and walkthroughs by administrators and special education coordinators to verify the implementation of IEP goals and accommodations.
    - o Ongoing review of student progress data by case managers and administrators.
    - o Periodic IEP team meetings to evaluate student growth and make necessary adjustments.
    - o Use of district data systems to track compliance timelines and progress monitoring results.

Strong communication between the school and stakeholders is another critical component of providing FAPE. The Special Education Director and Coordinator regularly meet with parents and administrators to foster understanding of the IEP process. The Special Education Director also frequently participates in IEP meetings as the Local Education Agency (LEA) representative.

Effective communication strengthens the partnership between the district and families, ensuring decisions are made in the best interest of each child.



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.

To further engage families, Jefferson City Schools will encourage and support parents in completing the annual parent survey to gather feedback and improve services.

- 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

Jefferson City Schools is committed to full compliance with all state and federal laws governing the provision of services for students with disabilities. The district has established systems, procedures, and professional learning supports to ensure timely and accurate data submission, correction of noncompliance, and consistent implementation of compliant IEPs and transition plans.

Professional Learning and Guidance

The Special Education Director provides ongoing professional development throughout the school year to ensure that all special education teachers have a thorough understanding of IEP development, eligibility procedures, service delivery, and the impact of these components on student achievement. These sessions include updates on compliance requirements, writing compliant transition plans, accurate documentation, and progress monitoring expectations.

To support teacher understanding and access to compliance resources:

1. The district maintains a comprehensive Policies and Procedures Manual, aligned with IDEA and state guidance.
2. A Google Team Drive is used to house organized, summarized documents, checklists, templates, and timelines that support daily special education compliance tasks.
3. Monthly meetings are held with special education leads at each school to review updates, provide clarification, discuss student-specific situations, and reinforce procedural expectations.

Timely and Accurate Data Submission

Jefferson City Schools ensures accurate and timely data submission by:

- Adhering to state and federal reporting deadlines.
- Having designated staff members review data in GO-IEP and Infinite Campus regularly to ensure data accuracy.
- Conducting internal audits prior to submission windows to identify and correct errors.
- Coordinating with the district data team to align reporting requirements with special education data entry and review procedures.

Correction of Noncompliance

When areas of noncompliance are identified—whether through self-monitoring, GaDOE review, or internal audits—the following steps are taken:

- Immediate review of the identified issue by the Special Education Director.
- Case managers are provided with direct feedback and coaching.
- Required corrections are made within the state-mandated timelines.
- Targeted professional learning and follow-up monitoring are implemented to prevent recurrence.

Supervision and Monitoring

To ensure consistent implementation and compliance with IDEA:

- The Special Education Director conducts file reviews, GO-IEP audits, and walkthrough observations.
- Lead teachers help facilitate peer-to-peer coaching and informal file reviews within each building.
- The district maintains a monitoring calendar to review timelines for reevaluations, annual IEPs, progress reporting, and service delivery.
- Corrective action plans are developed when patterns of noncompliance are noted, and follow-up support is provided as needed.

These practices support a culture of continuous improvement and accountability, helping Jefferson City Schools ensure that all students with disabilities receive the services, supports, and protections required by law.