



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



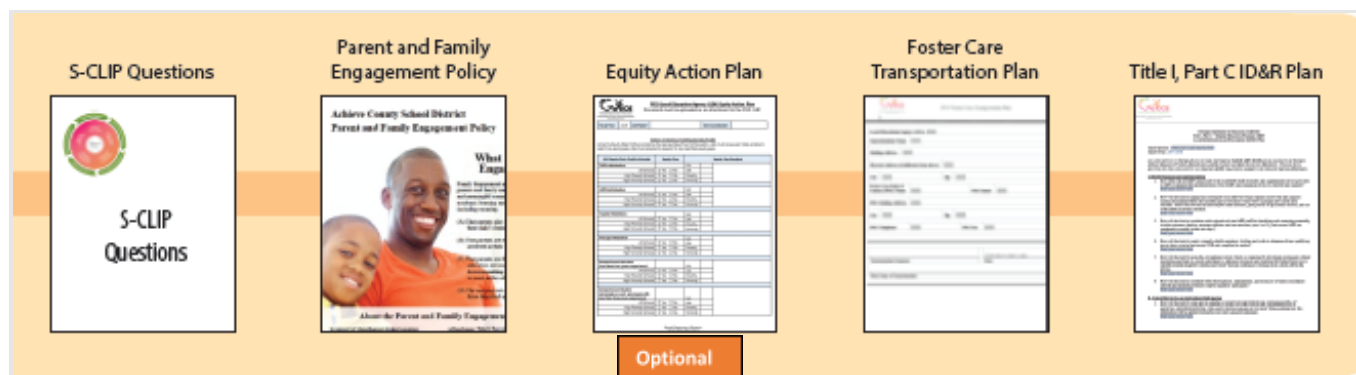
DISTRICT NAME: **Dublin City Schools**

DISTRICT TEAM LEAD: **Dr. La'Ronda Fleming**

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.

The Board of Education of the Dublin City Schools Charter System voted to use a process developed by the Georgia School Boards Association (GSBA) and Georgia Leadership Institute for School Improvement (GLISI) to develop an updated strategic improvement plan for the school district. This comprehensive process engaged the community and all stakeholder groups to create universal ownership and support for district and school improvement. Highlights of the process include:

- A comprehensive community engagement component to allow stakeholders to have a voice in the strategic improvement planning process

- A diverse planning team that represented stakeholder groups to develop the plan
- A facilitated planning process that assisted the planning and action teams in analyzing the strengths, weaknesses, opportunities and threats of the school district and developing and/or defining the mission, vision, beliefs, goal areas and elements of the strategic improvement plan
- A facilitated process to work with experts within the district and community on developing initiatives and action steps to implement the plan

The strategic improvement planning process began with a community engagement session, involving representatives from all stakeholder groups and a stakeholder survey to gather vital input from the community. After alignment of the plan, district and school staff in conjunction with the board will execute, monitor, and report on the plan, as well as, ensure an ongoing process to review and update the plan as needed.

Dublin City Schools Commitment to an Ongoing School Improvement Process:

In keeping with the school district's philosophy, there will be a continued focus on systemic processes and goals to improve the district, but differentiated models are encouraged at the local school levels. School-based governance and Continuous Improvement Teams are in place to foster the development of appropriate action items in support of school-based initiatives to support and meet specific established goals, performance measures, and strategic priorities as outlined in the district strategic plan.

Strategic plan mid-year and summary updates will be provided to the Board of Education.

The Simbli (eBOARD) Strategic Plan software provides a Balanced Scorecard that reflects the Strategic Plan goals and progress.

Simbli Strategic Plan Software: One of the most important aspects of the Strategic Improvement Planning Process is the ability of the school district to use GSBA's Simbli Strategic Plan Software to assist with the execution, monitoring, and reporting of the plan. GSBA's Simbli Strategic Plan Module makes the process easy for district staff and the school board. Plan items can be easily updated by staff allowing users to filter the plan by staff, department, status, priority, date, etc. As the plan is updated, results are reported on through the Strategic Dashboard, Balanced Scorecard, and Goal Alignment report. Simbli helps to keep everyone informed and provides real-time status updates of the plan in a transparent fashion.

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.

School Improvement Overview:

All schools within the Dublin City Schools Charter System conducts School-wide Programs. This allows all children and all parents an opportunity to have equal access to all related federal funds assistance. School-wide Plans are updated and verified using a district-provided checklist during school-level continuous improvement meetings.

Parents from each school's governance team are also invited to system level Parent Advisory Council meetings as needed. All schools will notify stakeholders in multiple ways including but not limited to notice of the meeting dates placed on each school's marquee, in each school newsletter, and on the web site. Parents and other stakeholders will be notified by an invitation sent from each individual school and all stakeholders will be notified using each school's communication platform.

Parents and other stakeholders, including paraprofessionals, who attend the meeting are given an opportunity to provide input on the Continuous Improvement Plan, Parent/Student/Teacher Compacts, Family Engagement Plans, Professional Learning Plan, DCS Equity Action Plan, and the Streamlined Comprehensive LEA Improvement Plan. Parents and stakeholders, including paraprofessionals, who are not in attendance will be given the opportunity to obtain a copy of the Continuous Improvement Plan from each school and submit input before the final revisions are approved. Revision dates will be clearly marked on each plan. The district Federal Programs Director, along with other appropriate Department Leaders, will be responsible for collecting required documentation (agendas, meeting notes, presentations, survey data, and sign in sheets). At these meetings, feedback is gathered from but not limited to the following list of stakeholders:

- APTT- Academic Parent Teacher Teams which meet quarterly
- Dublin/Laurens Literacy Task Force
- Georgia Military College, Middle Georgia State College, Oconee Fall Line Technical College, Georgia College and State University, Mercer University, Fort Valley State University, Albany State University, Middle Georgia State University
- Capital City Bank, Morris State Bank, Bank of Dudley, Fairview Park Hospital, Southern Company - Georgia Power, YKK
- Dublin/Laurens County Retired Teachers Association
- GLRS, Heart of Georgia RESA
- Exchange Club, Civitan Club, Rotary Club
- Local Agencies – Head Start, Community Mental Health, Healthy Start Coalition, Loving our Community Coalition, Babies Can't Wait, Community in Schools, Family Connections
- Oconee Regional Library/Laurens County Library
- Dublin City Council
- Private Day Care Centers
- Dublin/Laurens County Recreation Department
- Dublin Housing Authority
- Dublin Chamber of Commerce
- Dr. Jaroy Stuckey Workforce Academy
- The University of Georgia Archway Partnership
- Dublin Laurens Economic Development Authority
- City of Dublin Summer Youth Works
- The Department of Juvenile Justice
- The Department of Family and Children Services
- South Central Health District
- GEMA - Georgia Emergency Management Agency
- Laurens County Commissioners
- Dublin City Police Department - Transform Dublin
- Georgia Vocational Rehabilitation Agency
- Edrich
- St. Gobain
- Heart of Georgia Healthy Start
- Heart of Georgia Fathers Among Men
- Essential Pieces --- Sensory/Autism Awareness
- Laurens County Library
- Learn-n-Go Therapy
- Southeast Region Georgia Department of Early Care and Learning (DECAL)

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.*

Dublin City Schools School Improvement Process

Effective Leadership

- Collaborate, Participate and Support Continuous Improvement Teams
- Conduct Needs Assessment/Data Analysis
- Ongoing Data Analysis of achievement, behavior, attendance, professional learning, etc.
- Continuous Improvement Planning, Identify Needs, Develop SMART Goals and actions, monitor implementation of actions, evaluate effectiveness and impact, Examine Progress and Continue Process
- 45 day Action Plan Development and monitoring for implementation, effectiveness, and progress towards goal mastery
- Communicate Plans to all Stakeholders through multimedia outlets and print formats
- Continuous Improvement Team Meetings weekly at the district level
- Continuous Improvement Team Meetings (twice a month) at the school level
- Support Implementation of Instructional Strategies for Identified Subgroups
- District Curriculum Directors working collaboratively to provide consistent leadership in Standards Based Classrooms and State Curriculum
- District leaders work collaboratively to establish and monitor the district's MTSS framework used to target struggling students, teachers, and leaders
- Implementation of Local School Governance Team with fidelity

Coherent Instruction

- Support implementation of standards based best practices instruction, curriculum mapping, pacing guides, and lesson planning for instructional framework
- Identify and support implementation of instructional strategies for identified subgroups by the academic coaches and academic interventionists
- Provide intensive intervention to targeted students as necessary using the GaMTSS process
- Monthly data meetings to review and monitor school data
- Weekly monitoring of lesson plans
- Instructional Awareness Walkthrough (IAW) process using the Specially Designed Instruction (SDI) observation tool to focus on the alignment of learning activities to targeted standards
- Collaborative/Instructional Planning using the districts High Achievement and Success Guide (HASG) for teaching and learning

Family and Community Engagement

- Support for Academic Parent-Teacher Teams, APTT – Data analysis planning for the year
- School level family engagement coordinators at all schools
- Family Engagement Support for school programs
- Support for family and parent engagement events organized by the Family Engagement Coordinator - two events per month

- Support the increase of community stakeholder engagement - plan to increase partners
- Hold annual Community Listening Sessions for community feedback
- Support for community literacy outreach via the Mobile Literacy Lab (Big Green Reading Machine)
- Training for social and emotional development in children and parents
- Dr. Jaroy Stuckey Workforce Academy
- Local School Governance Teams at each school
- “Let’s Talk” on district website for stakeholder input
- Lead Learner Updates accessible on multi-media formats to inform community of district’s events
- Board Briefs videos that provide updates of board of education meetings
- Mass communication platform used to inform stakeholders of events occurring in the school district
- Weekly Newsletters from schools and academies
- Intentional focus on a well-organized and monitored school-level Parent Advisory Council

Professional Capacity

- Participate in Collaborative Planning Teams
- Support Induction Teachers through mentoring and monthly professional learning
- Support Identified Needs for Professional Learning – Comprehensive Needs Assessment and Ongoing Data Analysis (Benchmark Assessments, Grade Reports, Assessments), GaLEADS evaluation system for teacher effectiveness, and LKES for leader effectiveness
- Professional learning, collaborative planning, and effective implementation and monitoring of the K-12 Math Standards
- Professional Learning, collaborative planning, and effective implementation and monitoring of the new K-12 English Language Arts Standards launch and rollout for SY 2025-2026
- Professional learning for the adopted High Quality instruction literacy materials (SAAVIS) for K-12
- PBIS Training for Teachers and Students on school-level behavior expectations, behavior matrix, and the response to behavior flowchart
- Purchase software to analyze data, identify trends and track administration and effectiveness of district initiatives
- Leadership academy for aspiring leaders GaLEADS 8 Roles
- Utilize human resources software for nationwide recruiting
- Analysis of Instructional Awareness Walkthrough Data to support professional learning and professional development

Supportive Learning Environments

- 21st Century Community Learning Centers (CCLC)
- McKinney-Vento Education for Homeless Children and Youth
- Migrant Education Program
- Family and Parent Engagement Program
- Positive Behavior Intervention Systems (PBIS)- utilize software to track interventions, data and student rewards
- Utilize a Social Emotional Learning Curriculum (i.e Leader In Me and Ron Clark Academy)
- Utilize instructional technology for individualized student tutoring services
- Specialized program for delivery of advanced academic content for grades K-8 (Irish Gifted Academy)
- Specialized program for delivery of International Baccalaureate curriculum, Advanced Placement, and Dual Enrollment Courses (Irish Honors Academy)
- Implementation of a safety plan that ensures the basic needs of orderliness and safety are met
- The Way College and Career Academy
- Accelerated Career Diploma

LEA Monitoring and Guidance Procedure:

The District Continuous Improvement Team will have on-site meetings with principals to discuss the current status of their plans in regard to the checklist components. Missing or items in need of revision are marked on the checklist and

then rechecked when the revised plan is submitted. Copies of agendas and sign-in sheets from such meetings will be collected and stored in Federal Programs files as evidence and documentation of meetings. As previously stated, system leaders support schools in developing, revising, implementing, monitoring, and coordinating school improvement and school-wide plans during regularly scheduled administrative meetings..

During the meetings, data is analyzed to identify and develop solutions to challenges related to instructional strategies, discipline, academic achievement, attendance related matters, Family Engagement, professional learning, and budgets. District and School-level Continuous Improvement teams will use a combination of data analysis platforms to organize performance, usage, and achievement data to measure the return on instruction and investment. The district also conducts an annual system Strategic Planning Data Retreat each June to provide schools with technical assistance on finalizing their plans. Additionally, the District Continuous Improvement Team conducts “Continuous Improvement Impact Check Meetings” to evaluate the extent to which improvement plan goals are being met and offer accommodations and recommendations in the Fall, Winter, and Spring.

Parents are invited to participate in the revision process throughout the school year using a variety of communication techniques that promote two-way communication i.e. stakeholder input surveys, Local School Governance Team, Parent Advisory Council. Once revisions are made, the plan is placed on each school’s website. Hard copies are also available in the main office at each school and in the Family Resource Centers.

Data is compiled, reviewed, and discussed monthly with the district leadership team. Schools meet and analyze data with the intent of improving instruction through the continuous improvement cycle during collaborative planning, content alike or grade level meetings. Principals review data with their Continuous Improvement Teams to identify and address areas in need of improvement. All Title I schools have data rooms and notebooks that are used during the data analysis process using the district’s data analysis protocol process. School leaders discuss this information with all staff to ensure they fully understand the data presented. Data analysis is used for the continuous school improvement process and to monitor student achievement and program impact.

Dublin City Schools District Title I School Improvement Continuous Improvement Cycle for School Level

School Improvement Plan Review and Feedback:

School Improvement Conferences/Feedback Meetings- July, October, January, March, and June

Central Office District Leaders CIT and School-Level District Leaders CIT

- School Continuous Improvement team presents Continuous Improvement Plan and needs assessment data
- District staff asks questions, offer recommendations, next steps, and completes the Continuous Improvement Plan Evaluation Form
- Central office District staff, principal, and school CIT will collaboratively discuss the Continuous Improvement Plan.
- Central office District staff reach consensus on commendations and recommendations for plans and discuss with the principal and provide written feedback.
- School presents the updated plan to all stakeholders and makes it available in multiple ways to the Governance Board, parents, and community stakeholders for distribution.
- The Continuous Improvement Plan serves as the guide for school continuous improvement meetings to plan for implementation, monitoring, and updating.
- School Improvement Evaluation of Review/Impact- July, October, January, March, and June
- District Continuous Improvement Team and Principal Monthly Meetings
- May/June - Federal Programs and Curriculum Directors provide District/local assessment data to principals at principals meeting.
- May/June - Schools analyze impact of school improvement implementations reviewing district and school data.
- June – Principal presents CIP prioritized needs at monthly principals meeting

- May-July School presents data and CIP in multiple ways to the Local School Governance Team, parents, families, and community stakeholders for input.
- Spring/Final School Improvement Conference and Feedback Meetings

Annual Data Retreat and Strategic Planning

- District and School Continuous Improvement Teams, along with parent/family stakeholders, student representatives, and community stakeholders will review and analyze current data. The data will inform and determine SMART goals based on the school's and district's prioritized needs and initiatives. Stipends will be paid for off-contract teachers and leaders using Title II Part A funds

Procedure for Organizing and Monitoring School Improvement

During the month of May, each school improvement team will meet to analyze the data then revise or update their Continuous Improvement Plan during the DCS Data Retreat and Strategic Planning sessions. After the plan is updated, it is submitted for review to the Central Office district continuous improvement team and approved by the Federal Programs Director. The schools follow the Georgia Department of Education Continuous Improvement Cycle which is the ongoing monitoring and implementation for continuous improvement.

Based on the needs of the school in the continuous improvement plan, the building leader and program directors will collaborate to provide professional development activities. Proposed activities must be aligned with system's and school's goals to meet approval. If the plan meets the needs of the school and the system, the assigned district director approves the Professional Learning (PL) activity.

Academic Coaches will meet weekly with Curriculum Directors

Academic Interventionists and Reading Interventionists will meet monthly with the Curriculum Directors.

School Improvement Specialists will meet 4x's/year and as needed with the Federal Programs Director and/or appropriate personnel essential to targeted, job-embedded professional development.

In addition, Heart of Georgia RESA and the GaDOE offices of Federal Programs and School Improvement offer opportunities for school improvement.

Curriculum Directors

Dublin City Schools recognized the need to coordinate professional learning for teachers and leaders by enlisting the leadership Curriculum Directors (CDs). The curriculum directors will coordinate all duties concerning the school level Academic Coaches to provide professional learning, classroom observations and monitoring, and support for academic achievement and quality instruction.

The Curriculum Directors will also coordinate the New Teacher Induction Academy, which provides support, classroom observations, instructional strategies and participation in a monthly professional learning community for all Induction Level teachers. The Curriculum Directors will serve as teaching and learning leaders on best practices, primarily for first year, new to the profession teachers. The CD's will collaborate with principals to select high-performing veteran teachers who will serve as mentors supporting the induction level teachers. The CD's will train, support, and monitor the effectiveness of the mentors' impact on the performance of the induction level teachers.

Duties and Responsibilities of the Curriculum Director:

- Nurture a culture for collaboration that supports the academic coaching cycle, teaching and learning, and planning.
- Provide professional learning, ongoing demonstrations, and/or coaching for teachers and school level academic coaches in:

- Support for effective teaching strategies and classroom management practices
- Support the instructional strategies and effectiveness of instruction at all schools and programs
- Differentiation of instruction that is effective in meeting the needs of each student
- Differentiation of professional learning that is effective in meeting the needs of teachers
- Monitor and provide support using the GaLEADS evaluation framework that will emphasize teacher growth and elevate the teaching profession
- Guide and support the implementation of standards based instruction using the district's framework for teaching and Learning (HASG).
- Lead and coordinate professional learning in:
 - Effectively teaching to the rigor and intent of the required Georgia Standards as well as other accelerated national and international curriculum
 - Use of formative assessments, including student work samples, to inform instruction
 - Interpret standardized and local student assessments in order to inform instruction
 - Serve on District Continuous Improvement Team and school level Continuous Improvement Teams
 - Supervise activities of the school level academic coaches, academic interventionists, and reading interventionists

Support the mentor/mentee program for all new hires and Induction Level teachers

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.*

Ongoing School Improvement Process- District Level

- The District Continuous Improvement Team meets weekly to review district initiatives, review data, and correlate services. Each Central Office District program director/leader reports on current actions at the school levels according to observations and participation during regularly scheduled school-level continuous improvement team meetings. Leaders are expected to attend school-level CIT meetings at least monthly.
- Department Directors report the school level activities and results of the Continuous Improvement Teams to the District Continuous Improvement Team.
- The Superintendent and Department Directors meet monthly with school administrators to discuss school improvement goals and progress.
- Dublin City Schools will employ a Federal Programs Director who will lead and oversee the district's PBIS program. The Federal Programs Director will meet with school-level PBIS leaders to analyze discipline data and plan interventions for subgroups during regularly scheduled school-level CITs. The Federal Programs Director will organize the delivery of training for all staff members on best practices for preventative techniques and behavior interventions. The Federal Programs Director will also work directly with the Family Engagement Coordinators to ensure parents and families are informed and aware of district PBIS initiatives. This position and the work of family engagement are funded with Title I funds

- Dublin City Schools will employ a District Safety Director to coordinate and implement overall district and school level safety plans that ensure the basic needs of orderliness and safety are met. The Safety Director will use School Dog, a security platform used to analyze and track school safety signs and signals that reduce the episodes of human error that compromises school safety. The Safety Director will:
 - Coordinate professional learning for ALL staff members concerning safety.
 - Coordinate with local law enforcement agencies, Homeland Security and GEMA for evaluation and revision of safety initiatives.
- Dublin City Schools will employ a Federal Programs Administrative Assistant to assist with the clerical duties of federal programs. The Federal Program Administrative Assistant will report to the Federal Programs Director.
- Dublin City Schools will include the annual occupational survey form in its paperwork for new and returning students, and that should it receive a positive response on a survey, the district will partner with Migrant Education Program consortium staff at ABAC (the fiscal agent for the Georgia Migrant Education Program) to determine and serve the needs of qualifying students to ensure the local delivery of academic instructional support services and non-academic support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods.
- Central Office District Leaders will collaborate with school-level CITs to measure effectiveness of continuous improvement efforts during quarterly impact checks.

Ongoing School Improvement Process- School Level

- Each school has a Continuous Improvement Team, facilitated by the School Improvement Specialist, consisting of teachers, paraprofessionals counselors, academic coaches, academic interventionists, reading interventionists, PBIS coach, family engagement coordinators, school administrators and Central Office district leaders.
- School level School Improvement Specialists will monitor the school improvement process and analyze data to revise the School Improvement Plans with a focus on district and school data
- Family Engagement Coordinators at each school will plan and coordinate all family engagement events. They will report actions and areas of concern to the Continuous Improvement Team monthly.
- School level Continuous Improvement Teams meet twice a month to examine academic data, lesson plans, attendance data, discipline data, professional learning data, collaborative planning data, observational data, and student support services (504, SWD, EL,) to address specific needs and achievement gaps for the lowest performing students.
- Dublin City Schools will employ Academic Interventionists at the elementary and middle school levels to implement a school wide system of supports to ensure that all students' academic and behavioral needs are met. The interventionists will gather, organize, record, and interpret student data to evaluate the root causes for student weaknesses and help to make educational decisions for the students. The interventionists will collaborate and work directly with students, school leaders, teachers, support staff, and parents/guardians.
- Dublin City Schools will employ Reading Interventionists at all school levels to deliver targeted reading instruction to struggling learners through the use of small group instruction and computer based software. These teachers will monitor student progress to find and address the root causes for weaknesses and to support the learner while creating a productive learning environment.

At the high school level, efforts to increase the percentage of all students earning Proficient and better and yielding typical growth on standardized assessments is focused on ensuring the delivery of high-yielding instructional strategies during Tier 1 instruction is aligned to the rigor and intent of the required state standards. For students whose literacy skills are significantly below grade-level, Read 180 program is used to provide additional support through targeted interventions. In addition to rigorous practice during the regular school day, students in need of additional support are enrolled in the 21st Century After School program. Through this programs, students are given access to computer based credit recovery courses. The opportunity to recover courses is also available during the day in a credit recovery computer lab. After school tutoring is available to all students with content teachers as facilitators.

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.*

Coordination of Services

- The Federal Programs Director will meet monthly with building administrators and district level staff to discuss school improvement goals and intervention strategies. Student data will be reported and analyzed to determine the specific needs and the best interest of the student.
- The District Homeless/Neglected and Delinquent Liaison meets with the school level leadership, family engagement coordinators, school social worker and counselors periodically to ensure student needs are being addressed.
- The Director of Special Education and Student Services meets with SPED teachers and other service providers monthly to discuss IDEA performance goals.
- ELL Students eligible for the program are those whose native/home language is other than English and whose inability to speak, read, write or understand the English language impedes their success in classrooms where the language of instruction is English. In accordance with state policy, students' language proficiency will be assessed by the W-APT placement test and ACCESS. These assessments will be based on the WIDA standards which is the curriculum for instructing students with limited English proficiency. Students who are eligible for Limited English Services or (ESOL) will be provided language assistance through one or a combination of the following delivery models: 1) pull-out program; 2) a cluster center to which students are transported; 3) a resource center laboratory and 4) a scheduled class period. ELL students are primarily served through the push-in or pull-out model. ESOL services are provided by teachers who are professionally qualified and have obtained an ESOL endorsement by the Georgia State Department of Education. However, a teacher may be selected to work with students if the following conditions are met: 1) currently enrolled in ESOL courses for certification, 2) has applied for a non-renewable ESOL Endorsement certificate and 3) has been recommended by the principal to work with said students. Instructional services vary depending on the number of students being served and needs of ELL Learners. Services provided for ELL students will be funded by Title I and General funds

- Goals of the 21st Century After-School Program are to improve academic achievement, improve Social/Behavioral Skills, and increase family engagement and participation. All students receive math and ELA tutoring and direct instruction after school by content level teachers.
- Gifted and high achieving students are served K-8 through the Irish Gifted Academy program. Parents can elect to be served at the student's base school. Students at the high school level are served through the dual-enrollment, International Baccalaureate, Advanced Placement classes and the Irish Honors Academy
- Economically disadvantaged students are also served by the district's Homeless Liaison. The Homeless Liaison meets with a collaborative of agencies such as Communities in Schools, Family Connections, Department of Family and Children Services, Stepping Stone, CASA, and South Central Health District on a monthly basis. The Homeless Liaison also works with the DCS Transportation Department to ensure the needs of these students are met.
- Rural and Low Income Fund, Title V-B, will be used to provide extended learning opportunities for students in need of additional support to meet the challenging state standards by hiring teachers, paraprofessionals, and bus drivers for after school, Saturday school, summer school, credit recovery, and/or attendance recovery in English/Language Arts, Math, Science, Social Studies, and/or attendance recovery. Teachers will be paid at a rate of \$25 per hour. This fund will also be used to purchase literacy programs as supplemental resources to support the district's efforts to build the literacy skills of the students. Funds from this grant will also be used to purchase teacher editions for the district's approved reading series SAAVIS to support teaching and learning of literacy skills. Rural and Low will be used to purchase a digital learning platform for the IB Curriculum for teachers to set assignments, monitor student progress, and enhance teaching. The platform allows students to monitor their learning, identify weaknesses, and prioritize their studies.
- Title IV Funds will be transferred to Title I.
- Dublin City Schools will implement Positive Behavioral Interventions and Supports (PBIS). The Federal Programs Director, funded by Title I, will lead the PBIS initiatives. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject. The school will focus on three to five behavioral expectations that are positively stated and easy to remember. To enable us to do this endeavor the following will happen:
 - Monthly PBIS Coaches Meetings with Federal Programs Director or designee in which some will need substitutes
 - Monthly review of behavior data using the district's data protocol process during professional learning communities and school-level continuous improvement team meetings
 - Quarterly review of habitual offenders to devise an intervention plan
 - Attend National Conferences and State Trainings which will include travel expenses which will be funded by Title II.
 - Track, monitor and report student discipline using a behavior software
 - Federal Programs Director or designee will attend monthly state coaches meetings which could include some travel cost
- Dublin City Schools will include the annual occupational survey form in its paperwork for new and returning students, and that should it receive a positive response on a survey, the district will partner with Migrant Education Program consortium staff at ABAC (the fiscal agent for the Georgia Migrant Education Program) to determine and serve the needs of qualifying students to ensure the local delivery of academic instructional support services and non-academic support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods.

Dublin City Schools is focusing on high-quality collaborative planning that uses standards-based instruction for all subjects to increase student achievement. Each elementary and middle school employed an academic coach, funded by Title I, that will support this effort to develop teacher's capacity for providing high-quality instruction to all students. The high school employed an Assistant Principal of Instruction (API), using general funds, to assist with developing teacher capacity for providing high-quality instruction to students. The API and academic coaches will use data to design and implement a coherent and sustained school-wide system of support and processes for improvement of teacher capacity and provide the resources and school-wide support in order to meet standards as set forth by the Every Student Succeed Act through high-quality professional learning opportunities that will incorporate and require related resources, supplies, and materials that will be funded by Title II. To enable the

academic coaches' capacity to effectively serve teachers, it is important they receive professional development that strengthens their knowledge with the current trends as it relates to curriculum, instruction, and assessment. To support this endeavor, the following will happen:

- Weekly meetings with district Curriculum Directors, who are paid through the district's general fund
- Attend state and RESA provided professional development training funded by Title II
- Attend the Middle Georgia RESA Instructional Coaches Conference that will be funded by Title II.
- Complete Coaching Endorsement that will be funded by Title II

To ensure mastery of the curriculum and college and career readiness at the high school, a School Counselors, using General Funds, have been hired to monitor and provide comprehensive prevention/intervention programs for students at risk of grade retention, failing courses, and/or dropping out of school. The School Counselors will assist with identifying the students in need of additional support and work with them to achieve academic and social success. The School Counselors will closely monitor the graduation rate according to state guidance and provide support to graduation cohorts based on ongoing needs assessments. Additionally, the School Counselors will monitor the students' course of study towards expected graduation by conducting ongoing needs assessments and routinely updating leaders during school-level and district-level CIT meetings

In an effort to grow its own, Dublin City Schools will implement a leadership academy organized and led by the Superintendent of Schools, funded with general funds. The DCS Leadership Academy is designed to support the aspiring leader to understand how a deep understanding of our vision, mission, and beliefs can help them develop in their effectiveness as a leader. Resources essential to the success of candidates enrolled in the academy as well as building leaders needing additional support will be funded with the Title II grant.

Additionally, to develop the capacity of teacher leaders, Dublin City Schools is allowing teachers to enroll in district-approved endorsement programs offered by local and state agencies. The endorsements will be funded through Title II and monitored by the Human Resources Director who is funded by the Dublin City Schools general fund.

Efforts to retain professionally qualified personnel, fees for GACE testing after a PASSING score will be funded using Title II funds. In addition, Title II funds will be used to retain professionally qualified personnel by incentivizing teachers who meet the district's criteria for perfect attendance as well as incentivize teachers who meet the district's criteria for the percentage of students that earn Proficient or better on Georgia Milestones, Advanced Placement, and International Baccalaureate assessments.

The comprehensive needs assessments support the need to improve literacy achievement. Using Title II funds, identified teachers will be enrolled in a Reading Endorsement or Dyslexia Endorsement program to develop their capacity to teach literacy and train others to teach literacy. The needs assessment also revealed the need for additional instructional materials to support literacy. Using General funds, DCS will purchase Saavis, the high-quality literacy curriculum, to supplement instruction for the elementary levels and use Title II funds to compensate professional learning for teachers and leaders.

To identify and support gifted students, identified teachers will be enrolled in a Gifted Endorsement program that trains teachers to identify and teach gifted students from a variety of cultural, linguistic, and economic backgrounds. Title II will fund the cost.

Dublin City Schools has organized an Induction Academy to support its district goal area to recruit and retain high-performing personnel. The academy is being coordinated by the district's Curriculum Directors whose salary is funded by the general fund. The academy provides monthly professional learning opportunities for teachers that are new to the profession of teaching as well as provide support and professional development opportunities to assigned mentors who will provide instructional, professional, and personal support to induction phase teachers. If mentors meet the requirements and provide the necessary documents as evidence of support to New Teachers, they will receive a stipend that will be funded by Title II.

Currently, Dublin City Schools does not have any identified TSI or CSI schools. However, if circumstances change and identified schools need Title II funds, they will be prioritized based on the needs of the school.

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

☒ 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	Dublin City Schools will consolidate administrative funds to streamline oversight of multiple federal programs and ensure that funds are braided for the maximum benefit of students
Title I, Part C	
Title I, Part D	
Title I, Part E (L4GA)	
Title II, Part A	Dublin City Schools will consolidate administrative funds to streamline oversight of multiple federal programs and ensure that funds are braided for the maximum benefit of students
Title III, Part A, EL	
Title III, Part A, Immigrant	
Title IV, Part A	Dublin City Schools will consolidate administrative funds to streamline oversight of multiple federal programs and ensure that funds are braided for the maximum benefit of students
Title IV, Part B	
Title V, Part B	Dublin City Schools will consolidate administrative funds to streamline oversight of multiple federal programs and ensure that funds are braided for the maximum benefit of students
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.

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
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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.)

☒ Curriculum for additional interventions	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Supplemental curriculum	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☒ Title VB ☒ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Multi-Tiered System of Supports (MTSS)	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☒ Title VB ☒ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Progress monitoring	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☒ Title VB ☒ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Mid-year review process with each school	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Online programs	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Blended learning	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Data and evaluation team	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Early warning systems	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ College and career readiness preparation	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Full-day kindergarten	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Instructional materials	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Positive Behavioral Interventions and Supports (PBIS)	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Instructional interventionist	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Behavior specialist	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Instructional coaches	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Supplemental tutoring	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Preschool Services	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Summer school	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☒ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Job-embedded professional learning	☒ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Efforts to reduce discipline practices that remove students from the classroom	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Career and technical education programs	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Interventions and Support for Behavior	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Extended Learning Opportunities	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Technology	☒ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement

☒ Connectedness and Well-being/Programming	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Academic Based Field Trips	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Other	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Other	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Bullying Prevention	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Home/school liaison	☒ Title IA ☐ Title IC ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☒ Homeless ☐ Title ID
☒ Home visit programs	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☒ IDEA ☒ Homeless ☐ Title ID
☒ Assemblies (e.g., suicide prevention, bullying prevention, etc.)	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Family surveys	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Restorative justice programs	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Building Parent Capacity	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Building School Staff Capacity	☒ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ Homeless ☐ Title ID
☒ Interventions and Supports for Behavior	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ School-Based Mental Health	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Other	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Other	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Dropout prevention and student re-engagement	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☒ Title VB ☐ IDEA ☒ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Family literacy	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ College and career awareness preparation	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☒ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Positive Behavioral Interventions and Supports (PBIS)	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ 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 ☒ 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 IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Internet safety	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Community liaison	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Parent liaison/family engagement coordinator	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Welcome center/community school centers	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Back-to-school kick-off	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID

2.27.2025

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.

☒ PD for family engagement liaisons	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID
☒ Homeless liaison	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☒ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Career and technical education (CTAE) programs	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Academic Parent-Teacher Teams (APTT)	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Interventions and Supports for Behavior	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ 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 ☐ Homeless ☐ Title ID
☐ Other	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Other	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Recruit and retain effective educators	☐ Title IA ☐ Title IC ☒ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Teacher advancement initiatives	☐ Title IA ☐ Title IC ☒ Title IIA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Improvement of teacher induction program(s)	☐ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Curriculum specialists	☐ Title IA ☐ Title IC ☒ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ 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 ☐ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Other	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Other	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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 ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Improvement Planning Development	☒ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Safety and Security Training	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID
☒ Training for monitoring and evaluating interventions	☒ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Leadership Conference Attendance	☒ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Other	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☐ Other	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ 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)(iii)]

- 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)]

For the current fiscal year, Dublin City Schools will waive certification for all teachers except those not allowed by its Charter contract.

- 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 minimum professional qualifications required for employment of teachers at Dublin City Schools for whom certification is waived will be as follows:

a. For all core content classes- minimum bachelor's degree and the teacher must attempt to pass the G.A.C.E. content assessment by May 15th of the current fiscal year.

b. For all non-core content classes- minimum associate's degree and/or two years field experience. c. For CTAE courses, national certification in the appropriate area with a minimum of five years of experience in the field will substitute for an associate's degree.

c. All paraprofessionals must meet the minimum state and federal qualification requirements before being assigned to a classroom.

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

Dublin City School District's students with disabilities have their own case manager. The case manager and the students meet twice every nine weeks to discuss their academics, attendance, and discipline and any other pertinent information. Dublin City School District offers separate classes to provide students with disabilities additional support needed and indicated by his or her IEP to ensure their academic success. Students with disabilities also have the opportunity to be served in the co-taught setting, small group, self-contained, and or on a consultative basis. Also, online courses are offered through our High School PLP computer program and 21st Century- an after-school credit-recovery program. Students with disabilities are afforded the opportunity to participate in before and after school tutorials. The special education director, building level administrators, and academic coaches monitor co-teaching by completing focus walks at the schools. Vocational Rehabilitation Counselor meets with the high school lead teacher monthly to discuss referrals and any upcoming events. The lead teacher disseminates the referral information to parents, other special education teachers/case managers, and students. The Vocational Rehab. Counselor holds group informational meeting for students to explain the program and process. The special education director monitors this by having follow up meetings with the Voc. Rehab Counselor and the number of referrals that have been

completed and submitted. A specified teacher attends monthly High School High Tech program. The lead teacher obtains permission from parents for students to participate in the various High School High Tech events throughout the school year. Special Education Director is in constant communication with Voc. Rehab. Counselor to ensure that referrals are received in a timely manner and to provide guidance regarding students being referred and services provided from Voc. Rehab. Counselor. The Voc. Rehab. Counselor also attends monthly with Special Education Directors in our Regional Collaborative Meetings. At the meetings, they provide updates and events that will be occurring within the month and encourages participation by all school districts. The special education director provides an annual professional learning for writing an effective transition plans and summary of performance for students with disabilities. The lead teachers and special education director at the middle school and high school monitor transition plans by attending IEP meetings and providing ongoing support throughout the school year. Post-secondary outcomes are monitored annually. Each year, seniors complete a post-secondary survey which includes contact information, social media names, and future plans. The following year students are easily contacted by using their survey.

- 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

Currently, Dublin City Schools provides services for the 3-5-year-old class for students with disabilities. Additionally, we work closely with our local Babies Can't Wait- Public Health Department and local head start and day care centers. This school year, our school psychologist is our primary contact with the Babies Can't Wait and local daycare centers to streamline the child find process. Child Find brochures have been disseminated to the local head start, day care centers, and health department. Our school psychologist coordinates and facilitates the transition meeting, which usually occurs six months in advance of the child turning three years of age. The school psychologist also coordinates and sets up the referral meetings with personnel from South Central Health District of Babies Can't Wait. These meetings are held weekly. School psychologists schedules the evaluation meeting for parents and all required team member are present on Fridays to evaluate the student and interview the parent. The school psychologist schedules the initial eligibility meeting. Due to the high number of students found eligible for Autism in our preschool disabilities class, the special education teacher will attend professional development classes to apply best practices when serving students with autism. The special education director monitors the process by observing the evaluation sessions and providing professional development and developing procedures to ensure that this process is effective and that all students are being referred and identified if applicable. The special education director monitors this entire process by reviewing the school psychologist, speech pathologists, and related service personnel timeline data on a bi-monthly basis.

- 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

Dublin City Schools continues to provide a continuum of services for students with disabilities from co-teaching, small group, consultative, supportive instruction, and separate classroom. The special education director and building level administrators monitor co-teaching by completing focus walks at each school. All schools will have at least one academic coach. The academic coach assists special education teachers by providing professional development in best practices, differentiated instruction and specially designed instruction. They also assist with ensuring that teachers have a standard based classroom and effective lesson plans. This is monitored by focus walks and individual meetings with teachers. Additionally, students are served in the least restrictive environment as indicated by their IEP. In order to monitor this process, draft IEPs have to be submitted five days prior to the meeting to their lead teacher so that they can be reviewed. Feedback is provided by the lead teacher to the case manager. Writing effective IEPs professional development is provided to all special education teachers. Go-IEP training is provided for all new teachers to ensure fidelity when writing IEPs. Teachers will continue to use ASPIRE with the students to improve their self-determination and self-awareness. All special education teachers are provided professional development on ASPIRE. The special education director monitors this process by attending ASPIRE planning meetings and the ASPIRE IEP meetings. Additionally, if additional support is required the special education director will provide additional professional learning. Teachers participate in "how to write effective BIPs and FBAs and effective behavior strategies" professional learning opportunities. The lead teacher and special education director assist teachers in writing effective BIPs and FBAs and provide one on one support in implementing the plans.

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

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

Include:

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

The special education director will continue to attend conferences on both the local and state levels and monthly director webinars. These activities allow the director to redeliver updated regulations regarding the new implementation manual during monthly meetings. There is an ongoing monitoring of records to ensure compliance and ongoing review of state and federal laws and regulations regarding compliance by the special education director. A quick reference special education guide (hard copy and electronically) has been provided to all special education teachers and administrators. Monthly meetings with special education lead teachers will continue as well as quarterly meetings with special education teachers and related services personnel. The special education director also monitors the special education dashboard weekly. Teachers receive reminders of both IEPs that are due within thirty days. Teachers also receive notifications of reevaluations that are due within six months to ensure 100% compliance. In the quick reference guide, there are procedures finalizing IEPs, completing all paperwork such as ASPIRE and transition plans. All lead teachers in each school as well as the special education director closely monitor this activity. A special education teacher academy will be implemented. The academy will provide additional in-depth professional development for all teachers to ensure that they have a comprehensive knowledge of IDEA and DCS procedures. Professional learning will be provided by special education director for the special education teacher academy. All documentation will be provided in the special education google classroom. In addition to the special education academy, all new special education teacher will attend the induction academy professional learning program offered by East Central GLRS.

2.27.2025

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.