



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



DISTRICT NAME: Cartersville City Schools

DISTRICT TEAM LEAD: Matt Gibson

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.

As a charter district, the Cartersville City School District has a charter system contract and district strategic planning process that drive all district decisions toward continuous innovation. We have many systems in place to engage and seek input from all required stakeholders to include but not limited to school-based staff members (teachers, administrators, counselors, paraprofessionals, etc.), school governance councils, PTC (parent teacher councils), leadership/data teams, social workers, family engagement coordinator, community outreach specialist, and ESOL coordinator. One of our School Social Workers is a member of the Board of Directors for the Bartow Collaborative (a local non-profit serving our community). The Collaborative's mission is to have a community of partnerships, with

common goals addressing the challenges facing Bartow County's children and families. The Collaborative engages community partners to promote healthy, educated, and self-sufficient children and families. The district actively participates in the monthly collaborative meetings and executive board meetings. This collaboration increases the district's knowledge of resources available to homeless children and families in the community and the district homeless liaison (HL) has the opportunity to raise awareness regarding homelessness at monthly open forum meetings with multiple agencies. Annually, there are programs to provide free school supplies, medical screenings, dental screenings, haircuts, clothing, books, and lunch for families in need throughout the community. Last year, 2250 Bartow County and Cartersville City students in PreK through 12th grade participated. These events are fully supported through community donations and coordinated through volunteers from churches, Goodwill, Bartow County Health Department, Bartow County Library, Georgia Highlands College, the Bartow Collaborative, Advocates, Homeless Liaisons from the Bartow County Schools and Cartersville City Schools, and several other local agencies. Both school systems' HLs work in collaboration with the systems' transportation departments in order to remove transportation barriers for families to attend. By participating in these events, homeless children and youth are prepared and equipped with school supplies to begin the school year with confidence. Upon leaving the events, families complete a brief survey. This survey provides valuable feedback as to the needs and population served. We conduct annual comprehensive needs assessments at school and district levels to determine prioritized needs and action steps. Annually, we hold district strategic planning meetings where all stakeholders are invited to review and revise our district strategic plan. We use a variety of methods to communicate with families and our community such as school and district websites, flyers, and automated phone messaging. We provide interpreters (in-person or video remote interpretation) and document translation to meet the needs of our families with limited English proficiency.

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.

As indicated in our answer to question #1, we provide many opportunities for all required stakeholders to review data and provide input. During the comprehensive needs assessment process, data is disaggregated by subgroup in order to determine areas of strength and need by school and for the entire district. Internal and external stakeholders are given multiple opportunities to review trend data and provide input on appropriate action steps at both school and district levels. Our Director of Exceptional Services, Family Engagement Coordinator, Community Outreach Specialist, ESOL & Migrant Coordinator, district Social Workers, School Counselors, CTI (career technical instruction teacher), and Vocational Rehab Partners all play critical roles in providing services to specific subgroups of students and support to families in need. The types of data analyzed include the following: Stakeholder Surveys, Staff Needs Assessment, Benchmark Assessments, MAP Assessments, Read Naturally, Moby Max, GATSS Data, Student Transition Plans, Georgia Milestones Assessments, Access Score Reports, Behavior Records from our Student Information System (SIS), and Longitudinal Data for Attendance. All of our subgroups, including but not limited to migrant, immigrant, homeless, and foster students are supported in a variety of ways. Potential migrant students are identified using the Parent Occupational Survey at the time of registration for the new school year or new enrollment at all of our schools. Services for migrant families are coordinated through the consortium and our district coordinator. Through a continued effort to increase awareness of this at-risk population, the LEA provides support to promote parental involvement in adult literacy programs, instructional opportunities, and youth related activities throughout the community. The system provides assistance for non-English speaking parents through interpretation services (in-person, video/remote, and over the phone translation services as well as document translations). All staff members have access to translation/interpretation services to provide much needed support to parents of ELs at registration, teacher conferences, and at other school related functions. Social workers, counselors and the Community Outreach Specialist connect families with community resources and act as a liaison between the families and schools. The LEA supports the increased enrollment of immigrant students by providing additional ESOL teachers and instructional materials. Additionally, the system provides workshops for immigrant families to engage in the education system, the community, and learn about common cultural norms.

Additionally, District ESOL family nights are held each semester. Homeless and foster youth are enrolled immediately and provided with any necessary additional supports to be successful students. Using the district level database and the enrollment of immigrant, homeless, and foster students, we provide resources that are available in our community to benefit these students and their families. Some of these agencies are churches, after school programs, community youth groups, and school-sponsored activities to enhance learning opportunities for students. We also offer tutoring and summer school. Meals and transportation are provided as needed with each of these programs. The SSW, Counselors, Community Outreach Specialist and Enrollment Clerks work with the local DFCS office to ensure immediate enrollment of children in foster care. Stakeholders are made aware of the needs of this population and provide much needed services above and beyond immediate enrollment, transportation assistance, academic and mental health supports. DFCS makes the school aware of new foster youth enrolling in the system. The SSW and counselor ensure that all needs are met by collaborating with the DFCS worker. Stakeholders are given updates and awareness campaigns and trainings are held to assist in mentors, staff, and community engagement partners understanding the needs of the foster youth. School improvement plans are data driven and help guide instruction and assist teachers and paraprofessionals in using the strategies needed to bridge the achievement gap for all students. Remediation, support, and enrichment are provided during the school day for all students. Flexible grouping, differentiated instruction, individualized instruction, tiered interventions, and a variety of other innovative instructional options are implemented in a technology-rich environment. Cartersville City Schools communicates information to limited English proficient parents in a language they can understand. This interpretation/translation service allows the system to send home information related to: registration and enrollment, language assistance programs, student discipline policies and procedures, special education and related services, parent-teacher conferences, procedures and expectations, gifted and talented programs and requests for parent permission for school activities. Face-to-face meetings with an interpreter can be scheduled as well as virtual or phone interpretation services. Immigrant families are offered a license to use an online learning platform in order to help parents and students with learning the English language. ESOL teachers at each school trained staff on utilizing Ellevation. This program allows teachers to access information such as the proficiency levels of English Learners (ELs), can-do descriptors, history of ELs, and allows teachers to complete monitoring forms on recently exited ESOL students. Ellevation is also used to communicate with parents in various languages through parent notifications.

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.

As part of our annual process, all schools conduct a thorough data analysis through their comprehensive needs assessment. Each school continually reviews data, sets goals, reviews progress, and revises goals as necessary. Annual leadership/data retreats are held to develop professional capacity and effective leadership skills so that a meaningful review and alignment of school and district improvement goals with the district charter system contract. Goals are shared with all stakeholders who are provided with opportunities for input. The district improvement process documents along with individual school improvement plans are posted on our websites and updated as necessary. Some of the data we use to identify student learning needs, assess student growth, and inform instruction include MAP assessment data, Read Naturally, Moby Max, benchmark assessment data, GMAS scores, discipline, attendance and

demographic data. The data helps inform decisions regarding achievement and instructional gaps. All students are assessed throughout the school year with pre-post assessments, benchmarks, formative assessments, and common summative assessments. Teachers use this information to determine mastery of content, instructional strategies, and placement. In addition, students who are Tier II or Tier III in the GATSS process are given progress monitoring assessments to determine the efficacy of the interventions provided to them. Various teams at each school meet regularly to discuss student data, develop common lesson plans and assessments, and develop ways to guide instruction to meet the learning gaps of individual students. The Student Support Specialists provide trainings to discuss research-based interventions, discuss the fidelity of interventions, and discuss ways to utilize data to meet the needs of struggling students at each school. Regarding EL students, each school uses language proficiency levels, academic history, assessment data, benchmark data and teacher input to identify student learning needs and determine educational plans to guide instruction. Building and classroom leaders participate in monthly capacity building meetings/events where the focus is on reviewing building and classroom level data to strategize on how to maintain continuous improvement.

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.

Each school has a team that analyzes a variety of data to identify the lowest performing students. We utilize a reduced class size innovative model but also pull out students with significant gaps to target areas of deficiency. MAP assessment data is used to identify needs and monitor progress of each student in grades 2 - 9 throughout the year. By transferring Title II and IV funds into Title I and then consolidating federal (Title I & III), state, and local monies our Title I schools have maximum flexibility in meeting the needs of ALL learners by implementing specific action steps unique to each school and identified in their SIP/SWP. We do not consolidate homeless, migrant, or special education funds, but we provide supplemental services to address the unique needs of these students under the direction of our homeless liaison, Director of Exceptional Services, and migrant coordinator. The educational gaps of our homeless students are met by providing individualized tutoring to those students who need remediation. Tutoring sessions are held for an hour after school each week. In addition, all 9th-12th grade students, including homeless students, have access to free tutoring through CHS programs such as FAB (flexible academic block) and sessions before and after school. The district foster care point of contact and the local Bartow County DFCS (Department of Family & Children Services) office work together to meet the needs of each foster care youth. The local DFCS office notifies the LEA when a child is being enrolled in our city system that is a foster youth. The LEA provides immediate enrollment, transportation services are discussed and an agreement per ESSA guidelines is achieved as to who and how transportation costs will be split. In addition, when a student is moved from a foster care home into a county residence, the LEA coordinates with the Bartow County School System to ensure the best interests of the foster youth are met.

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.

Cartersville City Schools coordinates supports and services through district support, school social workers, school counselors, and community agencies. We transfer Title IIA and IVA into IA then consolidate Title IA and Title IIIA at the school level which allows for maximum flexibility and coordination in meeting the needs of all students. This flexibility allows individual schools to allocate and utilize funds and resources where there is the greatest need to address specific identified needs especially with students at-risk of not achieving state standards including but not limited to lower performing students, EL students, special needs students, minority students and economically disadvantaged students. Funds that are not consolidated have a designated person to oversee the implementation and appropriate use of funds (homeless liaison and Director of Exceptional Services-IDEA). Beginning in FY22, our district implemented "Wrap" meetings where a team of counselors, social workers, administrators, teachers, and district office staff "Wrap" attention and services around students in need. Individual student's academic achievement, attendance, behavior, and any issues hindering student success are discussed . The coordination of services and supports that occur at each of these meetings is helping our homeless, foster care, and other at-risk students obtain community and school support needed to be successful. In addition, it has opened up the communication between departments and allowed our staff to better understand/be educated about local resources that can be provided to our students. CCS does not have a school currently identified by a state or federal agency as needing support. If a school was to be identified as needing support (CSI, TSI, or ATSI) the system would provide needed support and a prioritization of funds regarding resources and personnel.

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

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

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

Describe how the Intent and Purpose for each consolidated funding source will be met by the district.

Program	Intent and Purpose Statement
Title I, Part A	Technology, software, consumable materials, and other additional resources that assist in reinforcing, remediating, and enhancing the academic standards. In addition, a Community Outreach Coordinator, before and after school tutorials, student assessments, and any other resource (including professional learning), which supports content learning and mastery of standards.
Title I, Part C	N/A
Title I, Part D	N/A
Title I, Part E (L4GA)	N/A
Title II, Part A	N/A (100% transferred to Title IA)
Title III, Part A, EL	Professional learning sessions for teachers and paraprofessionals of EL students, conferences and trainings on WIDA standards and ELs, extra language support during the instructional day for EL students, EL materials and program specific supplies
Title III, Part A, Immigrant	Online English Language learning program for immigrant students and parents with little to no English proficiency.
Title IV, Part A	N/A (100% transferred to Title IA)
Title IV, Part B	N/A
Title V, Part B	N/A
Title I, 1003 (a)	N/A
Title IX, Part A	N/A
IDEA	N/A
Perkins V Grants	N/A

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

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

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

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

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

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

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

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

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

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

<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Building Parent Capacity	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Building School Staff Capacity	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Continuous communication and meaningful consultation with parents and family members	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> School-Based Mental Health	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

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

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

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

<input type="checkbox"/> Differentiated, job-embedded professional learning opportunities	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Professional Development provided by school or district staff	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Recruit and retain effective educators	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

certificate/endorsement in the content area or a related field; or · Bachelor's degree in the content area or a related field; or · Relevant coursework or experience in the content area or related field; or · Passing the applicable GACE assessment(s) in the content area or related field; or · Be enrolled in and actively engaged in an approved GaTAPP program for alternative teaching; or · Be enrolled in and actively pursuing an approved Master's in Teaching (MAT) program in the content area or a related field. · For college dual enrollment courses taught by system staff, the teacher will meet the requirements of the college/university to teach the applicable course(s).

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

The following initiatives/programs support improved graduation rate outcomes for students with disabilities. CCS implements positive behavior supports system-wide for all students. Each school submits their positive behavior support plan to the district coordinator each school year. School-wide positive behavior support teams meet throughout the school year to revise and analyze data collected in relation to behaviors observed and update the school behavior matrix as needed. Quarterly updates are provided to the Exceptional Services staff at the district office. All students including SWD are taught appropriate school behaviors by their classroom teachers and are recognized in a variety of ways when these behaviors are seen. Appropriate school behavior increases attendance and increases a student's chances to graduate. Cartersville City Schools (CCS) tracks students "At-Risk" for graduation using ABC/FTE data tracker. School Administrators are a part of that team and help to monitor needs and technical assistance needs for certain staff. System level exceptional services staff meet with school coordinators once a month to check on progress and to monitor needs. School and the system wrap team members utilize this program data to identify students at-risk. They meet monthly to discuss these students as a team to ensure proper supports are in place for student success. Data is tracked throughout the school year.

Counselors review this data when meeting with students to discuss their graduation track plans. Cartersville staff are continuing our system initiative "Capturing Kids Hearts" (CKH). The system is in its 6th year of implementation. This training is all about building relationships and reinforcing positive behaviors. Ongoing training for staff will take place annually. Logs for those who have been trained are kept at the district office by the CKH Coordinator. Each school has a CKH team that plans activities for their school and helps to identify any school needs and technical assistance with staff that may be needed. School administrators are a part of that team. Special education staff also meet monthly and cover topics such as transition plan writing, Vocational Rehabilitation procedures and processes and how to work with students and parents to plan post-secondary options. Training logs are kept at the school level and Sped Leads share documentation with the district exceptional services director. CCSS also participates in a mentor type program "CHECK and CONNECT" that targets students who need additional one on one support with grades, attendance and behavior. This intervention involves parent input and support and examines a student's needs holistically by targeting components in their life that could prevent them from graduation. Trained teachers at each school meet with their student weekly to check in and monthly to review grades and progression towards graduation. Check and Connect program training provided by district staff or RESA is offered at the beginning of each school year. Check and Connect is monitored at the district level by the Director of Exceptional Services. Relevant data is utilized to track progression in this program throughout the school year. Reading support and enrichment segments are offered K-12. Beginning in 25-26, grades K-5 will implement Benchmark

Advance as the new system-wide ELA curriculum. The program includes additional supports for struggling readers. In addition to this, K-5 will utilize the Benchmark Phonics Intervention System and the Steps to Advance for students with more severe reading needs and SWD. Exceptional Services staff have been trained in specially designed instruction and high leverage practices for SWD through RESA's Teacher Induction and Retention Program. This ongoing training provides our staff with the knowledge and skill base to create individualized learning plans to meet student needs and support progress towards graduation. Additional reading programs are utilized to address our struggling readers with Dyslexia including Orton Gillingham. Read Naturally program is also offered to our struggling readers and data is tracked to show progress. The high school continues to offer support classes and alternate strands of instruction to support struggling learners in the core content areas. These classes allow for more individualized instruction and specialized instruction to meet the needs of our SWD. One example at CHS is i-Ready. Math is supported through the GA Numeracy Project for students in K-5. Professional Learning is ongoing throughout the year at each school by the TSS (Teacher Support Specialist) or SSS (Student Support Specialist). The high school offers credit restoration and credit recovery through online learning. Beginning this upcoming year, Cartersville High School and Cartersville Middle School provide additional support to 6-12 students at the CANES Learning Center. The CANES learning Center (CLC) is a purpose- driven program that recognizes the path to success and graduation for all students who require flexibility, customization, and innovation. Students can participate in a variety of learning modalities while receiving ongoing support that enables them to achieve their goals. The opportunities for students are a blend of virtual and on-site, in-person learning. There are 4 models: RESET (6-12) is an alternative to long term suspension for behaviors. FLEX- (6-12)- blended on-line and in-person, Cartersville Virtual Academy (6-12) online only, and Dual enrollment. An administrator and the system school improvement director assigned to CLC will monitor post-secondary outcomes and progress of this program throughout the school year. Any SWD participating in these programs are monitored by the designated staff member to ensure plans are followed, verify that appropriate supports are in place, and monitor student progress. CCS also implements an early release day once a month at the high school. Students who are failing are required to stay the full day to receive remediation and targeted assistance to help students bring up grades and stay on target for graduation. School administration monitors grades, attendance, and graduation progression of required classes for all students including SWD. This data is used to guide the early release day that is offered. Teachers are notified by administration which students need to stay the full day before each early release day. In general, CCSS believes in "Building Legacies-One student at a Time" and building relationships with students and parents. For students who have poor attendance, staff reach out regularly to parents or call places of employment to locate and identify reasons the student is out of school. We work with employers and families to encourage students to return to school and help remove whatever barriers possible to make that happen. Cartersville High School counselors and Sped staff maintain a list of graduating seniors and what their plans are once they graduate. The director of exceptional services uses this list to begin searching for students for post- secondary reporting. Once students graduate, our sped staff keep in touch with students and parents through conversations, emails, and social media outlets. Cartersville is a small community, so staff can usually locate everyone through one of these outlets. Staff often help students when possible after they graduate when they are faced with questions of how to proceed in a plan of study or a path to obtaining a job. CCS staff works hard to build trusting relationships with students while they are in school, so many students will reach out to us reach out to us post-secondary.

- 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

CCSS collaborates with community schools/organizations and BCW to ensure proper identification and transition to our school system for students with early developmental delays that need immediate service. The system meets each year with private schools to collaborate and discuss available services. Consultations take place with our local church preschools and private schools to identify and evaluate needs in terms of Child Find and parents requests. This collaboration is documented on our consultation form and through various emails throughout the school year. We provide brochures to local doctor's offices and to parents with a description of our services and contact information for obtaining additional help. The same information is also provided to the local newspaper and posted on our system website and social media accounts each year. Once students are identified CCSS staff provide early intervention for age 3-5-year students with disabilities in both inclusive settings and self-contained settings. Students age 3-5 are also served in community daycares and private schools within our district boundaries when needed. We provide consultation for teachers, invite them to trainings, and evaluate students suspected of having a disability. We provide direct speech services in the community as well. Both system level exceptional services staff and our primary administrative school team help to monitor fidelity of service and ensure progress of our students 3-5. CCS provides special education teachers and paraprofessionals for our age 3-5 SWD population. They have direct services when needed from SPEECH, OT, PT, VI, HH, the behavior specialist as well. The PreK special education lead coordinates with BCW to ensure timely transition and evaluation throughout the school year. The PreK sped lead collaborates with school staff and notifies admin as well as the system exceptional services director of any technical assistance or professional learning needs. Professional learning for school employees is provided by the appropriate school support staff (TSS, SSS, SPED lead, school or system admin). Tracking sheets for parent contacts and meetings is kept throughout the school year and provided to CO for monitoring and timeline compliance. CCS utilizes a developmental profile as a screener and parent background information during the application process to help determine next steps in obtaining help and evaluation needs. This information is collected by the BCW coordinator and is scored and reviewed by a school psychologist. Once there is sufficient progress, age 3-5-year students are transitioned into kindergarten. The self-contained PreK classrooms and inclusive PreK classrooms are located within the primary school which provides a smooth transition for age 3-5 students. All four rooms receive training through Bright from the Start and have common planning times. School administration at both schools oversee teacher training and progression. There are two special education leads at our Primary school. One works with BCW and PreK-K programs. The other sped lead provides support for grades 1-3. The two leads work together each day to ensure a smooth transition for our students. Both meet with the Exceptional Services Director once a month to identify needs and any needed technical assistance. These leads also meet with families and students as the transition approaches from PreK to K. Opportunities to visit K classrooms and review schedules are provided to help the student and family to a new setting when needed. This tends to help with emotional and behavioral transition. Behavior plans, and academic goals are adjusted to meet the needs and expectations of the K setting, and these are put into place before the student exits PreK. Once students enter the program, five developmental areas are tracked using a variety of assessment tools which can include PALS (Phonological Awareness Literacy Screening), DP-4, Brigance. The child's case manager (classroom teacher) completes the appropriate assessments with each child in his/her classroom. The child is most comfortable with his/her classroom teacher to promote the least restrictive environment for completion of the assessment. Each child is assessed individually by the classroom teacher. The special education lead teachers and school support staff help to train pre-k staff on proper administration of the varied assessments at the beginning of the year. Once administration of the first assessment has begun, the site administrator checks in with staff at faculty meetings to make sure that the assessment is being used properly. The Director of Exceptional Services

meets with the lead special education teachers to discuss proper accommodations and modifications for students according to their Individualized Education Programs and how to implement those plans in the classrooms. Throughout the school year the Exceptional Services Director meets with school admin to update personnel evaluations and provides technical assistance to any staff that have been noted needing specific training. Student completion indicators on the PreK outcomes yearly data reports are gathered using the three areas for noticeable growth (as same age peers or not). PreK exit criteria is based on the developmental growth of each student. Although PALS, DP4, and Brigance are utilized as major components considered, classroom performance, behavior data, teacher observation and parent input is also considered.

- 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

CCSS will continue to provide FAPE by ensuring the use of research-based/evidence-based interventions following the MTSS (multi-tiered system of support) model with fidelity to both pre-referral and once a student is served under IDEA. District admin supervises and monitors the implementation of this program. Teachers are provided training throughout the school year at both the district and school level in relation to IEP and eligibility development and procedures. The system director meets with each school team during preplanning and reviews any updates and focus areas for training for the school year. Procedures for back to school are reviewed and each case manager receives a back to school checklist to guide them during preplanning of required preparation and disbursement of student IEP information to appropriate staff. In Cartersville ALL teachers have been given access to GOIEP and LDS to locate student accommodations directly and provided a copy of the student services support page by the student's case manager. Throughout the school year, school leads meet with their staff for ongoing IEP support, GOIEP support, Co-teaching support, behavior specialist support as well as general review of system procedures as outlined in our system manual. Cartersville City Schools staff utilize the GA Learns to train teachers on a variety of modules related to SWD. GOIEP environment/LRE information is monitored at the district level by running GOIEP reports monthly and reviewing IEPs to make sure that all environments were considered. Monthly meetings with school leadership is a time to discuss trends and concerns as well. At the district level, the exceptional services director along with the help of the special education secretary and exceptional services coordinator monitor data district reports weekly and discuss any concerns with school level admin on LRE trends and sped staff regarding LRE. The full continuum of services offered by our district is shared during LEA training and are outlined in our district manual. This continuum of services is reviewed with the IEP team, including parents, to determine the least restrictive environment. The team works through this continuum of student placement options from the least restrictive environment to the most restrictive environment to determine where the student gains the most access to the curriculum. This continuum of services includes general education, supportive instruction, collaborative services, consultative services, co-taught services, resource and self-contained services. Also available are more restrictive environments when needed such as GNETS, separate school programs, home instruction, or GA state schools for the blind and deaf. School staff are trained/certified in Mindset annually which trains

teachers to appropriately de-escalate intense or extreme behavior exhibited by SWDs. This is offered at the beginning of the year for new teachers and throughout the year for teachers that need updated training. One of the sped lead teachers and the system behavior specialist are certified Mindset trainers and deliver this training to staff. The director ensures that our trainers' certifications are current. Teachers and paraprofessionals are trained and credentialed in areas of need such as CPR, feeding tubes, seizures, diabetes as needed to ensure safety and attendance of SWD, so they can obtain an education. This is done by our nursing staff. This year we are utilizing training modules in Schoology that will track teacher completion and competency. CCSS monitors each school's implementation of their positive behavior support plan and discipline of SWD so that manifestations occur when needed and removal from class limited to severe acts of behavior. It is our system goal to keep students in class as much as possible so that they can be present for instruction. Behavior tracking is completed at the school level and at the district level throughout the school year utilizing ABC data tracker and Infinite Campus. System level sped staff also receive weekly disproportionality updates to address all areas of possible disproportion. We work with outside preschools and private schools, as well as GNETS and the Canes Learning Center by providing training and support staff when needed to ensure continuation of services. All evidence from trainings are housed at the district office. Presenters share any concerns with the sped director. FAPE is monitored by system and school level administration and support staff. The director of exceptional services updates and monitors the implementation of the exceptional services processes and procedures manual in coordination with school special education leads. Parents are also provided the opportunity to share their input. Monthly meetings review FAPE and address concerns and trends throughout the school year. Special education leads then share each month with their school teams and help to ensure that any correction of noncompliance has been documented as complete. CCSS employs a student records coordinator that reviews paperwork at the district level when sent for permanent record. This has helped to identify trends and staff for TA as well. Help sheets are provided to guide meetings through appropriate steps to ensure FAPE. Administrative staff at each school review IEPs, eligibilities, goals and more before finalizing documents in GOIEP. Teachers are provided technical assistance when issues become apparent. One on one consultations to update and correct paperwork, address timeline issues or communication issues is provided when needed. LEA trained staff attend all school meetings and help to ensure FAPE is being provided. They also report out to special education staff of any concerns and celebrations related to our staff and students. Each year ends with a systematic checkout process for the exceptional services department to ensure the completion of timelines and that processes and procedures have been followed for each staff member. This is organized by school leads and then the system team meets with each teacher to complete the checkout process. Issues on non-compliance at that time are addressed before the teacher leaves for the summer. The exceptional services department is a complex, yet close knit team of both system-level and school level staff that work together to ensure FAPE for our students and to support one another in our efforts.

- 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

CCS ensures that proper monitoring and supervision is accomplished through collaboration of both system-level and school level administrative staff. Currently we have an exceptional services director and an exceptional services coordinator who oversees pre-referral programs. There is a Student Support Specialist at each school who focuses on intervention and pre-referral programs. A special education lead is placed at each school. All these staff have monthly district meetings with the

Exceptional Services staff to review the processes and procedures in relation to state/ federal rules and laws. Agendas are kept for all meetings and documented for school improvement reasons and monitoring. Information shared at meetings is accessible through Microsoft TEAMS. In addition to our monthly meetings, LEA training is provided to all leadership in the system that will act as LEAs at school meetings to help ensure federal laws and regulations are followed. The exceptional services director and coordinator work directly with 3 school psychologists in monitoring the evaluation process. Processes and procedures are listed in the system psych services manual and are aligned to state regulations/law and NASP requirements. Monthly summaries of timelines and evaluation progress are shared with district leadership, cover sheets showing which instruments were used are shared with admin and timelines are monitored by the Exceptional services director and the assistant. Delays are documented as well. Psychologists meet monthly to address any concerns or needs for technical assistance. This exceptional services team helps to update and monitor processes and procedures to ensure that state and federal laws and regulations are being followed and to ensure local procedures are being followed. Ongoing monitoring of timelines, eligibility requirements and compliant IEPs are monitored using GOIEP and review of records as they are turned in to CO. CCS utilizes a student records coordinator who reviews files for compliance of permanent records file storage. At schools the SSS and SpEd lead teachers help monitor the implementation of system procedures. CCS holds monthly SSS meetings and SPED LEAD meetings to review progress of system goals and procedures. Twice per year, each school administrator completes a processes and procedures checklist that is turned in to the director at the central office level. This checklist aids school level administration in collaboration with school support staff and Exceptional Services admin to ensure fidelity of intervention implementation and provide technical assistance to any staff as needed. Overall, CCS scores well on the compliance measures reviewed by the state each year. Problems are addressed, and procedures adjusted anytime a compliance issue arises or when federal law or regulations change. Professional learning is provided each year at each school to review practices and procedures. Our district coordinator and director lead this training. School administrators also attend this training. School admin are notified by district staff if there are patterns of need identified that need to be redelivered either through group training or with individualized learning goals in the TKES platform. School administration also reviews every referral file before it is sent over to the central office for consideration for an evaluation. The system director and coordinator monitor all data sent to CO and shares out celebrations and needs for improvement at monthly admin meetings. For times of grievance concerns, Cartersville City Schools participates in the state-wide program that aids in mediating meetings at the district level and parents can request support to discuss any grievances with their child's services. Cartersville City Schools also posts contact information on their local website on the special programs page for parents in case they need to reach out to school or system level staff to discuss any concerns. Links to parent resources outside of our school system are also available on the system website. Procedures and state rules for parents to report a grievance are reviewed with all special education staff and administration each year at our back to school meeting and in our LEA training with all our LEAs throughout the school district. This training is administered by our Exceptional Services Director. All grievances are monitored and carried through at the district level by our Exceptional Services Director