



# STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



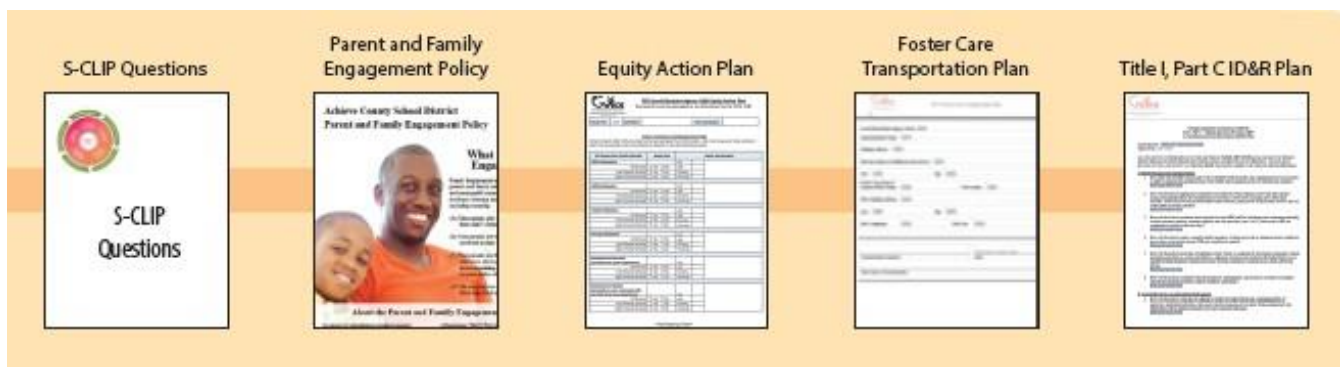
DISTRICT NAME: [Richmond County School System](#)

DISTRICT TEAM LEAD: [Dr. Malinda Cobb](#)

## FY20 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 has 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 will complete and submit 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 will include the following:



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

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

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

*GaDOE Review Teams will look for:*

- OUTREACH/COMMUNICATION: The outreach/communication strategies to engage families, community-based organizations, school and district staff/leaders, local government representatives/agencies in development of the LEA plan and specific outreach/communication strategies that target families and/or community of English Learners (ELs).*

The Richmond County School System values the ideas and input of our stakeholders. There are several different advisory groups who offer input and suggestions about the System's mission and continuous improvement process. The Strategic Planning Committee is made up of parents, community members, local government representatives, school staff, and system staff. This group works together to review our needs assessment, focus on strengths and

opportunities, and to discuss various sub-groups to ensure equity and access for all students. The Board Advisory (made up of retired employees, parents, and community members) meets monthly to discuss and review policies and procedures and to make suggestions to the Richmond County Board of Education. The Pay As You Go Citizen's Oversight Committee (made up of Richmond County citizens) has input on how local sales tax dollars are used in the school system. The Student Advisory Committee (made up of student representatives from various schools) brings student-related issues to the attention of the system's leadership. The Teacher Advisory Committee (made up of current Teachers of the Year) shares information pertinent to teachers in the system. Along with advisory groups, the Superintendent consistently speaks with different stakeholder groups in the community. The system uses "Let's Talk" to gather feedback. It is housed on our [www.rcboe.org](http://www.rcboe.org) website and allows stakeholders to make anonymous suggestions or comments for improvement.

At the school level, the School Council reviews data and signs off on the school improvement plan. Title 1 schools also have input revision meetings where they discuss the school improvement plan. Title 1 also has face-to-face meetings, webinars, and calls to engage stakeholders. Schools gather information through surveys and communicate with stakeholders through calling posts, text messages, website announcements, and newsletters. Many of the communication avenues offer multiple language options to reach all parents. School counselors and social workers are working with students to help provide assistance and identify wrap-around services when needed.

Other groups collaborate with the Richmond County School System on the actual day-to-day work such as carrying out the action steps of the school improvement plan. Such agencies include the Department of Family and Children's Services, Department of Health, Department of Juvenile Justice, Community Mental Health agencies, Religious groups, and various others who come together to support our students.

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.

*GaDOE Review Teams will look for:*

- *SUBGROUPS: How the LEA engaged stakeholders in considering and communicating the strengths and needs of the following subgroups of students, as appropriate:*
  - *Low-income students*
  - *Lowest achieving students*
  - *English learners*
  - *Children with disabilities*
  - *Children and youth in foster care*
  - *Migratory children*
  - *Children and youth experiencing homelessness*
  - *Neglected, delinquent, and at-risk students identified under Title I, Part D*
  - *Immigrant children and youth*

Richmond County School System Stakeholders contribute to the continuous improvement of the school system. In determining root causes, greatest needs, and actions, the Richmond County School System and local schools contact community organizations to collaborate on solving problems. For example, many schools report issues with absenteeism, therefore we team up with the Department of Juvenile Justice to determine ways to help get students to school. RCSS Social Workers collaborate daily with the Department of Family and Children Services on ways to assist ED, Homeless and foster care students. We have Memorandums of Understanding with various community agencies to support our ED, EL, Homeless, foster care, and SWD students. We also have a resource manual to help connect students with various needs to the correct organizations. Routine training is also provided to all school personnel on the identification of students experiencing homelessness and the referral process for securing additional supports to better ensure the success of the students. Using grant funds, the system is able to employ a Homeless Social Worker who works specifically with families experiencing homelessness to identify and address needs. A parent questionnaire is used to assess needs. Additionally, the system's Lead Social Worker is in regular communication with the Department of Family and Children services to ensure that students who are in foster care are identified and supported. A goal for the 2019-20 school year is to more closely monitor the academic performance of these subgroups to ultimately improve their performance. In order to serve this identified at-risk population of students in grades 6-12, the system hired Academic Support Counselors with grant funds. They focus on individual student

academic program planning, social-emotional counseling, advocating for wrap-around services, communicating with parents and community partners, and collaborating with teachers to help with student achievement.

The Richmond County School System Strategic Plan is structured around the continuous improvement plan referred to as APIM (Assess – Plan - Implement - Monitor). Through APIM, RCSS developed a Strategy Map by which all system, department, and school improvement planning is guided.

Every school and program in the Richmond County School System develops a school improvement plan aligned to the Strategy Map in Goal Area and Performance Objectives. Every school improvement plan is guided by the RCSS Data Framework and follows the continuous improvement cycle of Assess, Plan, Implement, and Monitor. In order to develop the School Improvement Plan, each school must work through the following procedures:

Assess:

- Complete a Needs Assessment provided by the School System.
- Communicate with school leadership and stakeholders to identify Strengths, Weaknesses, Opportunities and Threats for all students including subgroups.
- Conduct root cause analyses on the Weaknesses and Threats.

Plan:

- Based on the root cause analyses, identify broad initiatives with specific action steps to address the issues identified.
- Enter the initiatives, action steps, and other required information into the School Improvement Plan template provided by the System. Determine any extra support needed by subgroups such as ELL, Lowest Achieving students, Children with Disabilities, and other at-risk students.
- Record the baseline year data for the required performance measures as well as appropriate targets for the span of the school improvement plan.
- Share the school improvement plan with all school stakeholders and get final approval from the School Leadership Team and the School Council.
- Present student data and school improvement plan to System Department Directors.
- Department Directors will make note of any school initiatives needing additional support from the System. Department Directors will make the support of these school initiatives part of their department improvement plans.

Implement:

- Every initiative in the school improvement plan will have an individual identified as the team lead.
- Communicate the school improvement plan with all faculty, staff, and other stakeholders.
- Implement the initiatives with the identified resources. If initiatives change, an updated school improvement plan will be developed.

Monitor:

- Leadership Team will collect academic/operational data to continually measure the effectiveness of each initiative.
- Successful initiatives will be continued as standard procedures. The school improvement plan will be updated as necessary to include adjustments to any ineffective initiatives.
- At the beginning of the second semester, schools will present the progress made on their school improvement plan and their student data to the interdisciplinary School Improvement Committee.
- Any additional supports needed by the schools will be noted in the department improvement plans and community agencies will be contacted.
- School Improvement Workshops are held by System Departments for Principals and leadership teams to review the previous school year's improvement plan with student data such as Georgia Milestones or CCRPI indicators. Revised school improvement plans are developed and will be reviewed before the next school year. The School Improvement Plans are based on ESSA evidence-based processes and practices.

Summer school opportunities for students are also available at several sites to help students who have had difficulty in mastering core content and skills. Students are remediated using a compacted curriculum by certified teachers.

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.

*GaDOE Review Teams will look for:*

- *PRIORITIZATION: How data are used, how decisions are made for prioritizing needs in the use of federal funds, and how frequently state and/or local data are reviewed or evaluated for relevant trends based on grade-level, student group, regions, etc. as appropriate.*  
 *The LEA is utilizing the SLDS Sandbox/Instructional Improvement System (IIS) for needs identification in the use of federal funds at the district and/or school level. No response to this bullet required.*
- *How families, community-based organizations, school and district staff/leaders, local government representatives/agencies are engaged in the evaluation/modification process.*
- *How data are used in federal program evaluation, how decisions are made for prioritizing needs, and how frequently state and/or local data are reviewed or evaluated.*
- *The measurable implementation benchmarks and goals for activities.*

*Response options (choose one or more):*

- Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving; or*
- Highlight (in blue) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving and submit with this template; or*
- Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 3.*

Continuous improvement is an ongoing journey in Richmond County. As part of developing our current strategic plan, surveys were sent out to various groups and focus group meetings were held in order to complete wording and phrasing. This work was reaffirmed when we brought in stakeholders from the community and each school to review our mission, vision, and belief statements and to complete a SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis. From this large group of community leaders, religious leaders, Board members, parents, and system leadership, we formed smaller groups to refine the work. The focus groups felt that the five main areas that needed concentrated work were: Operational Effectiveness, High Performing Culture and Workforce, Communications, Community Engagement and High Academic Achievement. It was discussed how to put these goal areas in order for a strategy map, there was even more discussion around which area needed to be placed as the foundation of the map. Finally, it was agreed that Operational Effectiveness had to be in place in order to have a High Performing Culture and Workforce. Once the High Performing Culture and Workforce was functioning well, there would be good Communication and more Community Engagement which would lead to High Academic Achievement and Success. This work was done prior to Georgia's Systems of Continuous Improvement, however, the work is closely aligned. Operational effectiveness in Richmond County School System encompasses aspects of effective leadership as well as a supportive learning environment while professional capacity is included in the High Performing Culture and Workforce. This strategy map formed the roadmap for our larger strategic plan and guides all of our school and department improvement plans. Each year, the strategic plan is reviewed and updated. In January 2020, work will begin on the new 5-year strategic plan. Input from stakeholders will be gathered annually through surveys, public meetings, and the Let's Talk platform. This information will be used to consider changes to the strategy map as well as to update action steps within the strategic plan.

Each department within the Richmond County School System develops an annual plan to support the needs of all students including SWD and underrepresented students. These plans support the mission and vision of the Richmond County School System and are revised to ensure that they also support the needs listed in the school improvement plans.

In addition to the strategy map, a data framework was developed and implemented in order to direct departments and schools through a common and robust problem solving process. This framework is referred throughout the school

system as APIM (Assess – Plan – Implement – Monitor) and is used for school improvement planning, departmental improvement planning, strategic planning, lesson planning, using data, and for developing any process or procedure. The School Improvement Planning process is built upon the APIM framework into the following steps:

1. Assess: In the Assess step, you identify data sources, collect and analyze relevant data, determine root causes, and create a Strengths, Weaknesses, Opportunities, and Threats (SWOTs) analysis. Prioritize the needs and determine strategies to address the root cause of issues. Document the data and the prioritized needs in the Needs Assessment.
2. Plan: In the Plan step, you decide on an initiative based on the Needs Assessment and then determine action steps and performance measures. Write the plan out to include the initiative, performance objective aligned to the Strategy Map, action steps, and performance measures. The performance measures should have clear targets set for the upcoming years. All action steps must be evidence-based and aligned ESSA requirements.
3. Implement: In the Implement step, communicate the expectations of the performance measures and targets as well as action steps to all stakeholders. Members of the leadership team and school council (if applicable) should approve the School Improvement Plan. Request support from the System if needed. Begin to follow the action steps to bring you closer to the set targets.
4. Monitor: After implementing the plan, it must be evaluated to determine what is working effectively. Review the targets to determine if they need to be adjusted. Think through the action steps to make sure they are helping you reach the targets and revise as needed. If processes are working well, make those processes part of a standard procedure. You must complete the quarterly monitoring process set out by the School System.

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), EL, migratory, homeless, children in foster care, children with disabilities, those who are neglected and delinquent, are coordinated to support the strategic plan.

*Response options (choose one or more):*

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

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

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

The Richmond County School System carefully assesses the needs of students and various subgroups by examining data from these areas. In fact, two of the Richmond County School System's Strategic Goals and performance objectives center around students performing on grade level and family engagement.

The first performance objective of students performing on grade level provides a focus for those students who are performing below grade level. Because we are such a high poverty area, most of our students are classified as Economically Disadvantaged. These students do receive additional support through after-school programs, religious and community volunteers who provide tutoring, additional resources, and services to meet basic needs. Other sub-groups are provided with extra support through wrap-around services, tutoring, extended learning time, and additional resources for the home/family. Through data provided in the Statewide Longitudinal Data System (SLDS) and local data systems, teachers are able to identify the students performing in the bottom quartile of their class. Once these students are identified, teachers use a variety of research-based strategies to improve achievement. Students are tiered in the Response to Intervention framework and schools have tiered systems of support to provide the appropriate level of intervention to students. Many schools have intervention blocks designed into the regular school day as well as extended learning programs. All interventions are progress monitored and adjustments are made accordingly. Psychological Services oversees the system's RTI process by providing professional learning and conducting evaluations.

In order to identify, serve and monitor progress for EL students, Richmond County relies on a team of itinerant teachers to serve students at each elementary location. ELL students are identified by the home primary language survey and if found to qualify will begin receiving services in Speaking, Listening, Reading and Writing. In addition to the face to face small group pull out model to serve students, we leverage technology to give EL students additional language support and instruction throughout the school day. Students are provided strategies and supports to use in all content areas to reach English proficiency.

Within our system, our schools are tiered so that we can provide additional assistance where needed. Schools in Group 1 are our high performing schools and they have autonomy to make decisions as they see fit. Schools in Group 2 are given more support than Group 1 and have guided professional learning, but still have autonomy to create their School Improvement Plans based on their school's needs. Schools in Group 3 include Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI) Promise schools and need focused support. They receive guidance and support from administration, department directors, system staff, outside resources, community groups, religious groups, and consultants. Our Group 4 schools are the CSI schools and are monitored on a regular basis with classroom walk-throughs and intense LEA monitoring.

Knowing that parental support is key in student achievement, much focus is given to family engagement. Schools have parental involvement policies and compacts to explain how schools will partner with parents and stakeholders to make sure that they are an integral part of the learning process. These policies and compacts are created with feedback from parents. Schools hold a variety of workshops to build parents' and volunteers' capacity to best help students to reach their learning potential outside of the school day. Other supports to help students and families outside of the school day are provided. These supports include the backpack program from the Golden Harvest Food Bank to ensure our

students have provisions outside of school hours, the Department of Health for the well-being of our students, and many other agencies who provide services for our students and their families. Federal funds are also used to provide tutors and parent engagement workshops at community centers.

In 2019-20, disaggregated data will be collected systematically on subgroups to better track their achievement. Currently, tutorial services are made available for homeless students living in area shelters. The system also coordinates with the Department of Family and Children Services (DFCS) to assist in securing tutoring for students in foster care. The system employs inter-departmental coordination, as well as coordination with community transportation agencies to provide transportation for students who are homeless or in foster care to promote regular attendance and school achievement.

- 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.

Schools will be classified through a tiered approach. These classifications are based on past performance and other factors such as CCRPI, GMAS, and other data points. Some classifications may also be based on state and federal methodologies of identification.

Identifications of schools will use three groups:

Group 1: Schools above the expectation of the strategic mission of the Richmond County School System.

Group 2: Schools at the expectation of the strategic mission of the Richmond County School System in some areas.

Group 3: Schools working to meet the expectations of the strategic mission of the Richmond County School System as well as TSI and CSI-Promise schools.

Group 4: Schools that are identified as CSI and working to meet the expectations of the strategic mission of the Richmond School System.

Group 1: Schools above the expectation of the strategic mission of the Richmond County School System

This group is designed around the school improvement work that all schools are expected to complete through the continual improvement process. Schools must develop effective ways to monitor the school improvement plan and various other work throughout their buildings. Internally, we refer to continuous improvement through the A.P.I.M. framework: Assess, Plan, Implement, and Monitor. Within the School Improvement Plan, effective ways of monitoring should be listed over time. Data points and scheduled dates should be part of monitoring the work. Schools designated Group 1 have discretion on how they monitor and document their continuous improvement and the flexibility of being innovative in their practices. System level support and monitoring could be given on an as needed basis. Principals in

Group 1 have been trained by GLISI (Georgia Leadership Institute for School Improvement) to focus on instructional leadership in order to achieve the greatest impact for their students. Group 1 will be monitored at mid-year by the interdisciplinary School Improvement Committee based on updates on the status of their school improvement plan in addition to the quarterly monitoring check required by the system for all schools.

Group 2: Schools at the expectation of the strategic mission of the Richmond County School System in some areas. Schools designated Group 2 have structures in place to support operational effectiveness which leads to a high performing culture and workforce. Areas of effective communication, community engagement, and high academic achievement and success for all are starting to come together. Schools must develop effective ways to monitor the school improvement plan and various other work throughout their buildings. Internally, we refer to continuous improvement through the A.P.I.M. framework: Assess, Plan, Implement, and Monitor. Within the School Improvement Plan, effective ways of monitoring should be listed overtime including short term action plans to address the whole plan. Data points and scheduled dates should be part of monitoring the work. Schools designated Group 2 have discretion on how they monitor and document their continuous improvement. These schools will be trained by GLISI to focus on effective leadership and continuous school improvement. Group 2 will be monitored at mid-year by the interdisciplinary School Improvement Committee based on updates on the status of their school improvement plans in addition to the quarterly monitoring check required by the system for all schools.

Groups 3 and 4: Schools working to meet the expectations of the strategic mission of the Richmond County Schools System and CSI-identified schools.

Schools designated Groups 3 and 4 are working on structures for school climate and operational effectiveness. Needs exist that must be addressed throughout the school improvement plan and professional learning plan that address critical areas found in the needs assessment. Understanding that a well-managed, safe environment, that has policies and procedures in place, is important for these schools. Student achievement increases can only take place if there is a structure of operational effectiveness. Schools must develop effective ways to monitor the school improvement plan and various other work throughout their buildings. Internally, we refer to continuous improvement through the A.P.I.M. framework: Assess, Plan, Implement, and Monitor. Schools identified as Groups 3 and 4 will be monitored by the Department of Accountability and will utilize Indistar. System level support will be ongoing and leadership teams will receive substantial support.

#### Groups 3 and 4 Monitoring Process

Schools identified in Groups 3 and 4 will be LEA monitored throughout the year in various ways. The purpose of monitoring school improvement work is to analyze strategies and implementation of action steps and other areas for improvement. LEA monitoring will take a look at work through the Georgia's Systems of Continuous Improvement Systems, Structures, and School Improvement Process (GSCI-SSSIP), improvement standards, classroom observations, data tracking, and leadership team development. Continuous monitoring will acknowledge what is working and find resources and support to address areas that are not.

Below is the outline of Groups 3 and 4 monitoring for the 2019-20 school year.

- Monitored on GSCI-SSSIP with formal monitoring at the end of every semester and informal monitoring on the 1<sup>st</sup> nine weeks and the 3<sup>rd</sup> nine weeks.
- Quarterly checks will be given to all schools as required by the system.

The AdvancED ELEOT observation tool will continue to be utilized as an optional tool during the 2019-20 school year and the data will be reviewed after each walkthrough.

The PBIS (Positive Behavioral Interventions and Supports) program will be wide-spread throughout the Richmond County School System in order to implement a multi-tiered approach to social, emotional, and behavior support. PBIS is intended to improve social, emotional, and academic outcomes for all students including students with disabilities



and those in underrepresented groups. The SWIS suite is used to help determine how well the PBIS program is working. Information entered into the SWIS program allows schools to run reports to analyze discipline data.

Quarterly Data Reports will be analyzed

The System Data Coordinator releases the quarterly data report each nine weeks. This report will be reviewed with the principal quarterly to address any areas of concern and document steps forward.

Leadership Team development will be ongoing

All Group 3 and 4 schools will receive ongoing leadership team development. School leadership teams must meet twice a month and document through minutes (placed in eBoard and Indistar) of the conversations taking place. A focus on the school improvement plan, data points, and other instructional conversations must be the focus of these meetings. System level representation will participate monthly and provide feedback.

4c. If the LEA is consolidating state, local, and federal funds through Fund 150 - the Consolidation of Funds Initiative - or 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 school.	
Program	Intent and Purpose Statement
Title I, Part A	Title I, Part A Funds will be used for extended learning programs for low performing students, supplemental supplies/technology, professional learning consultants/ stipends, and school personnel.
Title I, Part D	
Title II, Part A	
Title III, Part A, EL	
Title III, Part A, Immigrant	
Title IV, Part A	
Title V, Part B	
Title I, 1003 (a)	
Title I, 1003 (g)	
Title IX, Part 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, Fund 150, or the schoolwide Consolidation of Funds Initiative.)

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, Fund 150, or the schoolwide Consolidation of Funds Initiative, fill out the tables below only for those funds that are not being consolidated.

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

<input checked="" type="checkbox"/> Curriculum for additional interventions	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input 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 checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input 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 checked="" 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"/> 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 checked="" 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 checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title IA <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"/> Mid-year review process with each school	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title IA School Improvement

2.7.2018

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.

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

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

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

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

Building Parent Capacity

Building School Staff Capacity

Homeless		Title ID	Title IA School Improvement			
Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
Homeless		Title ID	Title IA School Improvement			

<input checked="" type="checkbox"/> Continuous communication and meaningful consultation with parents and family members	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input checked="" type="checkbox"/> Title IVA <input checked="" type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA

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

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

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

<input checked="" type="checkbox"/> Differentiated, job-embedded professional learning opportunities	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Professional Development provided by school or district staff	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Recruit and retain effective educators	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Teacher advancement initiatives	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Improvement of teacher induction program(s)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
2.7.2018	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA

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Conference attendance (registration, travel, etc.)

Curriculum specialists

Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA Title IVA Title IA School Improvement	Title VB Title VB	IDEA
Title IA Homeless	Title IC	Title IIA Title ID		Title IVA Title IVA Title IA School Improvement	Title VB Title VB	IDEA

	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
<input checked="" type="checkbox"/> Improvement of teacher or other school leader induction program(s)	<input type="checkbox"/> Homeless <input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title ID <input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Preparing and supporting experienced teachers to serve as mentors	<input type="checkbox"/> Homeless <input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title ID <input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Preparing and supporting experienced principals to serve as mentors	<input type="checkbox"/> Homeless <input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title ID <input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Homeless <input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title ID <input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Homeless <input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title ID <input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA

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

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

5. Professional Qualifications

- Part 1 – State “explicitly” whether or not in the current fiscal year the LEA uses its Charter or Strategic Waiver flexibility to waive certification. [O.C.G.A. 20-2-80, 20-2-2065, ESSA Sec. 1112(e)(1)(B)(ii)]

The Richmond County School System uses its Strategic Waiver flexibility to waive certification from state certification requirements. This allows flexibility in employing qualified candidates based on content expertise, knowledge and related experience.

The Richmond County School System seeks flexibility with regard to Certification requirements (O.C.G.A. 20-2-108, 20-2-200, 20-2-201, 20-2-204). RCSS seeks flexibility from state certification requirements to allow for the selection of qualified applicants based on content expertise and knowledge.

- 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), or
  - ii. for a select group of teachers (please specify content fields and grade level bands, P-5, 4-8, 6-12, P-12).

*[Note that in Georgia certification requirements for Special Education CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]*

The Richmond County School System is committed to hiring teacher candidates who meet state certification requirements established by the Georgia Professional Standards Commission. During the hiring process, certification documentation is reviewed and hiring recommendations are approved based on certification and/or eligibility for certification. Certification waivers are requested through Georgia Professional Standards Commission when absolutely necessary and an individual professional certification plan is established to ensure teachers meet the requirements of their waiver within one year. In rare situations, a waiver extension for 6 months is requested to allow additional time to complete all requirements.

The Richmond County School System is committed to hiring highly qualified applicants for all positions. During the hiring process, credentials are checked and hiring recommendations and placement follows based on certification. Waivers are only requested in situations when absolutely necessary and then a process is in place to ensure that the teacher has a plan for becoming fully certified.

- 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)]

IN4T  
Bachelor’s Degree  
Pass the GACE Program Admissions Assessment.  
Pass the GACE content area Assessment.  
Take Educator Ethics Program Entry Assessment.  
Attend RCSS Induction program.  
Enroll in an alternative educator or Masters of Education program.

WAIVER  
Bachelor’s Degree in content area or related field.  
Transcript review – must have at least a 2.3 GPA  
Take Educator Ethics Program Entry Assessment.  
Complete the individual professional certification plan

WAIVER Extension

Pass the GACE Program Admissions Assessment.

Show evidence of attempting the GACE content area assessment.

Attend the RCSS Induction program.

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;

The current system data demonstrated a slight increase in the graduation rate for students with disabilities from . The overall graduation rate was reported for FY18 at 59.8%. The system will continue to use the efforts from the Student Success Imagine the Possibilities to increase the target for this goal. For the past three years, the system demonstrated gradual increases and developed strategic and targeted supports and monitoring. The dropout rate for SWD increased this year to 5.1 percent after five years of steady decline. The Child Find efforts in RCSS have ranged from 99.78% to 100% between 2013 and 2018. Even though consistent efforts to to address the suspension rate for SWD have been implemented consistently. In the FY19 Disproportionality Determinations, Richmond County was found to have Significant Discrepancy in the rate of suspension/expulsion (OSS>10 Days) for all of our SWD and our SWD by Race/Ethnicity (Black). The rate ratio for RCSS increased from 2.9 for the FY18 Determination to 3.7 in FY19. It is expected that with the system-wide implementation of PBIS and SWIS, we will see a decrease in the number of out of school suspensions. The system will continue to monitor suspensions of SWD and provide support and assistance to schools as needed or requested. Although academic achievement has not been included in the system determination, it should be noted that RCSS experienced some gains across grade levels and content areas. One the EOG, the percent of SWD scoring at the Developing level and higher in ELA increased from 16% to 17% over the past couple of years and the percent of SWD scoring at the Developing level and above in Math has increased from 21% to 24%. Unfortunately, the gains have not met the state targets nor been significant enough to decrease the achievement gap between students with and without disabilities in RCSS.

The percentage of SWD with absences greater than 15 days has increased over the past three years at 16.1%, 16.8%, and 20.7% for FY18. The department will continue to monitor and address issues with attendance through support and intervention to ensure that students are in school and supported for success.

In order to meet and exceed the graduation target, system staff will meet with middle/high school students to discuss graduation requirements. All high school students will have their transcripts reviewed with an advisor at least twice a year to ensure they are taking courses needed for graduation. All students will have transcripts reviewed before the end of first semester. Attendance, Discipline, Course Completions will be reviewed. Data across all grade levels will be reviewed because addressing the graduation rate begins when students enroll in Pre- K. The system will continue efforts to ensure that students are participating in the general education curriculum with appropriate supports and services. Students will be provided opportunities to participate in skills review classes. They will also be given opportunities to participate in grade/credit recovery programs. Teachers will receive additional training on unpacking the standards at all levels, instructional support in the content areas at all levels and the development of transition plans and additional resources and services available for post- secondary options.

The FY 18 system determination for RCSS was 100%. RCSS has received scores of 95% - 100% over the past 5 years.

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



The system will continue efforts to improve services for young children with disabilities by increasing the number of collaborative Pre-K classes provided in the system and providing support to those classes. As noted on the FY18 Annual Performance Report, the percent of preschool children aged 3 through 5 with IEPs who demonstrate improvement in acquisition and use of knowledge and skills (including early language/communication and early literacy). Additional professional development opportunities will be provided for addressing least restrictive environment for young children, classroom management, nature and characteristics of students with disabilities. We will also increase Child Find efforts throughout the system in order to ensure that we are meeting and addressing the needs of students at an earlier age. The system will partner with community agencies working with young children in an effort to ensure Child Find requirements and providing early intervening services to children in need.

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

The system will continue to provide a full continuum of services that address all areas of need. The system will provide teachers of young children with professional learning and curriculum on methods and strategies for diversity awareness, problem solving and conflict resolutions, classroom management techniques. The system will also provide professional development for developing social emotional skills. Additional professional development opportunities will be provided for addressing least restrictive environment for young children, classroom management, nature and characteristics of students with disabilities. We will also increase child find efforts throughout the system in order to ensure that we are meeting and addressing the needs of students. Teachers will collect data and provide on-going progress monitoring to assess students' progress. The system will continue LRE efforts in order to ensure access to the general education setting. When students are pulled from the general curriculum scientific research based materials will be used as well as the curriculum in the general education setting. All students will receive instruction that is aligned to the curriculum and state common core performance standards for Georgia. Staff will participate in standards based instruction/classroom training. Performance of students with disabilities who participate in the general education setting will be monitored to ensure that appropriate support including the use of AT have been considered and provided. Class observations will be conducted frequently to monitor instructional strategies and practices in order to ensure that instructional practices in all settings are being effectively implemented and that the needs of students are being met. Additional multi tiered system of supports and training provided through RESA and GLRS will be utilized to support staff through professional development. The RCSS Department of Special Education and Support Services has met the system determinations for the past 5 years without the need for technical assistance. The department has seen gradual improvements on the state performance indicators. The Special Education department will continue to provide multiple layers of support and professional learning to support new and veteran teachers, parents and students. The department has worked to ensure that new teachers feel supported and have a positive onboarding process. The department participates in system-wide planning meetings and collaborates with various departments to ensure that staff and students have equal opportunities and access to resources, curriculum and programs. The department has a variety of resources, written policies and procedures that are accessible on the website. The concerns regarding the implementation and understanding of the written procedures are actively being addressed through professional learning within the department. Also, the department's organizational structure has been expanded. This has increased capacity and will provide even more support to stakeholders. The system has experienced a decrease in the number of formal complaints and due process requests. Under the new structure, the department will be able to provide more direct support, coaching and monitoring to ensure that staff and parents are aware of the roles, expectations and requirements for providing specially designed instruction for SWD in the least restrictive environment. Despite the efforts and gains made, the performance of SWD on the state assessments continues to below expectations. There continues to be a significant achievement gap.

However, with the additional instructional coaches added to the department, students and staff will be provided with the support needed to ensure that teachers can unpack and redeliver instruction of the instructional standards.

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

The system will continue to monitor and maintain this area. Professional development will be provided at all levels regarding expectations, roles and responsibilities for maintaining compliance. Any areas of non-compliance will be corrected as soon as possible but no later than one year after notification. The system will work to ensure that all reports are submitted accurately by the required due dates. The system will participate in the Facilitated IEP Process through GaDOE.