



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



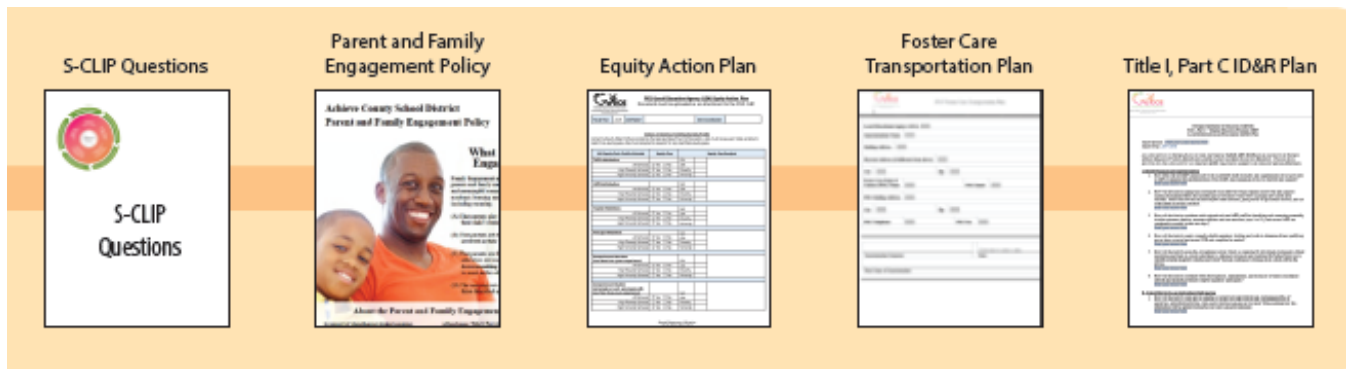
DISTRICT NAME: Camden County Schools

DISTRICT TEAM LEAD: Denise Cato

FY24 DISTRICT PLAN

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

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



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

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

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

Camden County Schools partner with parents, families, and community members to jointly develop programs focused on improving student outcomes. The district employs efforts to support the 5 tenants of the whole child. Each principal provides a list of stakeholders to represent the school at the annual CLIP Stakeholder Meeting. The stakeholder team is called the Superintendent Steering Committee. The members are invited to participate in the discussion surrounding the Parent and Family Engagement Plan, Equity Plan, Foster Care Transportation Plan, behavioral and academic programs. Students and para professionals are identified as participating members on the steering committee.

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.

When appropriate, input from stakeholders at the Superintendent Steering Committee is added to the corresponding SCLIP component. Participants who are unable to attend are given an opportunity to view the improvement plan on the system website and request clarification as needed during a specified window in May. School Messenger, a communication tool, is used to make stakeholders aware of the opportunity to review the CLIP on the system's website and offer input.

Interim progress checks are conducted during January school-level performance visits to determine progress towards system/school goals and strategies. The data that is reviewed represent performance of students in various subgroups. The performance visits include participation from central office administrators, school level administrators, instructional support personnel, and teachers as designated. Input collected during these visits and a system formative assessment analysis is instrumental to the system comprehensive needs assessment process. System level focus area work teams that include representation of all federal programs, curriculum, student services, technology, and instructional technology meet to discuss outcomes and determine the district priorities, potential root causes, equity concerns, and aligned evidence-based strategies.

Additionally, each school is required to share a summary of its formative/summative data and potential action plans in the spring or early summer with parent advisory committees, Title I parent stakeholder committee, and other parent groups as applicable to gather input for the coming year. Parents of English Learners are also invited to attend and provide additional input other than the Title III Survey. These meetings include participation from both internal and external stakeholder groups such as parents, community business, counselors, media, and teachers. The school plans are reflective of a comprehensive needs assessment findings and aligned to the system's overall improvement plan.

Each semester, to conduct meaningful involvement of parents and family members, the Superintendent Steering Committee meets with administrators to discuss current strategies and activities. The team consists of recommended parents/families from the school level, community members, government officials, business partners, paraprofessionals, students and the military connected personnel. This group lends their expertise in professional learning topics. The meeting topics include; but are not limited to, common assessment data disaggregated by subgroups, program evaluation, barriers to parent participation, PBIS office discipline referral data, lessons designed to build faculty capacity to work with families, mental health services data, and safety plans.

Three times a year, schools conduct Camden County Collaborative Connections (C4) meetings including families and teachers. Technical assistance is provided to assist parents with supporting student achievement and implementing effective family involvement activities. Some of the topics addressed include interpreting student performance results, using system-wide programs, reducing barriers in communication (EL, etc.) and building opportunities to partner with the school to improve student outcomes.

Monthly, representatives from the school system attend the Camden Family Connections Collaborative meetings. This community organization provides an outlet for the system to learn of needs the students encounter outside of school. The partnership provides a two-way communication to support students with factors beyond the school day. Each month the district publishes the "School Notes" and posted on the system website to help keep stakeholders abreast of current performance across various district initiatives and programs. One section is focused on information for parents titled, "The Home Front". Additionally, data is reflected upon the Balanced Scorecard and system dashboard which are available on the web.

Five Focus Areas are the foundation around which the CCS Outcome Based Continuous Improvement model (OBCI) process revolves. The five areas are: High Academic Achievement; Quality Teachers, Administrators, and Staff; Supportive Learning Environment; Effective and Efficient Operations and Strong Parental and Community Support. These five focus areas align closely with the GA Systems of Continuous Improvement.

Monthly meetings including district leaders representing Title I, Title II, Title III, Title IV, Title V and IDEA, principals, assistant principals, teaching and learning specialists, instructional specialists/coaches, special education program area specialists and other school level stakeholders are held to analyze current performance data and adjust action steps. These meetings promote a collegial environment that may be best defined as a professional learning community (PLC). These work teams collectively identify critical issues among subgroups, determine root causes, and align strategies to support the improvement process during the entire school year. The work teams also study evidence-based practices and share strategies that have been found successful across the system. The improvement process is truly continuous and relies heavily on formative data rather than lagging End of Grade or End of Course performance data. The local system action plans drive the work and are closely monitored by principals and directors. Regular reporting occurs and performance outcomes are required on the action plans reflected in the system data room.

Required Title I stakeholder meetings have been held at minimum two times each year to review progress regarding school level action plans, receive input from families, provide shared decision-making opportunities and share other important information. Participant feedback is taken into consideration and incorporated in plans when feasible. Next year, in an effort to improve interpersonal relationships and increase parental involvement, schools will conduct Title I stakeholder meetings three times following the analysis of surveys and critical academic/behavioral data.

All data reviewed at the school level is shared at Parent Advisory Council meetings as well as Title I Stakeholder meetings. Input is sought at each opportunity provided. All schools have Professional Learning Communities. During PLC opportunities, the instructional staff and administrators review pertinent data, determine the subgroups making progress and select interventions using evidence-based resources. Instructional adjustments are made throughout the year.

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

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

Response options (choose one or more):

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

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

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

CCS's Outcome Based Continuous Improvement (OBCI) model requires a team approach for determining critical issues, selecting evidence-based interventions/strategies, designing each action plan, implementing the plan and examining the progress. CCS has integrated both the DOE's problem solving process and Cognia tools for examining priorities, progress, and selecting intervention within the overall process. The OBCI infrastructure focuses on five key areas - High Academic Achievement; Quality Teachers, Administrators, and Staff; Supportive Learning Environment; Effective and Efficient Operations and Strong Parental and Community Support. These five focus areas align closely with the GA Systems of Continuous Improvement.

The comprehensive needs assessment process includes a review of a variety of data such as GKIDS, GA Milestones, local formative assessment data, ACCESS results, TKES, Educator's Handbook, School Climate Surveys, Ga Student Health Surveys, Title I Surveys, classroom observation data, performance visit summary data, verbal and written input from external stakeholders. The needs assessment is completed at both the school and system levels and is an integral part of the system's work throughout the year. The process is cyclic in nature and always ongoing. The Okefenokee RESA CCRPI representative provided technical assistance to the leadership groups at all three levels. He helped inform the members working through the CNA process; they learned how to collect data, analyze data, and use the results to reveal student performance outcomes.

Camden has a strong data analysis process which includes collecting/monitoring subgroup data for all content areas, examining local assessment quality, and conducting correlational studies between local and state testing utilizing the PowerSchool Assessment Data Management System. District and school leaders believe it is imperative that we check the quality of local assessments and the associated formative data due to our strong reliance on formative data throughout the school year. District level formative assessments occur throughout the year at key points of instruction. The timing of the assessments is key to support multi-tier support system (MTSS) for academic, behavior and social-emotional concerns and intervening before students fall behind. It is this formative review process that is the foundation for CCS's OBCI model with regard to student outcome. The data analysis process has been very successful with regard to academics and is applied to other areas such as behavioral/emotional well-being, professional learning, and community engagement. GO MTSS/SST tool, Educator's Handbook data - office referrals, disciplinary consequences, PBIS Tiered Fidelity Inventory (TFI), and onsite visits are used to determine progress and concerns with regard to progress on the behavioral side of the MTSS. The MTSS Instructional Specialists provide professional learning to staff on the implementation of the the process with fidelity. Data is used to guide the professional learning.

Other data such as the Title I parent survey, Title III Survey, and GA Student Health Surveys GSHS is also reviewed in a similar timely manner so that immediate response may occur. However, some data particularly the GSHS is lagging; therefore, it is necessary to develop a tentative plan based only on formative data. All data is compiled and reviewed by the various focus area work groups to determine system priorities. Priorities are shared with school level personnel during regular monthly meetings and input is collected.

All data reviews include a focus upon current as well as trend data of three years prior if available. Annually interim benchmarks are set and identified on local action plans. These benchmarks are used to monitor progress throughout the year. If the school or system doesn't appear to be approaching the assigned benchmarks, adjustments in action steps or strategies are considered by the assigned work team.

Critical formative data is shared with internal stakeholders at the various monthly administrative or focus area work team meetings. The formative data includes academic, behavioral, and survey responses. The data is also shared with external stakeholders such as the district Superintendent Steering Committee, Title I parent collaboratives, parent/community advisory boards and community collaboratives such as Leadership Camden. Input is solicited during these meetings as they occur throughout the year. Regularly scheduled school performance reports occur during monthly Board meetings. The BOE reports are presented by principals to ensure external stakeholders are kept abreast of school progress and offered an opportunity for input. The data provided during these meetings provides a summary of the strengths and weaknesses of the various subgroups which allows for input regarding the prioritization of federal funds throughout the year as well as at the onset of the CLIP planning process. Once priorities have been determined, the focus area work groups create SMART goals and identify evidence-based interventions/strategies. System and school level strategies are reviewed for measurability ensuring strong evidence of success may be noted during the year as well as success supported in research. All strategies are monitored closely. The system action plans include report dates, owners of each strategy, who the owners report to, resources needed, and a clear description of the leading evidence with quarter or mid-year targets as applicable.

Strategies to support professional growth and to improve stages of career development are noted in the Equity Gap Plan. Camden County Schools will implement an instructional model training to be conducted for new teachers. It is entitled Learning Focus Schools (LFS). Refresher courses will be provided for staff demonstrating a need of reminders

for best instructional practices. TKES and central office admin walkthroughs will be conducted to ensure implementation with fidelity.

The Learning Focus and MTSS Instructional Specialists provide job-embedded professional learning. Collaborative Planning facilitated by Teaching and Learning Specialist and Assistant Principals will be conducted at the school levels. SREB Middle Grades That Work training will be held at the secondary level (middle and high schools). Teaching strategies for Gifted Learners, English Learners and SPED Teachers- delivered in Learning Focused Schools training, collaborative planning sessions and Gifted and ESOL Endorsement.

Break-out sessions at Principals Meetings will focus on topics relevant to building leadership capacity of the principals. As a PLC, the principals meet after the System Principals meeting and discuss topics relevant to their work. Trainers from SREB and RESA attend the meetings as needed to build leadership capacity. Cognia best instructional practices are employed to build staff capacity in how to meet the needs of all students.

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.

As previously described, a comprehensive needs assessment is conducted annually. The needs assessment includes a review of a variety of data - academic, behavioral, mental health-related, and stakeholder (students, parents, Title I) surveys. The data is analyzed for overall critical issues as well as various subgroup concerns when available. The results of the needs assessment are used to determine how to address the needs of all students and utilize the various federal funding sources to the greatest capacity.

The FY22 needs assessment has indicated that Camden County Schools is making academic progress across all content areas; however level 1 performances are still higher than preferred. The Level 1 performance data are primarily reflective of SWD, ED, EL and other federally supported groups and indicates more resources may be needed. Directors of the various federal programs (Title I, Title II, Title III, Title IV, Title VB and IDEA) meet regularly during focus area work group meetings and continue to observe the performance data for each of these groups throughout the year while modifying action plan strategies as necessary. The director who coordinates the ESOL program participated in the CNA process when identifying the critical issues impacting EL progress and action steps to eliminate the issues. The action steps were added to the district action plan. To improve the implementation of best instructional practices designed to increase EL proficiency, all teachers will participate in WIDA professional learning modules. Title III will be added to the action plan as a source of funding for supplemental material to improve students' English proficiency.

Title II funds will be transferred to Title I to support professional learning opportunities. Schools indicating a need for greater support will be provided additional funding or personnel as applicable. Title IV funds will be transferred to the Title I program to support the needs of students at risk of failing. Title III will be used to purchase supplemental evidence-based interventions with an English language development focus designed to help English Learners learn English. The program will also help students be familiarized with the formatting of the ACCESS assessment. Title III funds will also be used to build the capacity of the parents of our English Learners and to increase the skill level of educators regarding best practices for instructing English Learners. Title III will be used to fund supplemental

materials and provide professional learning to all staff. Parents will learn how they can partner with the school system to help their child be successful.

The What Works Clearinghouse database, National Center of Intensive Intervention and local data are used to guide decisions regarding the selection of evidence-based strategies to ensure greatest success. Schools demonstrating success during each formative check are expected to share the strategies behind the success and other schools are encouraged to consider. The local data analysis process is used to guide differentiated instructional opportunities as well as monitor subgroup and individual performance closely throughout the year so that adjustments are made in a timely manner. All data collected is monitored closely and used to guide RTI efforts.

Professional learning experiences will also focus upon evidence-based high impact strategies centered around John Hattie's work through the Learning Focus Schools modules. The study began in FY20 and plans are to continue the study among large and small groups.

In addition to academic performance areas, the comprehensive needs assessment revealed needs with regard to secondary students' mental health, significant behavioral concerns at the elementary level, and the continuation to include an elementary course that would enrich and extend learning such as a K-5 visual arts course.

In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background. The support includes providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand. At the end of the year, Title III Surveys are provided to the parents of EL students in order to share feedback on family engagement strategies and supports. The feedback is used to make informed decisions regarding future ESOL services.

ECONOMICALLY DISADVANTAGED: All FY23 scores have been released and reviewed. The weighted percentage of ED students who met proficiency and above on the 2023 Milestones in grades 3-5, 6-8 and 9-12 for ELA, Math, Science, and Social Studies indicates this subgroup is making progress across most schools in the district; however, more targeted support is needed. Greater support within the school day is most beneficial due to limited support at home. Contract Service providers, such as retired teachers and student teachers in the CCHS Early Childhood Education Program, offer remedial services that target individual needs throughout the year. Supplemental resources are needed to offer a variety of media and presentation of the learning necessary. Software that is evidence based and provides differentiated learning opportunities is purchased each year. Formative assessment is an integral part of the instructional process. Therefore, quality objective assessment tools such as writing benchmark assessments and normed reading assessments to monitor standard performance and Lexile growth are needed. Resources such as STAR Renaissance, iReady and Write Score are being considered to fill this need at the district level. To improve language acquisition for English Learners, subscriptions for the program Reading Eggs, Reading ESL Smart and Exact Path will be purchased.

STUDENTS WITH DISABILITIES: The weighted percentage of SWD students who met proficiency and above on the 2023 Milestones in grades 3-5, 6-8 and 9-12 for ELA, Math, Science, and Social Studies were analyzed. The FY16-FY23 trend data indicates that more support is needed in grades 3-8 and EOC SWD performance is not meeting local expectations across all content areas. To ensure more instructional and data-informed decision-making strategies are available to teachers, professional learning including scaffolding techniques, differentiation, and how to better use data to guide instructional planning will be provided during the FY22 school year. Additionally, collaborative teaching strategies will be emphasized at all levels, but specifically grades 6-8 where the challenges are greatest.

Designated teachers assigned to progress monitoring, Teaching and Learning Specialists, and psychologists attend RTI meetings regularly to ensure high quality, scientifically based classroom instruction, ongoing formative assessments, tiered instruction, and parent involvement is implemented with fidelity and in a rigorous manner before a

comprehensive evaluation is considered. School counselors and staff enrolling students have been trained to assist with the identification of possible children with disabilities.

Children with disabilities receive services in accordance with their Individualized Education Plan. Data is reviewed regularly to monitor students' progress. Limited SPED staffing presents challenges in scheduling SWD students. Remediation opportunities are provided for students requiring additional assistance. Additional federal funds are set aside to support remediation efforts. Contracted service providers such as retired teachers offer additional instructional support for SWD students not meeting expectations in addition to before and after-school remedial opportunities.

FOSTER CARE: Counselors and enrollment clerks are trained to eliminate barriers with regard to the enrollment process. Foster care students will be served in their home schools unless a student would be better served in another school. Foster care students will be immediately enrolled regardless of the lack of enrollment information. All foster care students will be provided the same basic, remedial, and advanced instructional programs as other students who would qualify.

Camden County Schools will work closely with local child welfare agencies to identify the holistic needs of the student and ensure student needs are met. DFCS and CCS personnel meet to discuss the Foster Care Transportation Plan. Annually the plan is reviewed and updated to ensure the needs of the students are met. The review team consists of the Director of Federal Programs, Director of Student Services, Director of Transportation, and representatives from the Department of Family and Children Services. A copy of the plan is attached. Due to the authorization of HB855 Camden County Schools' Federal Programs Director and School Social Workers have worked in collaboration with Georgia Division of Family and Children Services to identify strategies to reduce trauma in student in foster care.

MIGRANT: Currently, the system only has one migrant family. Counselors and enrollment clerks are trained to identify students who are of migrant or immigrant status. Enrollments require information for migrant identification. English Learner Migrant students are provided access to the same basic, remedial, and advanced instructional programs as other students who would qualify, which includes but is not limited to: EL, MTSS, EIP, REP after-school tutoring, credit recovery programs, and all other educational services, programs, and interventions available to other students and for which they are eligible.

Camden County Schools is a MEP Constortium district under the Abraham Baldwin Agricultural College (ABAC), the fiscal agent for the GaDOE Migrant Education Program. The Director who oversees the MEP program collaborates with the ABAC MEP staff to share data and meet the needs of Camden's local migratory participants.

HOMELESS: The percentage of homeless students meeting proficiency and above on the 2023 EOG in ELA, math, science, and social studies are 48.2, 43.6, 48.5, and 39.5 respectively. The percentages on the 2023 EOC reflected a population that was very small in number and therefore, not reported. Social studies appears to offer homeless students in grades 3-8 the greatest challenge; however, social studies is an area that many other students are also challenged. Common strategies focused upon research-based learning-focused instructional practices will be applied all social studies classes to address the student weaknesses. Reading/writing activities will be emphasized across all science and social studies courses.

The LEA has implemented a rigorous process for the identification of homeless children in the district. School system personnel collaborate with DFACS, Multi-Disciplinary Teams (MDT), Family Connections, and social workers to monitor mobility/identification and needs of the homeless population. School counselors and staff enrolling students have been trained to assist with the identification of possible homeless students. A strong social services department that offers supplies and other community supports to homeless students is considered a huge strength for our system.

Homeless students attending Title I schools will receive Title I instructional and support services as needed. A reservation of Title I funds will provide for educational support services for homeless students in all schools as all are Title I schools this year. The amount is based upon very large and generous community donations made by the

community during the summer . The set aside amount was determined using Method #1. If needed services exceed the set aside amount, additional local or federal funds will be appropriated to accommodate those needs. When applicable, the consolidated application will be amended to allocate funds to support the additional needs of homeless students. Posters regarding homelessness are provided at schools and throughout the community.

LIMITED ENGLISH PROFICIENT/IMMIGRANT: The weighted percentage of EL/Immigrant students who met proficiency and above on the 2019 EOG in grades 3-5 for ELA and Math is 47.6 and 67.4 respectively. The weighted percentage of EL/Immigrant students who met proficiency and above on the 2022 EOG in grades 6-8 for ELA and math is 37.41 and 35.15. The weighted percentage of EL/Immigrant students who met proficiency and above on the 2022 EOC in Science is 43.8. Other EOC EL participation was too few and therefore, not reported. Per GMAS and local formative data, math is a strength among the population. Camden's EL/Immigrant population (though very small) is diverse including, but not exclusive to Spanish, Chinese, Japanese, Vietnamese, French and Russian.

Counselors and enrollment clerks are trained to identify students who are of migrant or immigrant status specifically during the enrollment process. Enrollments require information for immigrant identification. The Home Language Survey is used as the initial step in the identification process for English Learners (EL). ELs are identified and served pending eligibility determined by individual performance on the WIDA screener. All ELs receive direct teacher instruction and participate in the administration of the ACCESS annually. Additional instructional and achievement materials may be provided to help immigrant and EL students adapt to their academic environment while honoring their cultural differences. At-risk EL and immigrant students will receive, at minimum, the same support other at-risk students receive.

An ESOL committee comprised of the regular teacher(s), the ESOL or EIP (elementary only) teacher, counselor, parent, and administrator reviews eligibility concerns and participates in placement decisions. The ESOL and regular content teachers collaborate and monitor student performance. For students earning between 4.3 and 4.9 on the ACCESS assessment, a Reclassification Meeting is held to determine if the student should be exited from the ESOL program.

A variety of models are used but pull out is the primary method of service. Camden County Schools was approved for the Strategic Waiver in FY16, which allows schools to design segments and models to best meet student needs. All schools K-12 will use Edmentum's Reading Eggs and Exact Path web-based programs to offer language support instruction. Elementary ESOL students needing more language acquisition instruction will be provided additional support utilizing resources from Houghton Mifflin Harcourt Journeys Language Arts program. Middle school EL students will receive an additional segment of instruction during the exploratory block. EL students at the high school will be provided one segment of remedial instruction in an ESOL assigned course by an ESOL endorsed teacher.

NEGLECTED OR DELINQUENT: Students residing at the Methodist Children's Home attend their zoned schools and receive services as other at-risk students do. Those in need also receive tutoring at the home after school. Computers are made available for help with studies. Students receive year round services either through highly qualified personnel or the equipment, software, and resources purchased per their needs.

YOUTH AT RISK: The system analyzes standardized test results as well as formative assessments to identify at-risk students. The at-risk students are identified through failure or at risk of failing state standards. At-risk students receive educational support in a variety of ways: RTI, EIP/REP classes, after- school/summer school programs, standards-based differentiated instruction, collaborative and co-taught classes, tutoring, and counseling.

EARLY CHILDHOOD STUDENTS: Children who meet the age requirement are served in Pre-K and Special Ed Pre-K. Each year, the Title I director meets with the Pre-K director to determine early childhood needs.

Middle to High School Transition/Planning: The middle school counselors meet with all 8th grade students to develop a graduation plan. Additionally the director of secondary and ninth grade center deputy principal analyzes 8th grade performance data to ensure course placement is aligned to individual student needs.

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.

To ensure ongoing coordination of services across federal programs, each of the the district's focus area teams include internal stakeholders who represent federal programs. For example, the Director of Federal Programs and Special Projects participates on four of the five district focus area (FA) work teams - FA I High Academic Achievement, FA II Quality Teachers, Administrators, and Staff, FA III Supportive Learning Environment, FA V Strong Parental and Community Support to ensure economically disadvantaged, EL/Immigrant, migrant, homeless and other students needing additional services are well represented when reviewing data and determining next steps. (See pg. 10 of the OBCI Handbook attached.) The district focus area (FA) work teams meet regularly to study relevant data and make adjustments in the plans when deemed necessary. Each FA work team reports out as formative data is collected and analyzed at district level meetings which includes school representation (principals, assistant principals, teaching and learning specialists, technology instructional coaches, SPED instructional specialists, media specialists, counselors, SPED leadership, PBIS Leaders, etc.) to share current progress and gather input. Coordination is also closely monitored during each school level performance visit which occurs three times per year.

Additionally, Camden County Schools has assigned a representative to serve on the Camden Family Connection Executive Board. Camden Family Connection is a community planning agency in Camden County focused on improving the lives of families and children in our community. Camden Family Connection is the county designated Family Connection Collaborative. This collaborative group is represented by Camden House, Camden Health Department, Family Matters/Suicide Coalition, City of Kingsland, Camden County Sheriff's Department, Department of Family and Children Services, etc. and meets monthly to discuss community/school needs. This collaborative often seeks other funding to meet the needs of Camden's students and families. Lastly, system leaders also meet with external agencies

such as Head Start and Babies Can't Wait to support future students who may need services in the community to ensure a smooth transition to school.

Title I funds will supplement programs and activities focused upon screening, data-based decision making, remediation for behavior and social-emotional needs. A cohesive PBIS and MTSS process will be implemented systemically. CCS does not have any CSI or TSI schools; therefore, support is not needed.

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

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

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

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

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

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

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 checked="" type="checkbox"/> Curriculum for additional interventions	<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 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 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 checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" 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"/> Multi-Tiered System of Supports (MTSS)	<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 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"/> 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"/> Mid-year review process with each school	<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 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"/> Online programs	<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 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 checked="" 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 checked="" 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"/> College and career readiness preparation	<input checked="" 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 checked="" type="checkbox"/> Instructional materials	<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 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 checked="" 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"/> Extended instructional time during the school year	<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 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"/> Instructional interventionist	<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 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"/> 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 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 checked="" 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"/> Instructional coaches	<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 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 tutoring	<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 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"/> 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 checked="" 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"/> Job-embedded professional learning	<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 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 checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title 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"/> Career and technical education programs	<input checked="" 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"/> Supplemental curriculum and instructional materials/personnel	<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 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"/> Interventions and Support for Behavior	<input checked="" 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 checked="" 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"/> Technology	<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 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 checked="" 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"/> 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 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 checked="" type="checkbox"/> Creating a culture of high expectations	<input checked="" 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"/> School improvement (restructuring, reform, transformation, planning & design)	<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 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 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"/> 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 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 checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" 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"/> Family surveys	<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 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"/> 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 checked="" 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

1.26.2023

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

<input type="checkbox"/> Building Parent Capacity	<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 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"/> Building School Staff Capacity	<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 type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Continuous communication and meaningful consultation with parents and family members	<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 VB	<input 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 type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> School-Based Mental Health	<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 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 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 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 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 VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Dropout prevention and student re-engagement	<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 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 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 IVA	<input type="checkbox"/> Title VB	<input 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 type="checkbox"/> Title IIIA	<input 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 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 VB	<input 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 VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Services to facilitate transition from preschool	<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 VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Support for children and youth experiencing homelessness	<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 VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Classes for parents and families (e.g., ESL, GED, citizenship, parenting, etc.)	<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 VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Internet safety	<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 VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Community 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 VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Parent liaison/family engagement coordinator	<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 VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Welcome center/community school centers	<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 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 VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Back-to-school kick-off	<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 VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> PD for family engagement liaisons	<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 VB	<input type="checkbox"/> IDEA
<input 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 VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<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 VB	<input checked="" 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 VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Academic Parent-Teacher Teams (APTT)	<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 VB	<input 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 type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input 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 VB	<input type="checkbox"/> IDEA
<input 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 type="checkbox"/> Title IVA	<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 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 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 type="checkbox"/> Title IIA <input 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"/> Professional Development provided by school or district staff	<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 VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Recruit and retain effective educators	<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 VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Teacher advancement initiatives	<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 VB	<input type="checkbox"/> IDEA

<input type="checkbox"/> Improvement of teacher induction program(s)	<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 checked="" type="checkbox"/> Conference attendance (registration, travel, etc.)	<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 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"/> Curriculum specialists	<input checked="" 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"/> Improvement of teacher or other school leader induction program(s)	<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 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"/> Preparing and supporting experienced teachers to serve as mentors	<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 type="checkbox"/> Preparing and supporting experienced principals to serve as mentors	<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"/> Other Cognia Best Instructional Practices Professional Learning	<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 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

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

<input checked="" type="checkbox"/> Leadership Development	<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 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"/> Improvement Planning Development	<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 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"/> Safety and Security Training	<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"/> Training for monitoring and evaluating 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 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"/> Leadership Conference Attendance	<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 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"/> Other Cognia Leadership Professional Learning	<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 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

5. Professional Qualifications

- Part 1 –For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification?

Yes No

[ESSA Sec. 1112(e)(1)(B)(ii)]

- Part 2 - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
 - for all teachers (except Special Education service areas in alignment with the student’s individualized education program(IEP)), or
 - for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).

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

Certification is waived for all teachers.

- 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)]

General Ed. Teachers-Bachelor's Degree and Clearance certificate;

- CTAE Teachers- Bachelor's Degree or two years of field experience and Clearance certificate
- Bachelor's degree and clearance certificate for all teachers including special education content teachers. Special education teachers providing service must hold Special Education General Curriculum or Adapted Curriculum Certification in accordance with the student's IEP and a clearance certificate.

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

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

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities (SWD);
What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?
Include:
 - Description of your district's procedures
 - Specific professional learning (PL) activities

- Plan to monitor implementation with fidelity

Our graduation rate has improved greatly over the last 4 years. Since 2018, the overall graduation rate for all students has been over 80%. In 2018 the graduation rate was 82.8%, 86.67% in 2019, and 88.14% in 2020. The 2021 Four-Year cohort graduation rate was 87.7%, which is a slight decline from 2020. The 2022 Four-year cohort graduation rate was 90%. Our system wide number of students with disabilities is approximately 17.9% based on the 2022 College and Career Readiness Performance Index (CCRPI).

Special Education teachers are trained and committed to implementing a student led IEP with students with disabilities. ASPIRE training is provided to Special Education Teachers and parents during the fall semester with survey data providing the evidence of implementation. All special education teachers teaching grades K - 12 are trained and for the FY24 school year it is expected that each K-12 special education teacher have at least 10 students on their caseload participate. ASPIRE Survey data indicates that 139 students participated in FY22. It is the the goal of the district to have the entire caseload participate by the end of the FY25 school year and for all students to have participated in a student-ide meeting before transitioning out of high school. Students participated in a variety of ways to include completing student interest surveys, virtually, creating Google Slide presentations, introducing themselves and the teacher involved in discussion about transition, completing student questionnaires and interviews. We are able to track students with student-led IEP's through GO-IEP.

General and special education teachers are provided resources and strategies for more effective classrooms through having them participate in co-teaching modules year-round. Frequent observations are conducted along with check-ins on classroom parity and effective co-planning. Special education teachers are invited to vertical planning meetings to ensure consistency across content areas and enable them to discuss effective strategies with their general education partners. Through course extension and On-Site Credit Recovery (OSCR), students are given the opportunity to redeem credits during the school day which allows for more credits to be obtained. Any student who earns a grade of 60-69 in a course is provided extra time the following semester to participate in the extension program to redeem credits. An OSCR teacher who holds a special education certification has been designated to work with these students. Of the total 301 students who participated in OSCR for FY23, 64 of those students were students with disabilities. The total number of students with disabilities at Camden County High School is 342. Subject specific tutoring with contracted service teachers is also provided.

During the summer, students who fail any EOC subject due to failing the EOC assessment are asked to participate in an extensive tutoring program that lasts three weeks leading to the retake of the EOC, allowing them to increase their overall grade in the class as well as improve their EOC score. Course Extension and Credit Redemption is also offered over the summer, though support is available for students needing more of a one on one option to help them through the course.

Two Career Technical Instruction Coordinators provide support students for the students with disabilities enrolled. They serve as a bridge between SWD and CTAE, assist with classroom and testing accommodations, monitor grades, progress, and attendance, provide in-class support, offer tutoring before and after school and on Saturdays, assist with scheduling issues, provide career exploration opportunities, and offer OSHA Certification classes as well as Word Attack/Reading Workshops. In order to decrease the number of unengaged and wait-listed students with disabilities post-graduation, recommendations for vocational rehabilitation services are made for students at age 16 and Teachers of Record have increased parent contacts to graduates. The District GVRA contact utilizes a log to keep track of referrals. Teachers of record also provide evidence of contact to graduates by keeping a log of parent contacts. There are currently 15 students that are being provided Pre-Employment Transition Services (PTS) at Camden County High School. Post-School Outcomes FY22 Data Collection for 2020-2021 exiters indicated 41.67% of special education students enrolled in higher education within one year of leaving high school, 61.11% enrolled in higher education or competitively employed within one year of leaving high school, and 72.22% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Research-based professional learning is offered to improve outcomes for students with disabilities. Training is provided through GLRS, and LFS modules. Walk-thru data and students grade performance is reviewed with a plan of action developed to address barriers. Between training dates, collaborative sessions are held in order to discuss student performance and possible necessary adjustments to co-teaching approaches. The focus for FY24 will be on maximizing Co-Teaching models to increase Specially Designed Instruction through providing professional learning opportunities and monitoring for fidelity.

- 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

Camden County Schools maintains 100% placement of eligible young children by parents or other agencies prior to age 3 and have an IEP implemented by the third birthday. An assigned School Psychologist participates in "Babies Can't Wait" transition meetings to ensure a special education evaluation, eligibility, and IEP are in place by the child's third birthday. To identify preschool children ages 3-5 suspected of having disabilities, Camden County Schools Pre-Kindergarten students participate in Response to Intervention (RTI). Screening and evaluations are provided for any child parentally placed in a private school or receiving home school who is suspected of having a disability. Child Outcome data is collected upon entry to or exit from any preschool school special education program. The data is collected on the Child Outcomes Entry/Exit form for the appropriate age group. Entry data is collected upon placement, while exit data is collected upon any of the following conditions: Child matriculates to Kindergarten, obtains the age of 6, moves out of state, or is returned to regular education (exits all special education services). PreSchool Outcomes FY22 data indicated that of those children who entered the program below age expectations in positive social-emotional skills, 87.50% substantially increased their rate of growth by the time they exited, while 56.60% were functioning with age expectations. In the areas of acquisition of knowledge and skills, 92.00% substantially increased their rate of growth, with 58.49% functioning with age expectations by the time they exited. Regarding appropriate use of behavior to meet needs, 89.58% substantially increased their rate of growth by the time they exited. The percent of children who were functioning with age expectations by the time they exited was 62.26%.

Preschool-aged (3-5) children meeting eligibility criteria as SDD and needing special education services may receive those services in a variety of placement options as determined by the child's IEP team and participation by other agencies, such as, but not limited to:

- a. Regular Early Childhood Setting;
- a. Head Start Programs
- b. Georgia Pre-K Classes
- c. Community Child Care Centers
- d. Private Preschools
- b. Separate Early Childhood Special Education Setting;
- c. Day School;
- d. Residential Facility;
- e. Service Provider Location; or
- f. Home

Staff that works with this population of parents and students includes our preschool staff, school psychologist, speech pathologist, special education teachers, OT and PT. Related services including,

but not limited to, audiology, occupational and/or physical therapy, orientation and mobility instruction, specialized transportation or other such services required to assist the student to benefit from the special education program can be provided to the student depending on individual needs. Training provided to outside agencies (child care centers, head start, GA Pre-K) conducted by the Preschool assigned School Psychologist include training on GaDOE Preschool Special Education General Guidance and Recommendations, and Intervention Strategies and Data Collection Implementation for Referrals. There are training opportunities available for parents on Students with Disabilities in the Regular PK Environment.

The Special Education Director provides annual public notification via Camden County Schools Website, Camden County Schools Facebook Page, and child find letters distributed to local daycare facilities, private schools, and parents of homeschooled children.

The Special Education Director, Special Education Coordinator, School Psychologists, district level RTI coordinator, and/or designated school staff will provide ongoing professional learning for policies and procedures regarding Child Find Procedures throughout each school year. The Director of Special Education is in close contact with the Preschool Program Coordinator who assists with facilitating all Babies Can't Wait referrals and any other Child Find referrals to ensure compliance with mandated timelines. Professional learning is documented through agendas and sign in sheets. This documentation is stored in a binder with the Special Education Administrative Assistant.

The Preschool Program Coordinator holds meetings during which Child Find Procedures for Preschool age children are continually monitored through a referral list that is updated monthly. Universal screeners are completed at the elementary level to aid in Child Find; students demonstrating areas of need are then referred to the RTI/SST committee which monitors student progress. If Child Find Procedures are not followed, additional training and technical support will be provided by the Special Education Director, Special Education Coordinator, School Psychologists, district level RTI coordinator, and/or designated school staff.

The Preschool Program Coordinator will provide training and support in completion of Child Outcomes Summary Forms and the Child Find process, Preschool Special Education, Executive Functions and Social Emotional Learning

- 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

Camden County Schools educates students with disabilities to the maximum extent possible in the general education classroom with appropriate supports and accommodations. Teachers receive training on IEP/eligibility procedures and instructional practices at the beginning of each school year and ongoing as needed. During this training, the Special Education Handbook is reviewed, and a link shared for teacher access. Ongoing Co-Teaching professional learning will be provided for new and veteran staff. Data analysis is utilized to determine areas of weakness for students with disabilities support.

A student's LRE is determined at least annually by the IEP team which is made up of a group of persons, including the parents, who are knowledgeable about the student; and/or are knowledgeable of the meaning of the data being discussed. The process for determining LRE must be individualized for each student with a disability and the IEP must include an explanation of the extent, if any, that the student will not participate with students without disabilities in general education classes and in extracurricular and other nonacademic activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the

disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. As of the 2021-2022 Annual Performance Summary for Camden County, 81.97% of children with IEP's aged 6 – 21 are served inside the regular class 80% or more of the day, 11.86% are served in the regular class less than 40% of the day, and 1.27% are served in separate schools, residential facilities, or hospital/homebound placements. The IEP team determines the supports and accommodations necessary for successful participation in the LRE and other special education services as needed. When making LRE decisions the IEP team reviews the students Present Levels of Academic Achievement and Functional Performance (PLAAFP), develops IEP goals (and objectives or transition plan, if needed) based on present levels, determines whether the goal or objective can be taught in the general education classroom and what level of technical assistance will be needed for appropriate instructional practices, considers if accommodations, modifications, personnel supports can provide the support the student needs to show progress in the general education setting, determines appropriate continuum of services or setting based on data, determines the alternative placement or community setting where those goals and objectives that cannot be taught in a general education classroom can be taught, determines how the student will be monitored, and evaluates the student's performance on goals and objectives and determines if they have mastered them based on the data.

The continuum of services options for ages 3-5 include the regular early childhood setting, special educational early childhood setting, home, service provider location, separate school, and the residential setting. For school-aged students with disabilities, service options include the regular class with or without supportive services, regular class attendance plus supplementary instructional services, part-time special class, full-time special class, public separate school, home instruction, and instruction in the hospital, residential, or total care services.

A copy of IEP accommodations/modifications are shared with teachers working with students with disabilities. General and special education teachers are provided information on goals/objectives, accommodations, modifications, and BIP, if applicable. Case managers are to meet with the teachers and ensure understanding of the students' needs. Accommodations are shared at the beginning of the school year and whenever a student has a schedule change that causes a change in teacher. A copy of the BIP is given to administrators as well. When these accommodations/modifications are shared, a Receipt of Accommodations form is used so that the receiving teacher acknowledges they've received a copy and that it is their responsibility to implement the accommodations/modifications as indicated. To ensure the provision of FAPE, all eligible children will be provided an education that includes access to the Georgia curriculum and addresses the unique needs of the individual child and his or her disability. Procedures include ensuring that no later than the child's 3rd birthday, an IEP is in effect for eligible children residing in the Camden County School district, holding exit meetings for those eligible students graduating or aging out, the Special Education Director working with a liaison from the county jail to facilitate services for incarcerated students, providing print instructional materials in specialized, accessible formats to children who are blind or other print disabled in a timely manner, and making every effort to avoid a delay in services for any student eligible for Special Education Services. Each school has assigned building specialists to review paperwork and monitor timelines, progress monitoring of IEP goals is turned in monthly on the district's J drive so that students progress or lack thereof can be reviewed. Program Area Consultants and Instructional Specialists assist building specialists in their efforts and monitor the GO IEP dashboard to ensure compliance. The Special Education Coordinator and Special Education Director also monitors GO IEP and conducts random reviews of progress monitoring and IEP's for compliance. If procedures are not being followed, additional training and technical support will be provided.

EOC, EOG, MAP, and Mastery Assessment data are used to drive IEP instructional decisions.

- 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

At the beginning of the school year, School Psychologists review all initial referrals to prioritize them. They collaborate on the Yearly Special Education Timelines Report, documenting initial evaluations allowing them to monitor all initial timelines for Camden County Schools. School Psychologists also pull a report of the Reevaluation Data Reviews that are due during the current school year, share that information with school-level building specialists, and monitor throughout the school year. The Special Education Director, Special Education Coordinator, Program Area Consultants, and Instructional Specialists monitor the GO IEP Dashboard for eligibility and IEP timelines routinely and follow-up with building specialists when students are approaching critical timelines. If a concern arises, the building specialist and/or Instructional Specialists/Program Area Consultant will conference with the teacher(s) to provide support in adhering to compliant practices. Special Education Teachers are also asked to monitor their GO-IEP Dashboard regularly, so they are continuously aware of timelines related to evaluations, reevaluations, and IEP's.

Continuous communication and collaboration between the Special Education Director, Special Education Coordinator, School Psychologists, Program Area Consultants, Instructional Specialists, and Building Specialists occur to review and monitor timelines and due dates to ensure compliance with procedures and adherence to timelines.

Professional Learning offered includes Special Education Handbook training, GO-IEP training, Standards Based IEP training and Transition Plan training. PL for overall compliance is offered at the beginning of each school year during pre-planning, with additional sessions offered for those needing refresher sessions.

Teachers who require additional technical assistance with policies and procedures related to timely and accurate data submission will be provided with technical assistance and support through trainings, conferences, and/or webinars from the Director of Special Education, Special Education Coordinator, School Psychologists, Program Area Consultants, and/or Instructional Specialists. If teachers continue to have difficulty despite the technical assistance they receive, building-level administrators will be notified so they may determine next steps to ensure remediation and compliance.

7. Overarching Needs for Private Schools

In this section, summarize the identified needs for participating private schools that will be addressed with FY24 federal funds. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	
Title II, Part A	
Title III, Part A	
Title IV, Part A	
Title IV, Part B	
Title I, Part C	

IDEA 611 and 619

Based on ongoing consultation with private schools, the students at Advanced Learning Academy with Service Plans continue to need the support of a Special Education teacher to provide their needed services. This support extends to homeschool students with disabilities. FY24 funds will be used to contract with a Special Education teacher to provide support to these students.