



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



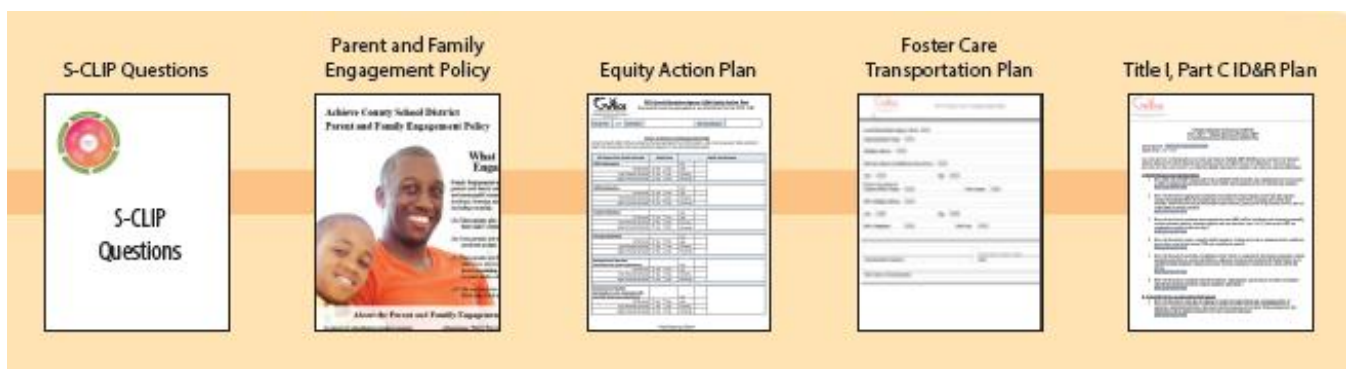
DISTRICT NAME: **Barrow County**

DISTRICT TEAM LEAD: **Dr. David Beeland, Jr.**

FY19 DISTRICT PLAN

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

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



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

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

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

GaDOE Review Teams will look for:

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

A Comprehensive Needs Assessment is conducted each spring to assess the needs of the district and schools, as well as the needs of subgroups of students including Economically Disadvantaged, English Learners, Migratory, Homeless, and Special Education students. The process includes stakeholder meetings conducted at both the school and district levels. The Barrow County School System utilizes a variety of data sources to make decisions that will affect student

learning and teacher effectiveness. Our needs assessment process includes examining student achievement data from CCRPI, state assessments (GKIDS, Milestones, ACCESS, etc.), local assessment data (DIBELS, Text Reading Comprehension, Measures of Academic Progress), course completion rates, graduation rate, perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, instructional rounds team walkthrough data, and verbal input from stakeholders. In March, each school conducts a Comprehensive Needs Assessment Stakeholder meeting that includes parents, teachers, paraprofessionals, administrators, community members, and other support staff. Additionally, a team of district leaders visits school for a mid-year impact check to determine progress toward current year goals and to plan for the next school year. School representatives who attend impact checks include administrators, instructional coaches, and teachers. Once input is collected from schools, a series of meetings are held at the district level to consider all the prior stakeholder input and data and to make decisions regarding district prioritized needs, equity concerns and identifying actions and strategies to address the needs. Stakeholders participating in our needs assessment process include the Title I Director, Title II-A/Professional Learning Coordinator, the Special Education Director, Elementary and Secondary Education Directors, Migrant Education Coordinator, Homeless Liaison, the Director for Innovative Learning, the Director of Personnel, the EL Support/Title III Coordinator, administrators and teachers from each level, paraprofessionals, instructional coaches and counselors, parents, community members, and higher education representatives from Piedmont College and the University of Georgia. The results of this needs assessment determine areas of improvement and inequity and guide the development of plans and expenditure of funds.

As a Charter System, School governance teams (SGTs) play an active role in the school improvement process throughout the year. SGTs include an administrator, teacher(s), parent(s), and community member(s). SGTs have input into the surveys that are used to gather leader, teacher, staff, parent, and community feedback in January. SGT members complete the various surveys during February. Data from the surveys, as well as formative achievement data are provided to SGTs in March for review and discussion. At the April SGT meeting, members provide input into the system and school improvement plans. SGTs are involved in the ongoing process of reviewing data and identifying and prioritizing needs and developing improvement plans. SGT members attend the annual system Leadership Summit in June with their school's leadership teams to finalize school improvement plans.

2. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) as part of its locally-developed school improvement process to address the needs of subgroups.

GaDOE Review Teams will look for:

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

Comprehensive needs assessment surveys are completed by all stakeholders each February. Questions are included to determine the needs of major student subgroups including disadvantaged students, English learners, students with disabilities, migratory students, students in foster care, and homeless students. This data is shared with parents during school-level Federal Programs Spring Planning meetings held each March. The information is also shared with SGTs each spring to have a discussion about the needs of various student populations. Administrators, teachers, and other staff members are presented with this information each spring and feedback is sought on how to best meet the needs of populations of students who are struggling academically. The performance and progress of specific populations are also discussed during each school's mid-year school improvement impact check. The progress of subgroups is also reviewed and discussed during district and school leadership team meetings, the Superintendent's annual Title I

reception, Parent Advisory Council meetings, and the annual district meeting for parents of English learners. In addition, the system Parent Mentor assesses the needs of parents and students with disabilities.

Regularly scheduled meetings with instructional leaders (system teaching and learning staff, principals, assistant principals, instructional coaches) are held to review student performance data, discuss implications, and discuss adjustments to strategic plan action steps. All schools have Professional Learning Communities that review student achievement data to measure progress and determine next steps for specific subgroups.

3. Describe how the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the state's ESSA plan for continuous improvement within the:
- problem solving process: identify needs, select evidence-based interventions, plan implementation, implement plan, and examine progress
 - Georgia Systems of Continuous Improvement: coherent instruction, professional capacity, supportive learning environment, family & community engagement, and effective leadership.

GaDOE Review Teams will look for:

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

Response options (choose one or more):

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

The Barrow County School System implements the Georgia Department of Education's problem solving process and Systems of Continuous Improvement as follows:

Examine Progress - The system and schools must compile and review various forms of data and evidence related to school and student performance including CCRPI results, student achievement data from state assessments (GKIDS, Milestones, ACCESS, etc.), local assessment data (DIBELS, Text Reading Comprehension, Measures of Academic Progress), perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, instructional rounds team walkthrough data, mid-year impact check results, and verbal input from stakeholders. Progress is examined by professional learning communities, school governance teams, leadership teams, system and school departments, system and school administrators, parent advisory councils, and whole faculties.

Identify Needs - As a result of examining progress, schools must compile findings into a document organized by the five systems and thirteen indicators of the GaDOE's Systems of Continuous Improvement. This document will be used by school leadership teams and faculties to complete a Google CNA Form that identifies and prioritizes overarching areas in need of improvement.

Create Goals and Select Evidenced Based Interventions - Schools will then create goals and evidence based action steps to address the prioritized overarching areas in need of improvement using a provided schoolwide improvement plan template. Schools must indicate in their improvement plans the extent to which their interventions are evidenced

based by selecting Strong, Moderate, Promising, or Rationale and linking to appropriate supporting documentation. Schools are encouraged to focus on three to five goals and approximately five high impact action steps per goal that will improve Tier 1 instruction for all students, as well as identify Tier 2-4 action steps that will be taken to provide additional support for students, including subgroups, who are not academically successful after Tier 1 action steps have been implemented.

Plan Implementation - Schools will use the schoolwide improvement plan template to identify a team lead, timeline, method of monitoring implementation, method of evaluation, and needed resources for each action step in their plan.

Implement Plan – Schools will implement their plans and monitor progress throughout the school year by repeating the improvement cycle starting over with examining progress. Members of the system Teaching and Learning Department conduct instructional round classroom observations multiple times each year and provide feedback to schools on the extent to which evidenced based action steps from school improvement plans are being implemented in classroom instruction. Debriefing sessions are held with school administrators based on observations and the five systems of continuous improvement (coherent instruction, professional capacity, supportive learning environment, family and community engagement, and effective leadership). This information is used formatively and summatively to adjust school improvement initiatives as appropriate.

4a. What components of the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the ESSA plan requirements for identifying and addressing the needs and achievement gaps of its lowest performing students; and how supplemental federally-funded services for Economically Disadvantaged (ED), EL, migratory, homeless, children in foster care, children with disabilities, those who are neglected and delinquent, are coordinated to support the strategic plan.

Response options (choose one or more):

- Copy selected excerpts from the documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above.*
- Highlight (in green) selected excerpts (as applicable) from the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above and submit with this template.*
- Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4a.*

As previously stated, the Georgia Department of Education's and the Barrow County School System's continuous improvement progress begins with examining evidence. The system and schools must compile and review various forms of data and evidence related to the needs and achievement gaps of our lowest performing students, including CCRPI results, student achievement data from state assessments (GKIDS, Milestones, ACCESS, etc.), local assessment data (DIBELS, Text Reading Comprehension, Measures of Academic Progress), course completion rates, graduation rate, perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, instructional rounds team walkthrough data, mid-year impact check results, and verbal input from stakeholders. Progress is examined by professional learning communities, school governance teams, leadership teams, system and school departments, system and school administrators, parent advisory councils, and whole faculties.

Individual coordinators for each federal program (Title I, Part A - Economically Disadvantaged, Title I, Part C - Education of Migratory Children, Title II, Part A - Teacher and Leader Effectiveness, Title III - English Learner and Immigrant Students, Title IV, Part A - Student Support and Academic Enrichment, McKinney Vento/Homeless Education Program, Foster Care Education, and Special Education) meet at least twice monthly, once as a federal programs team and a second time as part of an overall Teaching and Learning team meeting. During these meetings, data is reviewed, student progress is discussed, and improvement plans are revised as necessary. One aspect of the system and school plans that is reviewed is budgeting needs. Funds from various federal programs are utilized to have maximum impact on student achievement. In addition to providing support to schools on improvement planning at the annual Leadership Summit each June, the Federal Programs Department also conducts a Title Planning Day immediately following the Leadership Summit to ensure that improvement plans are well written and that coordination of services has been considered.

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*

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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.

Ongoing and continuous coordination of services, supports, and partnerships will occur through regular monthly meetings by the Federal Programs Department and the Teaching and Learning Department. During these meetings, system and/or school improvement goals and interventions will be discussed to ensure services and supports are being coordinated in the best interest of student academic achievement. System leaders also meet with external agencies (Head Start, Babies Can't Wait, DFACS, etc.) to ensure students have a smooth transition into the school system. Coordination will also be monitored during mid-year impact checks. Action steps to ensure that students experience a smooth transition from preschool to pre-kindergarten/kindergarten, elementary to middle school, middle school to high school, and high school to postsecondary education and/or careers will be included in each school's improvement plan.

4c. If the LEA is consolidating state, local, and federal funds through Fund 150 - the Consolidation of Funds Initiative - or federal funds through Fund 400, provide the intent and purposes statement for those funds that are being consolidated in the table below.

Describe how the Intent and Purpose for each consolidated funding source will be met by the school.	
Program	Intent and Purpose Statement
Title I, Part A	
Title I, Part D	
Title II, Part A	
Title III, Part A, EL	
Title III, Part A, Immigrant	
Title IV, Part A	
Title V, Part B	
Title I, 1003 (a)	
Title I, 1003 (g)	
Title IX, Part A	

LEAs not consolidating funds must fill out Section 4d below. (An LEA completing Section 4b must also complete section 4d for federal funds not being consolidated through Fund 400, Fund 150, or the schoolwide Consolidation of Funds Initiative.)

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

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

<input checked="" type="checkbox"/> Curriculum for additional interventions	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" 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 checked="" type="checkbox"/> Title IC <input checked="" 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"/> Supplemental curriculum	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Multi-Tiered System of Supports (MTSS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input checked="" 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 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"/> Mid-year review process with each school	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" 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"/> Online programs	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Blended learning	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Data and evaluation team	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Early warning systems	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<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 readiness preparation	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Full-day kindergarten	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Instructional materials	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Extended instructional time during the school year	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Instructional interventionist	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Behavior specialist	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Instructional coaches	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Supplemental tutoring	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Preschool Services	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Summer school	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Job-embedded professional learning	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Dual-concurrent enrollment programs/courses	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<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 type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" 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 programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Supplemental curriculum and instructional materials/personnel	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Interventions and Support for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Extended Learning Opportunities	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Technology	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA

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

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<input checked="" type="checkbox"/> Continuous communication and meaningful consultation with parents and family members	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA	<input checked="" type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA	<input checked="" type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title 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 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 checked="" type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" 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 checked="" type="checkbox"/> Title IIIA	<input checked="" type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Engaging parents/families (may include materials in a language that families understand, interpreters, and translators)	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA	<input checked="" type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Family literacy	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input checked="" 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 checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> College and career awareness preparation	<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 checked="" type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<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 checked="" type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" 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 checked="" type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Support for children and youth experiencing homelessness	<input checked="" type="checkbox"/> Title IA <input 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"/> Classes for parents and families (e.g., ESOL, GED, citizenship, parenting, etc.)	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA	<input checked="" type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> 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 checked="" type="checkbox"/> Parent liaison/family engagement coordinator	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> PD for family engagement liaisons	<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 checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Homeless liaison	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input checked="" type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Career and technical education (CTAE) programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Academic Parent-Teacher Teams (APTT)	<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 type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input checked="" type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Childcare/transportation for Parent, Family, and Community classes/programs/events	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input checked="" 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"/> 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 checked="" 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 checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA	<input checked="" 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 checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA	<input checked="" type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Recruit and retain effective educators	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Teacher advancement initiatives	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Improvement of teacher induction program(s)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Conference attendance (registration, travel, etc.)	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA	<input checked="" type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Curriculum specialists	<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

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

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

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

5. Professional Qualifications

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

The Barrow County School System uses Charter Waiver flexibility to waive certification for all teachers with the exception of Special Education teachers. All teachers are required to hold a Clearance Certificate.

- Part 2 - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
 - i. for all teachers (except Special Education), or
 - ii. for a select group of teachers (please specify content fields and grade level bands, P-5, 4-8, 6-12, P-12).

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

For all teachers (except Special Education)

- 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)]

No requirements exist beyond 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;

The Barrow County School System has been striving for continuous improvement, especially in the area of graduation rate. The system will use IDEA funds to employ a transition coordinator to focus on transition as well as target at-risk middle school students, using a program for future planning called Teens for Tomorrow. The Barrow County School System has been a PBIS district for several years. In many of our schools, this has dramatically decreased discipline referrals due to a continuing focus on implementing PBIS with fidelity. The district PBIS team meets monthly and meets with the school teams to review data and look for ways to improve.

The number of required credits for graduation has been decreased from 28 to 24 and a partnership with Foothills Education Charter School has been established to support non-traditional students. Additionally, a program has been implemented for a small number of students who do not meet the requirements for GAA but struggle in the regular classroom setting. IDEA funds have been used to pay for special education teachers to get certified in core content areas at the high school level to provide pull-out classes for students who need more support. To ensure career readiness, a transition job-training program has been implemented to support students ages 18-21 who have completed their coursework and need job skills training.

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

The Barrow County School System employs a PreSchool Program Specialist who ensures that services for young children (3-5) with disabilities are continually improved. Part of the responsibility of the PreSchool Program Specialist is to coordinate training for outside agencies on how to best serve the needs of children age 3-5. Preschool evaluation instruments are used to measure progress.

Intervention logs will be maintained by preschool programs. The goal is for 100% of children referred from Babies Can't Wait to be identified by their third birthday.

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

The Barrow County School System will provide supportive instruction using paraprofessionals in the general education classroom. Professional learning will be provided to paraprofessionals to increase their capacity to better support students with disabilities in the general education classroom. Special Education Teachers participate in ongoing professional learning on topics such as collaborative/team-teaching and differentiation in an effort to provide access to the general curriculum and grade-level standards for all students. Evidence of Impact will be measured by an increase in students with disabilities being served in the general education classroom, as the Barrow County School System will work to provide services in the least restrictive environment. Additionally, Evidence of Impact may include improve results related to academic achievement and progress on the Milestones EOG and EOC tests.

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

The Barrow County School System will improve compliance with state and federal regulations by ensuring continuously updating local procedures to ensure compliance with all guidelines. Procedures will include internal systems of accountability to ensure compliance. Success on this performance goal will be for the Barrow County School System to be 100% in compliance with all state and federal guidelines. Regular collaboration among all stakeholders, and on an ongoing basis, will be used to measure success on this goal.