STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)
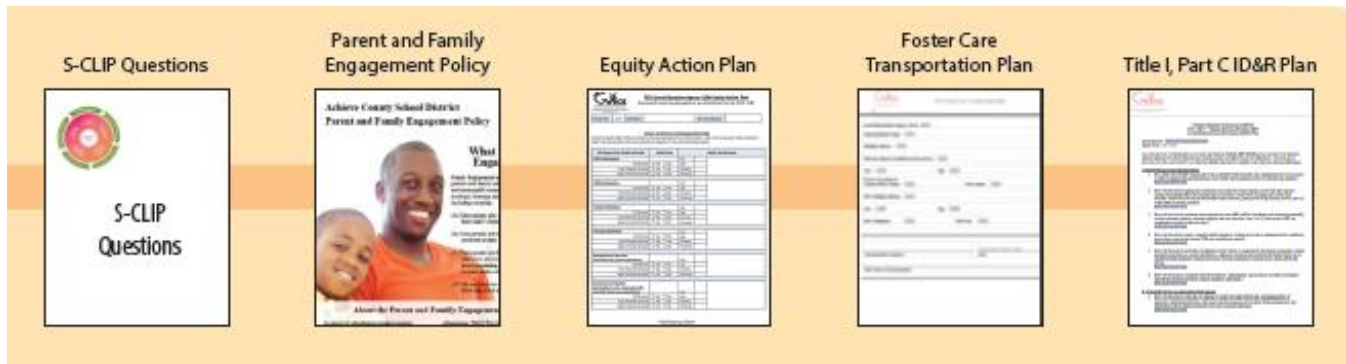
DISTRICT NAME: Coffee

DISTRICT TEAM LEAD: Tamara Morgan

FY23 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:

S-CLIP Questions | Parent and Family Engagement Policy | Equity Action Plan | Foster Care Transportation Plan | Title I, Part C ID&R Plan

☒ 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.

> The Coffee County Board of Education adopted a resolution, in October 2017, authorizing the Superintendent and staff to develop a five year strategic plan for implementation from 2019-2023. On November 6, 2017, the Coffee County School System began a formal planning initiative designed to transform our system into one that provides the highest quality educational experience possible for all of our students. Our goal is to become a world-class school system focused on our core business of teaching and learning. Prior to this planning initiative, the School Board and system staff engaged in a series of activities to continue AdvancED/SACS accreditation and to renew the school system charter

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with the Georgia Department of Education. In March of 2014, a team from AdvancEd/SACS evaluated our school system, and we received notification that our system was reaccredited for a five year period from 2014-2019. In the Fall of 2017, the Coffee County School System began the process of renewing the system charter. After an on site visit and review by the Georgia Charter System Division, the State Board of Education granted a new five year charter to extend from 2018 through 2023.

Guided by the Ford Next Generation Learning Model, the district began the planning process on November 6, 2017, by holding a community conversation with approximately 75 participants including business leaders, teachers, paraprofessionals, parents, students and other stakeholders. The purpose was to ensure that we understood the vision our citizens have for their school system now and in the future. After the initial meeting, we held conversations with students at the high school and middle school levels. We engaged in conversations with business and industry, city and county elected officials, the faith community, and our post secondary partners - South Georgia State College and Wiregrass Georgia Technical College. We also met with the system's parent and school advisory councils, the superintendent's teacher advisory council, and other individuals and groups to share our plan as it has evolved and to receive feedback. Invitations and notifications of the meetings were publicized through PeachJar, system websites, email groups, local newspaper, and chamber newsletters. In partnership with Ford Next Generation Learning (FNGL), a formal review process was established to examine the work of our strategic planning team and to make recommendations for improvement. A crosswalk was conducted to ensure that the plan aligns to the recommendations of the Georgia Vision Project, AdvancED Standards, FNGL Essential Practices and Charter System Performance Measures. The FNGL framework outlined a process that involved all stakeholders - educators, employers, and community leaders - in strategic planning. Everyone had a voice and is responsible in educating our children. Three distinct but interconnected strands comprise the FNGL framework. Strand 1: Transforming Teaching and Learning; Strand 2: Transforming the School Experience; and Strand 3: Transforming Business and Civic Engagement. A set of Essential Practices for each strand provided specific guidance to help the district and community implement this model. These practices were drawn from research based strategies shown to be effective by successful FNGL communities. This work established the current 5-year strategic plan.

Presentations were made to the Board of Education, an executive committee which includes business and education partners, and to school system staff. The plan contained here is the basis for our continued work as a Georgia Charter System and the foundation of our continuous improvement efforts leading to re-accreditation through AdvancED/SACS in February of 2019. The final 2019-2023 Strategic Plan is included as an attachment.

In February 2019, the LEA completed the AdvancEd/SACS review and received rave remarks from the Engagement Review Team with an overall Index of Education Quality (IEQ) score of 335.16.

In addition, the LEA holds meetings in May of each year within the 2019-2023 Strategic Plan with school administrators, paraprofessionals, MEP staff, ESOL teachers, teachers, district adminstrators , special ed staff, the superintendent, parents, and representatives from various community organizations to review data (achievment, attendance, behavior) and to monitor the Coffee County Strategic Plan and the Strategic Plan Action Plan & Performance Measures to provide meaningful and ongoing feedback and to plan for next steps and set goals for the 2022-2023 school year.

This is the last year of our 2019-2023 Strategic Plan; currently, we have contracted with COGNIA and are in the beginning phase of planning for our next five year Strategic Plan that will be implemented in FY24.

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.

Our 2019-2023 current Strategic Plan is guided by the Ford Next Generation Learning Model. We began our Strategic Plan (SP) process on November 6, 2017, by holding a community conversation with approximately 75 participants including business leaders, teachers,paraprofessionals, parents, students and other stakeholders. The purpose was to ensure that we understood the vision our citizens have for their school system now and in the future. After the initial meeting, we have held conversations with students at the high school and middle school levels. We engaged in conversations with business and industry, city and county elected officials, the faith community, and our post secondary partners - South Georgia State College and Wiregrass Georgia Technical College. We also met with the system's parent and school advisory councils including the Migrant Parent Advisory Council and English Learner Family Literacy group, the superintendent's teacher advisory council, and other individuals and groups including Family Connection Collaborative to share our plan as it evolved and to receive feedback. Family Connection Collaborative included Department of Family and Children Services, Unison, Coffee County Health Department, Douglas Housing Authority, Satilla Library, Department of Labor, Called to Care (foster family support) and other agencies to support families of all subgroups. The LEA's special education department worked diligently with teachers, school and district administrators and RESA leaders to target the needs of the special education students including the implementation of the SSIP (Student Success: Imagining the Possibilities). Invitations and notifications of the meetings were publicized through PeachJar, system websites, email groups, local newspaper, and chamber newsletters.

In fall 2020, stakeholders (teachers, students, paraprofessionals, parents, business and community leaders, family connection agencies, Migrant Parent Advisory Council) completed perception surveys for the LEA to use for improvement. Continuous improvement meetings were held with these stakeholders throughout the year to discuss data and monitor the strategic plan for improvement and identify next steps. Each spring, stakeholders complete a Needs Assessment Survey and Professional Learning Needs Assessment. In addition, the LEA holds meetings in May with school administrators, paraprofessionals, MEP staff, ESOL teachers, teachers, district adminstrators , special ed staff and the superintendent to review data (achievment, attendance, behavior) and to monitor the Coffee County Strategic Plan and the Strategic Plan Action Plan & Performance Measures to provide meaningful and ongoing feedback to plan for next steps and set goals for the upcoming school year. This year the CNA/S-CLIP meeting was held on Tuesday, May 31, 2022.

During these meetings, the needs of Coffee County students were at the forefront of meaningful conversations: 12.89% of students are identified as special education; 7.86% are English Learners; 3.80% are Migrant; 87.49% of elementary/middle school are Economically Disadvantaged ; 29.30% are Black students ; 21.61% are Hispanic; 44.51% are White. Data from all subgroups were addressed in the review and monitoring of the SP and Action Plan & Performance Measures. The findings indicated students in the Black, Special Education and Economically Disadvantaged are the subgroups needing the most support. The review process revealed the following targeted opportunities for growth:
•Continue provide low performing students including low performing subgroups targeted support in all content areas, differentiate instruction based on data analysis and provide evidence-based interventions to meet student needs.
•Continue to expand and develop more STEAM opportunities including implementing career and employability skills for all students.
•Continue using innovative teaching and learning approaches, develop and integrate additional career exploration, guidance, and pathway avenues.
•Continue to develop deeper and stronger relationships between business/industry and education to enhance workbased learning and career development possibilities and address their workforce needs.
•Continue to broaden our support of the whole child, including health and well-being, and remove barriers to success.
•Continue to increase parent and family engagement to support student achievement. Focus areas identified in the SP process are: Teaching and Learning; Workforce & Life; People & Culture and Family & Community.

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.*

Throughout the 2021-2022 school year, stakeholders met to review current data and make necessary revisions and updates for improvement. The ongoing meaningful conversations with stakeholders and school/district leaders and monitoring data of all subgroups provided evidence of effective strategies and interventions for student growth and improvement. Our problem solving process included a Comprehensive Needs Assessment (CNA) where LEA held a meeting with school administrators, paraprofessionals, MEP staff, ESOL teachers, teachers, district adminstrators , special ed staff and the Superintendent to review data (achievment, attendance, behavior) and to monitor and have meaningful conversations about the Coffee County Strategic Plan and the SP Action Plan & Performance Measures to plan for next steps and set goals for the 22-23 school year. At this meeting, the stakeholder teams engaged in meaningful conversations as data from all subgroups were analyzed. Strengths and weaknesses were identified using the 5 why process to identify root causes and the group collaborated to plan next steps for improvement. Based on the areas of need, interventions were identified for targeted support and a plan was developed and implemented. The five systems of Georgia Systems of Continuous Improvement along with the AdvancEd standards are embedded within the LEA's 2019-2023 Strategic Plan Focus Areas: Teaching & Learning; Workforce & Life; People & Culture; Family & Community; Financial Responsibility.

At this time, the LEA does not have an active Resource Allocation Methodology Plan (RAMP) that guides the LEA in providing the base education for all students with state and local funds. However, federal funds are supplemental in providing additional resources and interventions for all subgroups. Needs for these funds are determined from targeted areas of need based on data analysis and identified priorities in the Strategic Plan and School Improvement Plans. School Improvement Plan implementation is progress monitored throughout the school year to redirect areas of focus based on data. Stakeholders are actively engaged throughout this process of evaluating and modifying the plan. Leadership teams (district/school), Parent Advisory Councils, School Governance Councils, Teacher Advisory Council and Title I Parent & Family Engagement meetings are held periodically throughout the year to solicit feedback for school improvement. Additionally, surveys are administered to all stakeholders as a means of continuous improvement. The 2019-2023 Strategic Plan (SP) includes nine measurable goals and performance measures are defined for each of the focus area within the plan.

The LEA continues to support professional growth and improvement stages of career development through the New Teacher Academy, Mentor-Mentee Program, Assistant Principal Academy, New Teacher Incentives, and stipends offered for professional development during the summer. A Gifted and Dyslexia Endorsement is being provided to teachers/staff who completed the OK RESA application. Also, this year principals and district directors are attending the GACIS Leadership Conference.

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):

The LEA's mission, vision and beliefs drive school improvement for district and school levels.

Mission: Destination Graduation for College, Career, and Life
Vision: Creating a stronger community through an equitable and excellent education for every student.
Beliefs: Community: We foster and sustain strong community partnerships.
Opportunity: We provide opportunities for all students to learn, thrive and succeed.
Focus: We focus on raising student achievement and preparing our students for their futures.
Fairness: We ensure all children equitable access to the resources necessary for academic success.
Ethics: We promote integrity and honest communication and maintain responsible stewardship of resources.
Excellence: We pursue the highest standards in educational and operational performance.

Our problem solving process included a comprehensive needs assessment (CNA) where all school and district leaders met to analyze data from all subgroups and identify strengths and weaknesses. Based on the areas of need, interventions were identified for targeted support and a plan was developed and implemented. Throughout the 21-22 school year, data was analyzed to assess the implementation and progress of interventions. For FY23, system and school leaders met in May to review the current CNA and make necessary revisions and updates based on data from all subgroups using SLDS. The LEA's data management system, Illuminate, is inclusive of all data for all subgroups. Using this system, all data is analyzed and needs are addressed for low performing students in all subgroups including ED, EL, Migrant, Homeless and Foster Care in the strategic plan and school improvement plans

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.

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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.*

Developing the strategic plan was a true collaborative process and a purposeful collection of stakeholder input focused in developing the direction of our school system. Beginning in August 2017, the district leadership created an Executive Strategic Planning Stakeholder Committee which included current leaders from business, higher education, civic groups, school and district level administrators, and FNGL facilitators. The process also included a Community Conversation meeting that included approximately 75 participants from business and civic groups, higher education, faith-based groups, parents, students, teachers, paraprofessionals and school and district level administrators including foster care point of contact, homeless liaison and federal programs director (Title I-A, Title I-C, Title II-A, Title IV-A, Title V-B and Title III). In addition, the team conducted numerous planning/work sessions, interviews, focus groups and surveys. The purpose of this extensive data gathering was to gain an understanding of the strengths and opportunities for growth for the district from the perspective of its internal and external stakeholders. We believe this strategic plan captures those perspectives and translates them into a set of targeted focus areas. The plan was approved at the April 2018 BOE meeting. This plan drives our work and is continuously monitored throughout the five year period. Implementation of the strategic plan began in FY19 with the continuation of collaboration of federal programs to supplemet stte and local funds for all students of Coffee County. Throughout the year, monthly meetings are held with school principals, assistant principals, academic coaches, homeless liaison, foster care point of contact, federal programs director, special ed director special services director, transpotation director, maintenace director, finance director to collaborate and discuss academic improvement for all students. These discussions are centered around the strategic plan goals and focus areas to ensure that all students in all subgroups needs are addressed and the implementation of the plan is on track. The implementation of the plan and goals are monitored quarterly to ensure progress of the goals and plan. Monthly Family Connection meetings are held with community agencies, faith-based organizations, city and county officials, DFACS, Unison, foster care point of contact, homeless liaison, parent and family engagement coordinator, social workers, federal programs director, and assistant superintendent of instruction to discuss and share resources available for students in Coffee County. This information is shared with school level counselors, social workers, and administrators to ensure areas of need are addressed for all students in all sub groups. Additionally, school level leadership and district leadership meetings are held to focus on school and district improvement aligned with the needs of students and the strategic plan.

Services for all students including Migrant, EL, Foster Care, Homeless, Sp Ed, and Title I students are supported with federal programs. A collaboration of all programs ensures all needs are addressed. Beyond the basic education provided with state and local funds, Title I supplements needs for all students based on the comprehensive needs assessment. Other federal programs, Title IC, Title III, and IDEA, supplement needs of specific subgroups,Migrant, EL, and Special Education. Foster Care needs and Homeless needs are supplemented with Title I. Title IIA funds are used to support teacher and leader development to increase pedogogical skills to increae student achievement for all students. Title IVA funds supplement needs for all students based on the comprehensive needs assessment. Title V-B funds are used to provide students supplemental instructional and technology resources, as well as provide a prevention educator to teach life skills.

There are no neglected and delinquent facilities in the district.

The LEA has one school identified as a TSI school. Title IIA funds are not prioritized. The school is allocated Title I funds using rank order. The identified TSI school is supported through the use of the TSI funds it receives.

4c. If the LEA is consolidating state, local, and 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 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	
Title I, Part C	

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.

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

Transfer from:	Allocation	Transfer to:
☐ Transfer Title II, Part A	☐100% ☐ Less than 100%	☐Title IA ☐Title IC ☐Title IIIA ☐Title IVA ☐Title VB ☐Title ID
☐ Transfer Title IV, Part A	☐100% ☐ Less than 100%	☐Title IA ☐Title IC ☐Title IIA ☐Title IIIA ☐Title VB ☐Title ID

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.)

Activity							
☒Curriculum for additional interventions	☒Title IA ☐Homeless	☐Title IC	☐Title IIA ☐Title ID	☐Title IIIA	☒Title IVA ☒Title IA School Improvement	☐Title VB	☐IDEA
☒Professional development to teach curriculum with fidelity	☒Title IA ☐Homeless	☒Title IC	☒Title IIA ☐Title ID	☒Title IIIA	☒Title IVA ☒Title IA School Improvement	☐Title VB	☒IDEA
☒Supplemental curriculum	☒Title IA ☐Homeless	☐Title IC	☐Title IIA ☐Title ID	☒Title IIIA	☐Title IVA ☒Title IA School Improvement	☐Title VB	☒IDEA
☒Multi-Tiered System of Supports (MTSS)	☒Title IA ☐Homeless	☐Title IC	☐Title IIA ☐Title ID		☐Title IVA ☒Title IA School Improvement	☐Title VB	☒IDEA
☒Progress monitoring	☒Title IA ☐Homeless	☐Title IC	☐Title IIA ☐Title ID	☐Title IIIA	☐Title IVA ☐Title IA School Improvement	☐Title VB	☒IDEA
☒Mid-year review process with each school	☒Title IA ☐Homeless	☐Title IC	☐Title IIA ☐Title ID		☒Title IA School Improvement	☐Title VB	☐IDEA
☒Online programs	☒Title IA ☐Homeless	☒Title IC	☐Title IIA ☐Title ID	☒Title IIIA	☐Title IVA ☒Title IA School Improvement	☐Title VB	☒IDEA
☐Blended learning	☐Title IA ☐Homeless	☐Title IC	☐Title IIA ☐Title ID	☐Title IIIA	☐Title IVA ☐Title IA School Improvement	☐Title VB	☐IDEA
☒Data and evaluation team	☒Title IA ☐Homeless	☐Title IC	☐Title IIA ☐Title ID	☐Title IIIA	☐Title IVA ☒Title IA School Improvement	☐Title VB	☐IDEA
☐Early warning systems	☐Title IA ☐Homeless	☐Title IC	☐Title IIA ☐Title ID		☐Title IVA	☐Title VB	☐IDEA
☒College and career readiness preparation	☒Title IA ☐Homeless	☒Title IC	☐Title IIA ☐Title ID		☐Title IVA ☒Title IA School Improvement	☐Title VB	☒IDEA
☐Full-day kindergarten	☐Title IA ☐Homeless	☐Title IC	☐Title IIA ☐Title ID		☐Title IVA ☐Title IA School Improvement	☐Title VB	☐IDEA
☒Instructional materials	☒Title IA ☐Homeless	☒Title IC	☐Title IIA ☐Title ID	☒Title IIIA	☒Title IVA ☒Title IA School Improvement	☒Title VB	☒IDEA
☒Positive Behavioral Interventions and Supports (PBIS)	☒Title IA ☐Homeless	☐Title IC	☐Title IIA ☐Title ID		☒Title IVA ☐Title IA School Improvement	☐Title VB	☐IDEA
☐Extended instructional time during the school year	☐Title IA ☐Homeless	☐Title IC	☐Title IIA ☐Title ID	☐Title IIIA	☐Title IVA ☐Title IA School Improvement	☐Title VB	☐IDEA
☒Instructional interventionist	☒Title IA ☐Homeless	☐Title IC	☐Title IIA ☐Title ID	☐Title IIIA	☐Title IVA ☐Title IA School Improvement	☐Title VB	☐IDEA
☒Behavior specialist	☐Title IA ☐Homeless	☐Title IC	☐Title IIA ☐Title ID		☐Title IVA	☐Title VB	☒IDEA
☒Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	☐Title IA ☐Homeless	☒Title IC	☐Title IIA ☐Title ID	☒Title IIIA	☐Title IVA ☐Title IA School Improvement	☐Title VB	☒IDEA
☒Instructional coaches	☒Title IA ☐Homeless	☐Title IC	☒Title IIA ☐Title ID	☐Title IIIA	☐Title IVA ☒Title IA School Improvement	☐Title VB	☐IDEA

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Program	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA	Homeless	Title ID	Title IA School Improvement
☒ Supplemental tutoring	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐
☒ Preschool Services	☐	☒	☐	☐	☐	☐	☒	☐	☐	☐
☒ Summer school	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐
☒ Job-embedded professional learning	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ Dual-concurrent enrollment programs/courses	☐	☐	☐	☐	☐	☐	☐	☐	☐	
☒ Efforts to reduce discipline practices that remove students from the classroom	☐	☐	☐		☐	☐	☒	☐	☐	☐
☐ Career and technical education programs	☐	☐	☐		☐	☐	☐	☐	☐	☐
☒ Supplemental curriculum and instructional materials/personnel	☒	☒	☐	☒	☐	☒	☒	☐	☐	☒
☒ Interventions and Support for Behavior	☐	☐	☐		☒	☐	☒	☐	☐	☐
☒ Extended Learning Opportunities	☒	☐	☐	☐	☐	☐	☒	☐	☐	☐
☒ Technology	☒	☒	☐	☐	☐	☒	☒	☐	☐	☐
☒ Social Emotional Learning/Programming	☐		☐		☒	☐	☒	☐	☐	☐
☐ Academic Based Field Trips	☐	☐			☒	☐		☐	☐	☐
☐ Other	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ Other	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

Item	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA	Homeless	Title ID	Title IA School Improvement
☒ Creating a culture of high expectations	☐	☐	☐		☐	☐	☐	☐	☐	☐
☒ School improvement (restructuring, reform, transformation, planning & design)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
☒ Bullying Prevention	☐	☐	☐		☒	☐	☐	☐	☐	☐
☐ Home/school liaison	☐	☐		☐	☐	☐	☐	☐ Homeless ☐ Title ID		☐
☐ Home visit programs	☐	☐	☐	☐	☐	☐	☐	☐	☐	
☐ Assemblies (e.g., suicide prevention, bullying prevention, etc.)	☐	☐	☐		☐	☐	☐	☐	☐	☐
☒ Parent, family, and community engagement	☒	☒	☐	☐	☐	☐	☒	☐	☐	☐
☒ Family surveys	☒	☒	☐	☒	☐	☐	☒	☐	☐	☐
☐ Restorative justice programs	☐	☐	☐		☐	☐	☐	☐	☐	
☒ Efforts to reduce discipline practices that remove students from the classroom	☐	☐	☐		☒	☐	☒	☐	☐	☐
☒ Building Parent Capacity	☒	☒	☐	☒	☐	☐	☒	☐	☐	☐
☒ Building School Staff Capacity	☒	☐	☐	☐	☐	☐	☒	☐	☐	☐
☒ Continuous communication and meaningful consultation with parents and family members	☒	☒	☐	☒	☒	☐	☒	☐	☐	
☒ Interventions and Supports for Behavior	☐	☐	☐		☐	☐	☒	☐	☐	☐
☐ School-Based Mental Health	☐		☐		☐	☐	☐	☐	☐	☐
☐ Other	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ Other	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

Item	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA	Homeless	Title ID	Title IA School Improvement
☐ Non-academic support (socioeconomic/emotional/cultural)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☒ Dropout prevention and student re-engagement	☐	☒	☐		☐	☐	☒	☐	☐	☐
☒ Engaging parents/families (may include materials in a language that families understand, interpreters, and translators)	☒	☒	☐	☒	☐	☐	☒	☐	☐	☐
☐ Family literacy	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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Strategy	Title IA	Title IC	Title IIA	Title ID	Title IIIA	Title IVA	Title VB	IDEA	Homeless	Title IA School Improvement
☒ College and career awareness preparation	☐	☐	☐	☐		☐	☐	☒	☐	☐
☐ Positive Behavioral Interventions and Supports (PBIS)	☐	☐	☐	☐		☐	☐	☐	☐	☐
☒ Services to facilitate transition from preschool	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐
☒ Support for children and youth experiencing homelessness	☒	☐	☐	☐		☐	☐	☐	☐	☐
☐ Classes for parents and families (e.g., ESOL, GED, citizenship, parenting, etc.)	☐	☐	☐	☐	☐ Title IIIA		☐	☐	☐	☐
☐ Internet safety	☐	☐	☐	☐		☐	☐	☐	☐	☐
☐ Community liaison	☐	☐		☐	☐	☐	☐	☐	☐	☐
☒ Parent liaison/family engagement coordinator	☒	☐		☐	☐	☐	☐	☒	☐	☐
☐ Welcome center/community school centers	☐	☐	☐	☐		☐	☐	☐	☐	☐
☒ Child care for parent engagement events	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐
☒ Back-to-school kick-off	☒	☐	☐	☐		☐	☐	☒	☐	☐
☒ PD for family engagement liaisons	☒	☐	☐	☐	☐ Title IIIA	☐	☐	☐	☐	
☒ Homeless liaison	☒	☐	☐	☐		☐	☐	☐	☐	
☒ Efforts to reduce discipline practices that remove students from the classroom	☐	☐	☐	☐		☐	☐	☒	☐	☐
☐ Career and technical education (CTAE) programs	☐	☐	☐	☐		☐	☐	☐	☐	☐
☐ Academic Parent-Teacher Teams (APTT)	☐	☐	☐	☐		☐	☐	☐	☐ Homeless	☐
☒ Interventions and Supports for Behavior	☐	☐	☐	☐		☐	☐	☒	☐	☐
☐ Childcare/transportation for Parent, Family, and Community classes/programs/events	☐	☐	☐	☐	☐ Title IIIA	☐	☐	☐	☐	☐
☐ Transition programs for Pre-K	☐	☐	☐	☐	☐ Title IIIA	☐	☐	☐	☐	
☐ Other	☐	☐	☐	☐	☐ Title IIIA	☐	☐	☐	☐	☐
☐ Other	☐	☐	☐	☐	☐ Title IIIA	☐	☐	☐	☐	☐

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

Strategy	Title IA	Title IC	Title IIA	Title ID	Title IIIA	Title IVA	Title VB	IDEA	Homeless	Title IA School Improvement
☒ Differentiated, job-embedded professional learning opportunities	☐	☐	☒	☐	☐	☐	☐	☒	☐	☒
☒ Professional Development provided by school or district staff	☐	☐	☒	☐	☐	☐	☐	☒	☐	☒
☒ Recruit and retain effective educators	☐	☐	☒	☐		☐	☐	☒	☐	☐
☒ Teacher advancement initiatives	☐	☐	☒	☐		☐	☐	☐	☐	☐
☐ Improvement of teacher induction program(s)	☐	☐	☐	☐	☐ Title IIIA		☐	☐	☐	☐
☒ Conference attendance (registration, travel, etc.)	☒	☒	☒	☐	☐	☒	☒	☒	☐	☒
☐ Curriculum specialists	☐	☐	☐	☐		☐	☐	☐	☐	☐
☒ Improvement of teacher or other school leader induction program(s)	☐	☐	☒	☐	☒ Title IIIA		☐	☐	☐	☐
☒ Preparing and supporting experienced teachers to serve as mentors	☐	☐	☒	☐		☐	☐	☒	☐	☐
☒ Preparing and supporting experienced principals to serve as mentors	☐	☐	☒	☐		☐	☐	☐	☐	☐
☐ Other	☐	☐	☐	☐	☐ Title IIIA	☐	☐	☐	☐	☐
☐ Other	☐	☐	☐	☐	☐ Title IIIA	☐	☐	☐	☐	☐

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

Strategy	Title IA	Title IC	Title IIA	Title ID	Title IIIA	Title IVA	Title VB	IDEA	Homeless	Title IA School Improvement
☒ Leadership Development	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐
☐ Improvement Planning Development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ Safety and Security Training	☐	☐	☐	☐		☐	☐	☐	☐	

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.

☒ Training for monitoring and evaluating interventions	☐Title IA ☐Title IC ☒Title IIA ☐Title IIIA ☐Title VB ☒IDEA ☐Homeless ☐Title ID ☐Title IA School Improvement
☒ Leadership Conference Attendance	☐Title IA ☐Title IC ☒Title IIA ☐Title IIIA ☐Title IVA ☐Title VB ☒IDEA ☐Homeless ☐Title ID ☐Title IA School Improvement
☐ Other	☐Title IA ☐Title IC ☐Title IIA ☐Title IIIA ☐Title IVA ☐Title VB ☐IDEA ☐Homeless ☐Title ID ☐Title IA School Improvement
☐ Other	☐Title IA ☐Title IC ☐Title IIA ☐Title IIIA ☐Title IVA ☐Title VB ☐IDEA ☐Homeless ☐Title ID ☐Title IA School Improvement

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

     ☒ Yes ☐ No   [ESSA Sec. 1112(e)(1)(B)(ii)]

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

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

     > The LEA waives certification for all teachers except Special Education service areas in alignment with students' IEP.

   - 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)]

     > For teachers employed in Coffee County, (except Special Education) the minimum qualifictions include:
     > 1) Clearance Certificate AND 2) Bachelor's Degree

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;
  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 activities
  > - Plan to monitor implementation with fidelity

Goal 1: Improve graduation rate outcomes for SWDs

Students with disabilities are assigned a case manager that works with the student throughout the year, holding meetings with the students, teachers, and parents as needed.
Special Education Teachers attend various professional learning throughout the year and receive monthly updates from lead teachers that attend district meetings. Some of the professional learning topics included communicating with parents, student engagement, instructional strategies and using data. New special education teachers are assigned a mentor during their first year of teaching. They also attend the Special Education Mentoring Academy, provided by GLRS, which provides direction on various topics such as, how to hold an IEP meeting, how to write an IEP, etc. Teachers have a printed Procedures Manual, which is also available online, that provides guidance for anything and everything related to special education.
Transition Plans are developed by the end of the 8th grade to begin making plans for post-secondary goals. Students have been involved with the ASPIRE Program, where they have become more involved in participating and in making decisions at their IEP meetings.
The district transition specialist representative participates in the Transition Consortia through the local GLRS. Students typically participate in the Transition Fair, which is held yearly; however, this year it was held on a date that we were out of school. In the past students participated in Vocational Rehabilitation and in the High School High Tech Program. Through the Vocational Rehabilitation Program, our county is not aligned with other counties in our RESA district, which makes it difficult to coordinate efforts to

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increase enrollment in the program. We have also had turnover in our high school administrative team; therefore, the participation rate in High School High Tech has not been positive. We have met with the HSHT Coordinator and plan to pick up this program again in FY23. The district earned 100% on the FY22 Cross Functional Monitoring Review, which included the Transition Planning Survey. Three Virtual parent workshops sponsored by Parent to Parent have been held, since face-to-face meetings have been placed on hold due to COVID. Two parent workshops have been held to address the topic of autism.

Students with disabilities, as well as other at-risk students, continue to be monitored to ensure that students are on track for graduation. Many opportunities are in place for unit repair and credit recovery.

We also offer summer school and tutoring on Saturdays so that every student has many opportunities to gain a high school diploma. We have previously been an intensive SSIP district, so additional monitoring has been put in place with school teams to track student attendance, behavior and grades/course completion. Check and Connect training was previously completed at the high school level. School counselors and social workers counsel with students and parents to encourage continued school attendance and achievement. Additional options that students have access to include our Wiregrass College and Career Academy and Coastal Plains Charter High School.

Various interventions such as Read 180 and Math 180 are available at the secondary level to reinforce academic achievement in these areas. Coffee High School has transitioned to Academies. They are Fine Arts, Business & Information Technology; Public Services & Education; Engineering, Agriculture &Mechanics; and Health & Human Services. This concept is to allow students to be a part of a smaller school community.

Community based instruction is used to provide students with opportunities to learn more about their community and jobs available. Students participate in community based instruction opportunities a couple of times each month. Some of the visits include grocery stores, fire departments, the public library, and they clean local churches and hotels.

Proper identification of students needing to take the GAA is obtained so that they are eligible to obtain a high school diploma, if appropriate. The District Policy has been updated to reflect the GaDOE Graduation Rule changes involving the Alternate Diploma that became effective beginning with FY 21's ninth grade class.

We have a Project SEARCH Program that is housed at Coffee Regional Medical Center. Project SEARCH is a one-year transition program for our students with significant cognitive and developmental disabilities.

It is designed to provide real-life work experience combined with training in employability and independent-living skills to help these students make successful transitions to productive adult life by finding competitive employment when they leave the school system. Due to COVID restrictions, student access to the hospital has been limited. The Project SEARCH instructor has thought outside the box to provide job exposure and experience to our interns by providing work opportunities at a bakery, school cafeteria, school janitorial service, food bank, and a pizza place. Three of our interns have gained employment at the end of the school year and are official graduates of Coffee High School with a regular education diploma!

All schools are implementing Positive Behavioral Interventions and Supports (PBIS). PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

Current data indicates a 4-year cohort graduation rate of 61.54% in FY21 (Indicator 1), which did not meet the state target of 74.46%. The district's graduation rate for all students was 88.7%. The dropout rate for SWD was 19.23% (Indicator 2), which met the state target of 22.56%. The district dropout rate was 1.7%. Currently, school counselors and social workers are working with previous SWD students that dropped out of school and encouraging them to re-enroll. A system-wide program called Kinvolved is used to help monitor student attendance and alert parents of absences. This program is also utilized

> to send positive messages to parents. However, our efforts have fallen short with Post-School Outcomes data. We did not meet the State targets in these three areas (Indicator 14).

- 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 3-5 population
- Collaboration with outside agencies, including any trainings conducted by the LEA
- Parent trainings

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

The district and preschool special education coordinator work closely with Babies Can't Wait, Child Find and Children First to identify students with disabilities at an early age. The preschool coordinator maintains a monthly ongoing log of children enrolled in the Babies Can't Wait Program. A process is in place to obtain documents, complete evaluations, and schedule meetings prior to the child's third birthday to determine eligibility and develop an IEP, if appropriate.

IDEA services are available and provided at the local preschools, day care centers, Head Start, public school, private school, and homeschool students. Services vary depending on the needs of the students.

A continuum of services are available including consultative, collaborative, co-teaching, small group, and home-based services. Consultation meetings are held in the spring, prior to the next school year, to provide notification of services to private and home school students. Attendance of meeting participants is obtained. An Affirmation of Representative of Private Schools is signed to document that a consultation was held with the local private schools.

The district currently has 4.5 preschool special education teachers, one speech language pathologist, a contracted educational examiner and three paraprofessionals. In FY21 44.83% (Indicator 6) of preschool students received the majority of their special education services in a regular early childhood program, with 34.48% receiving services in a separate class. No students receive services in the home environment.

The district uses the Alpha Skills Preschool Curriculum. Each activity for each day is closely aligned to the GELDS, Head Start, and NAEYC standards. The units include activities matched to each instructional area of language and literacy, mathematics, science, and social studies while building on children's interests and their varying cultural and/or developmental levels. This curriculum is also used by the district's Pre-K, which lends itself to a smooth transition of students moving from preschool to Pre-K.

Professional learning is provided/offered to preschool staff throughout the year such as, autism training, legal updates, Picture Exchange Communication System (PECS), Mindset, Alpha Skills, GA Seeds Nurturing Positive Relationships and Behavior Communicates, and additional Bright From the Start Trainings.

Special education staff also assist with preschool registration and kindergarten round-up to identify other potentially eligible students. Staff work with parents and other teachers to find the least restrictive environment in which to serve these students.

Parent trainings are held throughout the year to address behavior, autism, communication skills, and parent to parent trainings.

The district has a MTSS process for students enrolled in Pre-K. Training is provided to Pre-K staff to ensure understanding. Documentation of deficit areas is gathered and presented to the peer review committee, prior to a referral for an evaluation.

Information on Child Find is located on the system website, in the student handbook, local newspaper,

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local schools, and brochures are distributed to local agencies such as day cares, health department, and 4 pediatrician offices.

The FY21 Annual Performance Summary indicates that our Early Childhood Transition Rate (Indicator 12) was 100%. Our Preschool Outcomes (Indicator 7) met or exceeded the state target in all six areas.

- IDEA Performance Goal 3: Improve the provision of a free and appropriate public education 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

Goal 3: Improve the provision of a free and appropriate public education to SWDs

FAPE is made available to eligible children with disabilities residing in the district, provision by 3rd birthday for children coming from Babies Can't Wait, through age 21. Children are entitled to continue to receive special education and related services through their 21st year, or until the end of the semester when they turn 22, if they remain eligible for special education and they have not graduated with a regular high school diploma.

MTSS procedures are in place to ensure at-risk students are identified and obtain interventions, prior to being identified as a student with a disability. Professional learning is held with School Coordinators and a Resource Manual is provided with the procedures and forms needed. The School MTSS Coordinator ensures the correct protocol and documentation is obtained at each tier that addresses the referral area(s) of academic, behavior, and speech/language. They ensure that school staff are trained in the procedures to follow for each tier and provide training as needed. Peer review meetings are held six times during the year for folder review, prior to submission for an initial evaluation. A district behavior specialist for the general education setting was hired to provide an extra layer of support for students with behavior issues.

Professional learning for MTSS is offered at the district level for system employees. School Coordinators hold additional training at the beginning of each school year with their school staff. MTSS coordinators meet with intervention teachers to monitor and supervise progress monitoring documentation and time spent on interventions. Technical assistance is provided to teachers as needed. Staff also participate in online professional learning opportunities provided by the GaDOE.

The district provides professional learning at the beginning of each school year, which includes any "hot" topics in special education and any changes to policies or procedures by the state or district. We have an administrative professional learning meeting scheduled to address characteristics and behavior challenges of students with autism. Our Special Education attorney will also provide a legal update for administrators. A Special Education Mentoring Academy, provided by GLRS, is held at the beginning of each school year to teach/review the needed information for developing and writing effective IEPs, Transition Plans, and Behavior Intervention Plans. The district uses the GaDOE GO-IEP Program. The District's Special Education Procedure's Manual is available in print and online for all special education teachers. At the beginning of the year, teachers read through the manual and sign off indicating they have viewed the manual.

Special Education staff participate in various trainings throughout the year that are sponsored by the district and by GLRS. Topics often include eligibility criteria, progress monitoring, IEP development and procedures, autism, changes in the law regarding special education issues, and monitoring procedures. Monthly meetings are held with special education lead teachers from the schools. These lead teachers redeliver this information to all special education teachers at their respective schools.

Paraprofessionals are utilized at each school to provide additional support to students.

Paraprofessionals also participate in professional learning. Special education teachers provide IEP accommodations/modifications and Behavior Intervention Plans to all personnel that work with individual students, such as regular education teachers, lunchroom manager, school nurse, school counselor, bus driver, paraprofessionals, and school administrators. Staff are required to sign off that they have received the list of needed accommodations/modifications or BIPs.

The system school psychologists complete comprehensive psychological evaluations on students that are referred for evaluation. We also contract with a retired school psychologist and a company to provide psychological evaluations. They maintain timelines to ensure evaluations are completed within the 60 day timeline for initial evaluations and within the three-year re-evaluation timeline for re-evaluations. They look at the whole child and consider district data when making recommendations to the eligibility team. They maintain logs of students evaluated and the determinations made by the eligibility committee.

The school special education lead teacher (Referral Coordinator) schedules the Eligibility/IEP meeting with needed participants. To maintain timelines, teachers plan to hold annual reviews at least two weeks prior to the due date. The case manager develops a draft IEP prior to the meeting and it goes through a peer-review process for any additional suggestions. A copy of the finalized paperwork is turned into the district office within two weeks of the meeting being held. District paperwork logs are maintained for each case manager, to allow the district office to monitor that timelines are being met. The IEP team focuses on providing services to students in the least restrictive environment, based on the individual student's needs. A continuum of services are available including consultative, collaborative, co-teaching, small group, and home-based services. In addition, Extended School Year Services are considered for all students with a disability to ensure skills are maintained or not lost over breaks from school. Referral Coordinators have a list of duties and responsibilities, broken down through the school year, which guides them to make sure all requirements are being met.

For FY21, our district served 73.43% of students in the regular education setting equal to or more than 80% of the day (Indicator 5). 17.63 percent were served in regular education less than 40% of the day, which did not meet the state target of 16.58%; and .38% were identified as being in separate placements. For the upcoming school year we will focus on making sure students in small group classes are included in the least restrictive environment, especially for connection/elective opportunities. Interventions are being utilized with special education students to aid in improving deficit areas as noted within their IEP. Progress monitoring is completed monthly to monitor the effectiveness of the intervention(s) and to assess progress towards goals. Benchmark testing is completed quarterly to evaluate progress towards grade level expectations in relation to instructional level progress. Changes are made based upon data obtained. Progress Reports are sent home to parents each 9 weeks. We request that the progress reports be signed by the parent to ensure they have been seen. The district uses Teach Town/enCORE as the elementary curriculum to support our lower level learners. It is a standards-based core-curriculum that utilizes applied behavior analysis and provides students access to the general education curriculum. Unique Learning is a standards-based modified curriculum used at the middle and high school levels. Through Unique Learning System our students have access to News-2-You, L3 Skills and Unique Inspired Classics to enhance the learning experience. Skillstreaming is used in all schools to teach prosocial skills. Sensory rooms and sensory items are provided for students requiring support for their sensory needs.

Goalbook Toolkit is used by our middle and high school teachers to help vary the levels of instructional support for students. Research-based resources, strategies and training is available to assist our teachers in individualizing goals based on student needs.

Our district had four personnel to participate in the Max Scholar Training during the past school year. This is a program that uses the Orton Gillingham Approach to address reading, writing, comprehension and math skills. This program is being introduced into the county to proactively address the growing concern of dyslexia identification and intervention. We had three district employees that participated in the dyslexia endorsement program, with one of these being a special education teacher. For next year, the district will add a position for Director of Literacy, which will focus on classroom strategies to

help struggling readers. We will also send teachers to obtain training through the Orton Gillingham approach and additional teachers to obtain the dyslexia endorsement.

Over the past few years, we have systematically moved small group classes back to their home schools instead of just having a centrally-based approach. There still remain a few specific small group classes that need to be centrally located due to the small number of students requiring these services, such as a class for students that need specialized strategies due to being nonverbal/autism; severe/profound; emotional behavior disordered.

Due to the increased number of students with developmental disabilities, our plans are to have dedicated sensory rooms at six elementary schools, the middle school and high school. This project will allow us to provide students with sensory needs the opportunity to desensitize and develop coping skills in a designated area. Sensory rooms will decrease negative behaviors, improve student engagement, provide stimulation, develop fine and gross motor skills, and help improve cognitive skills by developing cause and effect relationships.

The number of students with nonverbal needs has increased; therefore, we have contracted with an outside agency to provide support and training to our speech language pathologists, special education teachers and paraprofessionals. This agency will also provide assessments to assist in acquiring new AAC devices for students that require this type of assistance.

Our district supports students with disabilities by providing staff to work with students. We currently have 69 special education teachers, 11 speech language pathologists, 53 paraprofessionals, a teacher for visual impairments, a teacher for deaf/hard of hearing and a sign-language interpreter. Interpreters are provided for our Spanish-speaking parents to ensure they know and understand all aspects of their child's disability, needs, placement and services. Our related services department includes occupational and physical therapy. There are also additional personnel to work with students and teachers as needed.

These additional personnel include a Preschool Coordinator, Behavior Specialist, GO-IEP Coordinator, Adapted PE Coach and Assistive Technology Specialist. We have two in-house school psychologists, a contracted retired school psychologist and one that is contracted to provide evaluations virtually. We use a School Psychology/Tele-therapy Assistant that coordinates evaluations that are conducted virtually. We also had a school psychology intern this year that will be hired as a full-time psychologist for next school year. Next year we will utilize an online platform to provide some speech services. This virtual position will also require that we add a face-to-face support person to assist with this service.

The district and schools notify parents of upcoming IEP meetings, parent workshops, and parent/teacher conferences to ensure a strong collaborative partnership is used as a means of improving services and results for our students with disabilities. Information is shared online and letters in English and Spanish are sent home to parents to inform them of workshops. The district's Special Education Parent Involvement Rating for FY21 was 97.54% (Indicator 8). The district Child Find Rating was 100% (Indicator 11). The Special Education Department continuously monitors this through the GO-IEP Platform Timeline Report to ensure compliance is met.

- 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

Goal 4: Improve compliance with state and federal laws and regulations

Special Education Legal updates are held for school administrators and lead special education teachers (Referral Coordinators). Additionally, a countywide special education meeting is held to address ongoing issues and updates in the field of special education. District staff attend Collaborative

Communities with GLRS, participate in state workshops, read the weekly Email Blast from the GaDOE, and participate in monthly webinars with the GaDOE. Information is re-delivered to other staff during monthly Referral Coordinator Meetings. School administrators are updated about topics related to special education at monthly Principal/Director meetings.

Referral Coordinators maintain and submit monthly timeline reports to the district special education office. They attend monthly collaborative meetings with district personnel and redeliver this information to additional special education staff at their individual schools.

Professional learning is provided to new teachers, as well as a mentor. New special education teachers participate in a Mentoring Academy, which is hosted by South Central GLRS. Special education workshops are scheduled for new and veteran teachers to update them on IEP development, Transition Plans, Behavior Intervention Plans, assistive technology, and completing Eligibility Reports. Additional training is held with teachers that use specific curriculums, such as Teach Town and Unique Learning. Training is also provided to teachers that administer state assessments.

The Special Education Procedures Manual is updated annually to reflect the most recent changes in policies and procedures of the district and state. Teachers have access to the manual in print and online.

Technical assistance is provided to any staff in need of additional guidance in writing IEPs or adhereing to policies and procedures.

Special education teachers develop draft IEPs prior to meetings being held with parents. These drafts are reviewed and recommendations are made. Draft IEPs are used as the Prior Written Notice at the time of the IEP meeting. On occasion, it is necessary after the meeting to write a more specific Prior Written Notice document to provide to a parent when they are not in agreement with the IEP committee's decision. The district frequently consults with our special education attorneys in regards to compliance with state and federal laws.

The district GO-IEP Coordinator processes, reviews and tracks special education paperwork to make sure timelines are maintained. IEP paperwork is reviewed to ensure accuracy and completion prior to IEPs being finalized and submitted to the district office. Special Education administrators visit classrooms and collaborate with teachers to provide guidance as needed. Updates are provided at monthly principal/director meetings to keep administrators abreast of guidelines, events and deadlines.

With the assistance of the district Technology Department, a spreadsheet has been formulated that allows school administrators to monitor their school's students with disabilities suspension rates. School Administrators keep this log of SWD suspensions and monthly submit this to the district special education office, which double-checks the ISS and OSS data to ensure compliance. Technical assistance is provided to administrators if data shows inconsistencies. The district Student Information Specialist also provides training to administrative staff regarding correctly coding discipline events based on state guidance. Alternative Behavior Educator (ABE) modules are used as an intervention to remediate behaviors and lower suspension rates. All staff countywide has participated in Cultural Competency Training during the school year.

Current data from GA Appleseed indicates that the suspension rate for FY20 was 4.7% for the district. According to the DOE, the District Determination for FY21 was 100%. It was determined that the district had "No Determination of Significant Disproportionality, Disproportionate Representation or Significant Discrepancy." We met the targets for Suspension and Expulsion and Suspension and Expulsion by Race and Ethnicity (Indicator 4).

We received a rating of 77.78% (Indicator 20) for Timely and Accurate Data, which did not meet the state's target of 100%. Upon investigation, our system did not sign-off on Student Class and FTE-1 within the designated time frame. Meetings have been held between the Superintendent, SIS Coordinator, and the Special Education Department (along with our GaDOE District Liasion) to ensure that future deadlines are met.

The district's Cross Functional Monitoring Review revealed we were compliant with LEA Rules and Procedures and Student Data (IDEA/Results Monitoring Components). We are awaiting the results from

	the CFM Budget Review.

7. Overarching Needs for Private Schools

In this section, summarize the identified needs for participating private schools that will be addressed with FY23 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	No participating private schools.
Title II, Part A	No participating private schools.
Title III, Part A	No participating private schools.
Title IV, Part A	No participating private schools.
Title IV, Part B	No participating private schools.
Title I, Part C	No participating private schools.
IDEA 611 and 619	No participating private schools.