



# STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



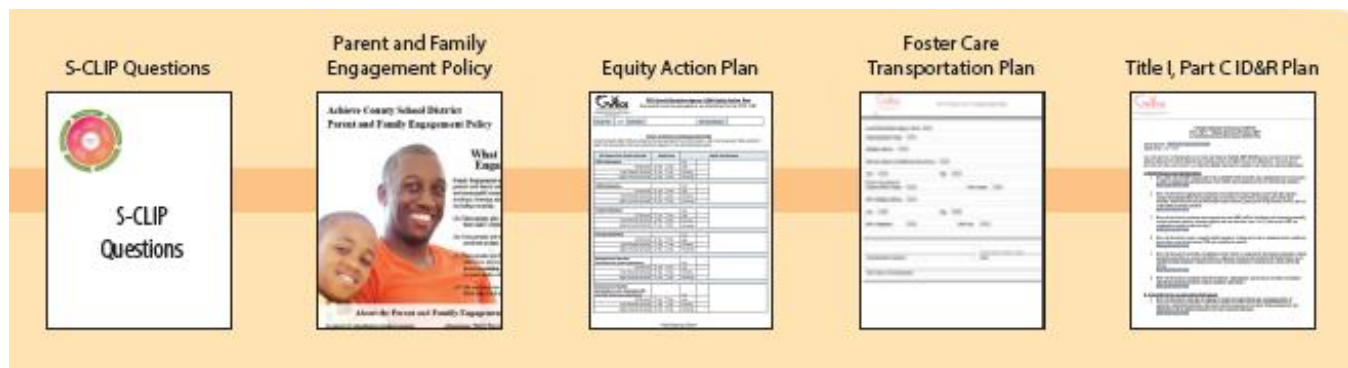
**DISTRICT NAME:** Coffee

**DISTRICT TEAM LEAD:** Tamara Morgan

## FY24 DISTRICT PLAN

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

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



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

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

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

The Board of Education adopted a resolution, in August 2022, authorizing the Superintendent and staff to develop a five-year strategic plan for implementation from 2024-2028. Our current strategic plan has reached its final year, therefore we began the process to create a new five-year plan. On April 26, 2022, the Coffee County School System began a formal strategic 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 continue to become a world-class school system focused on our core business of teaching and learning.

Guided by the Georgia School Board Association (GSBA), the district began the planning process on September 15, 2022 by holding an engagement meeting with the school board to conduct a SWOT analysis and acquire feedback regarding strengths, areas of improvement, opportunities, and threats to consider for the new five-year plan from their perspective. GSBA also facilitated a community conversation in November 2022 with a focus group of 73 participants, including business and industry leaders, healthcare representatives, community and civic leaders, post-secondary institution representatives (South Georgia State College, Wiregrass Georgia Technical College), teachers, paraprofessionals, parents, students and other stakeholders. The purpose was to conduct the SWOT analysis to gain feedback regarding strengths, areas of improvement, opportunities, and threats from various perspectives and to gain insight on the vision our citizens have for their school system now and its future. Emails and social media posts were utilized to invite additional community members to participate in a survey for additional input from community members' perspective. GSBA compiled all feedback into a Community Engagement Report to use as a tool for review with the planning team. A planning team meeting was held in January 2023 with a representative group of stakeholders to review the feedback and evaluate current practices to determine areas of focus to prepare our students for college, career, the workforce, and life. With consideration of effective initiatives from the FY19-FY23 Strategic Plan and feedback from the Community Engagement Report, the planning team began the process of re-designing a new targeted plan; agreeing to maintain our current mission, vision, and goals; identifying new goal areas, performance objectives, and action steps. In February 2023, Action Teams engaged in a more focused process to establish initiatives to support each identified action, as well as performance measures and targets for implementation and monitoring. A meeting was held with the planning team to review the final draft of the strategic plan and to provide an opportunity for additional input. The strategic plan was presented to the school board in several phases and a final draft provided for their review in April 2023. The final draft of the five-year plan was presented and approved by the Board of Education on May 26, 2023. The framework outlined a process that involved all stakeholders - educators, employers, and community leaders - in strategic planning. Five distinct but interconnected areas comprise our new Strategic Plan Framework: Goal Area 1: Student and Academic Success; Goal Area 2: Communication and Stakeholder Engagement; Goal Area 3: Organizational Effectiveness; Goal Area 4: High Quality Workforce; Goal Area 5: Supportive Culture and Climate. A set of action steps for each goal area will provide specific guidance for the district and community to implement this plan. This plan 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 Cognia in 2025. Currently, Coffee's 2024-2028 Strategic Plan brochure is being printed; see the Strategic Plan attachment for plan information.

As the school system's charter agreement with the Georgia Department of Education reached the final year, a renewal process was initiated in August 2022. The Coffee County School System and the Charter System Foundation of Georgia worked collaboratively to renew the 2018-2023 system charter contract. The school system conducted a thorough review of the College and Career Academy, essential and innovative features implementation, academic accountability measures, local school governance implementation, charter supplement uses, and exhibits to ensure that the charter contract aligned with current initiatives and practices. An interview panel of various stakeholders, including district and school personnel, school board members, and business and industry representatives, provided input regarding the implementation of the previously identified areas and revisions. The panel participated in a virtual review by the Georgia Charter System Division on March 20, 2023. Following the interview, the State Board of Education granted a new five-year charter to extend from 2024 through 2028 on May 11, 2023.

In March of 2014, a team from AdvancED/SACS, currently known as Cognia, evaluated our school system, and we received notification that our system was reaccredited for a five year period from 2014-2019. In 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. Cognia adopted new performance standards and transitioned to a six-year accreditation cycle in 2022. To support the transition and the system's Accreditation Engagement Review, the accreditation term was extended through June 30, 2025. The system's review will occur in the 2024-2025 school year. The LEA held a meeting on May 30, 2023 with school administrators, paraprofessionals, MEP staff, ESOL teachers, teachers, district administrators, special ed staff, the superintendent, parents, and representatives from various community organizations to review data (achievement, attendance, behavior) to provide meaningful and ongoing feedback and to conduct the Comprehensive Needs Assessment.

The Coffee County School System values the input from our stakeholders and provides many opportunities for feedback.

District-wide input opportunities are:

- \*Parent Advisory Board
- \*Surveys
- \*Business and Industry
- \*Board Meetings
- \*Community Input Meetings
- \*District website postings

School-level input opportunities are:

- \*Title I Meetings
- \*School Governance Councils
- \*Parent/Family Events
- \*Surveys
- \*Social media postings

Other community groups collaborate with the Coffee County School System in providing continuous improvement, such agencies are: the Department of Family and Children's Services, Department of Health, Department of Juvenile Justice, Community Mental Health agencies, Religious groups, Chamber of Commerce, Wiregrass Technical College, South Georgia State College, Coffee County Sheriff Department, Satilla Regional Library, Okefenokee RESA and others.

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.

Coffee County School System stakeholders contributed to the continuous improvement of the school system. Our 2024-2028 Strategic Plan was guided by the Georgia School Board Association. We began our Strategic Plan process on September 15, 2023 with our school board followed by a community conversation in November 2022 with approximately 73 participants including business leaders, teachers, paraprofessionals, parents, high school students, our post secondary partners - South Georgia State College and Wiregrass Georgia Technical College, healthcare representatives, community and civic leaders, and other stakeholders. The purpose was to engage all stakeholders and understand the vision of our citizens for their school system now and in the future. A meeting was also held with the Superintendent's Teacher Advisory Council to gain feedback as well as other individuals and groups including the Family Connection Collaborative to share our plan and to receive feedback. The Family Connection Collaborative included the Department of Family and Children Services, Unison, Coffee County Health Department, Douglas Housing Authority, Satilla Regional 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 Okefenokee 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 Kinvolve, system websites, and email groups.

In the Fall of 2022, 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 administrators, special education staff and the superintendent to review data (achievement, 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 30, 2023.

During these meetings, the needs of Coffee County students were at the forefront of meaningful conversations. Based on 7,462 total active students including graduates, 14.47% of students are identified as special education; 10.59% are English Learners; 3.69% are Migrant; 61.12% of elementary students, 51.10% of middle school students, and 48.94% of high school students are Economically Disadvantaged; 29.15% are Black students ; 22.13% are Hispanic; 43.89% are White. Data from all subgroups were addressed in the review and monitoring of the Strategic Plan and Action Plan & Performance Measures. From the FY22 Georgia Milestones data, in grades 3-8 findings indicated students in the Black, English Learners, and Students with Disabilities subgroups needed the most support. In grades 9-12, findings indicated the same subgroups, Black, English Learners, and Students with Disabilities, needed additional support.

The review process revealed the following targeted opportunities for growth:

- Continue providing 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 work-based learning and career development opportunities and address 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. Goal Areas identified in the Strategic Plan process are: Student and Academic Success; Communication and Stakeholder Engagement; Organizational Effectiveness; High Quality Workforce; Supportive Culture and Climate.

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 2022-2023 school year, stakeholders met to review current data and made 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 surveys and meetings during the year for input, a Comprehensive Needs Assessment (CNA) where LEA held a meeting with school administrators, paraprofessionals, MEP staff, ESOL teachers, teachers, district directors, special education staff, Superintendent, and community stakeholders to review data (achievement, attendance, & behavior). The school board, community, planning team, and actions teams met throughout the school year to review the 2019-2023 Strategic Plan to give input in developing the new five year Coffee County Strategic Plan as well as to review the SP Action Plan & Performance Measures to plan for next steps and set goals for the 23-24 school year. The meetings consisted of stakeholder teams engaged in meaningful conversations as data from all subgroups were reviewed. Based on the areas of need, interventions were identified for targeted support and a plan was developed to begin implementation in FY24. The five systems of Georgia Systems of Continuous

1.26.2023

Improvement along with Cognia standards are embedded within the LEA's 2024-2028 Strategic Plan Focus Areas: Student and Academic Success, Communication & Stakeholder Engagement, Organizational Effectiveness, High Quality Workforce, and Supportive Culture and Climate. (See attached Coffee's 5 year Strategic Plan). Note: Brochures are being printed.

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. Our 2023-2028 Strategic Plan (SP) includes five measurable goal areas and performance measures are defined for each of the goal areas within the plan.

The LEA continues to support professional growth and improvement stages of career development through the New Teacher Orientation, Mentor Program, Assistant Principal Academy, New Teacher Incentives, and stipends offered for professional development during the summer. Two of our schools had staff who attended the Georgia Leadership Institute for School Improvement (GLISI). A Gifted and Dyslexia Endorsement is provided to teachers/staff who completed the OK RESA application. In addition, this year principals and district directors are attending a Summer Leadership Retreat with Okefenokee RESA as well as staff attending the GACIS Leadership Conference. The LEA has a partnership with our local South Georgia State College to support paraprofessionals obtaining their teaching certificate while remaining employed with the Coffee County School System.

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

*Response options (choose one or more):*

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

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

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

The LEA's mission, vision and beliefs is the driving force of 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 22-23 school year, data was analyzed to assess the implementation and progress of interventions. For FY24, system and school leaders met on May 30 to review the current CNA and make necessary revisions and updates based on data from all subgroups using local assessment data and SLDS historical data. The LEA's data management system 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.

*Response options (choose one or more):*

☐ *Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA; or*

☐ *Highlight (in yellow) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA, and submit with this template; or*

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

Developing our former and the current strategic plan was a true collaborative process and a purposeful collection of stakeholder input focused in developing the direction of our school system. The LEA will continue to engage and provide opportunities for input from the community, leaders and business partners, higher education, civic groups, faith-based groups, parents, students, teachers, paraprofessionals, school administrators, district level directors, and Georgia State Board facilitators. In addition, the team conducted numerous planning/work sessions 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.

Our current strategic plan has reached its final year, therefore we began the process to create a new five year plan partnering with the Georgia School Board Association. We believe this strategic plan captures those perspectives and translates them into a set of targeted focus areas. The plan was approved at the May 26, 2023 Board of Education meeting. This plan will drive our work and will be continuously monitored throughout the five-year period.

Implementation of the new strategic plan will begin in FY24 with the continuation of collaboration of federal programs to support the instructional needs for all students in Coffee County with federal, state, and local funds. Throughout the year, monthly meetings are held with school Principals, Assistant Principals, Academic Coaches, Homeless Liaison, Foster Care Point of Contact, Program Directors, Special Education Director, Special Services Director, Transportation Director, Maintenance Director, Nutrition Director, Human Resource Director, and Finance Director to collaborate and discuss academic improvement for all students. These discussions are centered on 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 Coordinators, Social workers, Federal Programs staff, and Assistant Superintendent of Curriculum, Instruction, and Assessment 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 subgroups. 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, English Learners, Foster Care, Homeless, Special Education, 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 I-C, Title III, and IDEA, supplement needs of specific subgroups, Migrant, EL, and Special Education. Foster Care and Homeless needs are supplemented with Title I. Title II-A funds are used to support teacher and leader development to increase pedagogical skills to increase student achievement for all students. Title IV-A 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, STEM 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 II-A 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. Federal Funding Options to be Employed by the LEA (select all that apply):

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

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

Describe how the Intent and Purpose for each consolidated funding source will be met by the district.	
Program	Intent and Purpose Statement
Title I, Part A	
Title I, Part C	
Title I, Part D	
Title I, Part E (L4GA)	
Title II, Part A	
Title III, Part A, EL	
Title III, Part A, Immigrant	
Title IV, Part A	
Title IV, Part B	
Title V, Part B	
Title I, 1003 (a)	
Title IX, Part A	
IDEA	
Perkins V Grants	

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

\*\*\*\*\*

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

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

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

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

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

<input checked="" type="checkbox"/> Curriculum for additional interventions	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> 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 type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Professional development to teach curriculum with fidelity	<input checked="" type="checkbox"/> Title IA <input 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"/> Supplemental curriculum	<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"/> Multi-Tiered System of Supports (MTSS)	<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 IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Progress monitoring	<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"/> Mid-year review process with each school	<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 IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<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 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 type="checkbox"/> Blended learning	<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"/> Data and evaluation team	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Early warning systems	<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 IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> College and career readiness preparation	<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 type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" 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 IIA <input type="checkbox"/> Title ID	<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 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 checked="" type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input 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 type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Extended instructional time during the school year	<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"/> Instructional interventionist	<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"/> Behavior specialist	<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 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 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"/> Instructional coaches	<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 IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Supplemental tutoring	<input 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 type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Preschool Services	<input 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 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 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"/> Job-embedded professional learning	<input type="checkbox"/> Title IA <input 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 IVA <input checked="" 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 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 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 IIA <input type="checkbox"/> Title ID	<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 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 checked="" 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 IIA <input type="checkbox"/> Title ID	<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 type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Technology	<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 type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input checked="" type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA

1.26.2023

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

<input checked="" type="checkbox"/> Connectedness and Well-being/Programming	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Academic Based Field Trips	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

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

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

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

<input type="checkbox"/> Non-academic support (socioeconomic/emotional/cultural)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Dropout prevention and student re-engagement	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> 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"/> 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 type="checkbox"/> Family literacy	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> College and career awareness preparation	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Services to facilitate transition from preschool	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Support for children and youth experiencing homelessness	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Classes for parents and families (e.g., ESL, GED, citizenship, parenting, etc.)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Internet safety	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Community liaison	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Parent liaison/family engagement coordinator	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Welcome center/community school centers	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Child care for parent engagement events	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Back-to-school kick-off	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID

1.26.2023

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

<input 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 type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Homeless liaison	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID		<input type="checkbox"/> Title 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 IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA	
<input type="checkbox"/> Career and technical education (CTAE) programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	
<input type="checkbox"/> Academic Parent-Teacher Teams (APTT)	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA	<input type="checkbox"/> Homeless
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA	
<input type="checkbox"/> Childcare/transportation for Parent, Family, and Community classes/programs/events	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Transition programs for Pre-K	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA

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

<input checked="" type="checkbox"/> Differentiated, job-embedded professional learning opportunities	<input 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 checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Professional Development provided by school or district staff	<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 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 IVA	<input type="checkbox"/> Title VB	<input checked="" 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 IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Improvement of teacher induction program(s)	<input type="checkbox"/> Title IA <input type="checkbox"/> 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 VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Conference attendance (registration, travel, etc.)	<input checked="" type="checkbox"/> Title IA <input 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 checked="" 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
<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 checked="" type="checkbox"/> Title IIIA		<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input 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 type="checkbox"/> Title IIA <input type="checkbox"/> Title ID		<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input 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 type="checkbox"/> Title IIA <input type="checkbox"/> Title ID		<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

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

<input checked="" type="checkbox"/> Leadership Development	<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 checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Improvement Planning Development	<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"/> 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 IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Training for monitoring and evaluating interventions	<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 VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Leadership Conference Attendance	<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 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

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 individualized education program(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' individualized education program (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 qualifications 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 (SWD);  
What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?

Include:

- Description of your district's procedures
- Specific professional learning (PL) activities
- Plan to monitor implementation with fidelity

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. This year we will have a district-level mentor that is a retired special education teachers. She will serve all of our new special education teachers at the various schools. New special education teachers also attend the Teacher Induction Program for Special Education (TIPS), provided by GLRS, which provides direction on various topics such as IEP Components, High Leverage Practices and Facilitating IEP Meetings. Teachers have a 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 with disabilities participate in the Transition Fair, which is held yearly in Waycross, GA. 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 increase enrollment in the program. We have received limited services through Vocational Rehabilitation for the past several years due to the turn-over rate of their staff. The district earned 100% on the FY22 Cross Functional Monitoring Review, which included the Transition Planning Survey. Three 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 after school tutoring at Coffee High, Saturday tutoring at the Freshman campus and summer school at all levels 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. Some Special Education staff will participate in the Wilson Reading System Training that will occur this summer. 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.

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.

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.

All schools will be undergoing a two-day training for Capturing Kids Hearts, with additional support throughout the year. Capturing Kids Hearts will focus on social-emotional wellbeing, relationship-driven culture and student connectedness.

Current data indicates a 4-year cohort graduation rate of 44.19% in FY22 (Indicator 1), which did not meet the state target of 71.55%. The CCRPI Graduation Rate for Students with Disabilities was 84.62%. The District's graduation rate for all students was 91.4%. The dropout rate for SWD was 20.93% (Indicator 2), which met the state target of 21.56%. 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 Kinolved 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 two of the three areas (Indicator 14). We did meet the Indicator in the area of enrolled in higher education or competitively employed.

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

What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?

Include:

- LEA procedures
- Services that are offered and provided within your district as well as where the service options are located. (e.g., local daycares, Head start, homes, community-based classrooms, PreK classrooms)
- Staff that will be designated to support the age 3-5 population
- Collaboration with outside agencies, including any trainings conducted by the LEA
- Parent trainings

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 FY22 36.67% (Indicator 6) of preschool students received the majority of their special education services in a regular early childhood program, with 40% receiving services in a separate class. No students receive services in the home environment. We met all targets in these areas.

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.

Information on Child Find is located on the system website, in the student handbook, local newspaper, local schools, and brochures are distributed to local agencies such as day cares, health department, and pediatrician offices.

The FY22 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 (FAPE) to students with disabilities;

What specific activities align with how you are providing FAPE to children with disabilities?

Include:

- How teachers are trained on IEP/eligibility procedures and instructional practices

- How LRE is ensured
- The continuum of service options for all SWDs
- How IEP accommodations/modifications are shared with teachers who are working with SWDs
- Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided

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 at least quarterly 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. 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. This year, a retired special education teacher is being hired as a 49% position to mentor our new special education teachers in the District. 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.

To build capacity for our District's future, we had one lead special education teacher/referral coordinator to participate in the G-CASE Special Education Administrator Development Academy (ADA). We have another referral coordinator that has been accepted into the ADA Program for FY24. We plan to have two participants in the Special Education Leadership Development Academy (SELDA) in FY24. We have also added a district Special Education Coordinator position for FY24 to support the District's various Special Education needs.

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 retired school psychologists 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.

A meeting was held with our lead special education teachers and the school administrators to review the Annual Performance Summary data for 2021-2022. We looked at the District's strengths and weaknesses and discussed ways to make overall improvements. Elementary schools plan to look at the Tier 1 instruction to monitor for fidelity and depth of knowledge. They also discussed making sure interventions are in place for Tier 2 and Tier 3 to support our RELA and Math needs. Coffee High School plans to focus on the inclusion classrooms with the Academic Coach (a former special education teacher) targeting co-teaching professional learning. It was also discussed that a more active High School High Tech and Vocational Rehabilitation would help provide support to our students with disabilities and would impact our Post-School Outcome scores.

We currently have 12.8% of our student population identified as having a disability. For FY22, our district met the target by serving 73.79% of students in the regular education setting equal to or more than 80% of the day (Indicator 5). 16.65 percent were served in regular education less than 40% of the day, which did not meet the state target of 16.58%; and .24% were identified as being in separate placements, which met the state target. 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. This is a program that uses the Orton Gillingham Approach to address reading, writing, comprehension and math skills. This program was introduced into the county to proactively address the growing concern of dyslexia identification and intervention. We had four district employees that participated in the dyslexia endorsement program, with one of these being a special education teacher. The District added a position for Director of Literacy, which focuses on classroom strategies to help struggling readers. We purchased Wilson Reading System Kits for our elementary and middle schools and provided training to thirty teachers. We plan to expand this by training an additional thirty teachers this summer. The Wilson Reading System is designed for students in grades 2-12 with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies; or who require more intensive structured literacy instruction. WRS uses the structured Orton-Gillingham approach.

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 disorder.

Due to the increased number of students with developmental disabilities, we added sensory rooms at six elementary schools, the middle school and high school. This project allowed us to provide students with sensory needs the opportunity to desensitize and develop coping skills in a designated area. Sensory rooms are proven to 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. Training was provided at each location on the purpose, use and care of each item in the sensory room.

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 also provides 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 69.5 special education teachers, 11.5 speech language pathologists, 53 paraprofessionals, a teacher for visual impairments, a teacher for deaf/hard of hearing and a virtual 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 three in-house school psychologists, two contracted retired school psychologists 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 utilize an online platform to provide some speech services. This virtual position also requires 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 FY22 was 96.89% (Indicator 8), which met the state target.

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

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. This year, a retired special education teacher is being hired as a 49% position to mentor our new special education teachers in the District. New special education teachers participate in a Teacher Induction Program for Special Education (TIPS), 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 adhering to policies and procedures.

## 7. Overarching Needs for Private Schools

In this section, summarize the identified needs for participating private schools that will be addressed with FY24 federal funds. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA

Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add “No Participating Private Schools” as applicable.)

Title I, Part A	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	IDEA services are available and provided at the local private schools and to homeschool students. Services vary depending on the needs of the students. Some direct services are provided, as well as teacher and parent professional learning workshops. Consultation meetings are held prior to the next school year to provide notification of services to private and homeschool 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.

