STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)

DISTRICT NAME: Carroll County Schools--DRAFT

DISTRICT TEAM LEAD: Dr. Karen Strickland

FY20 DISTRICT PLAN

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

An LEA's completed application submission under the S-CLIP will include the following:
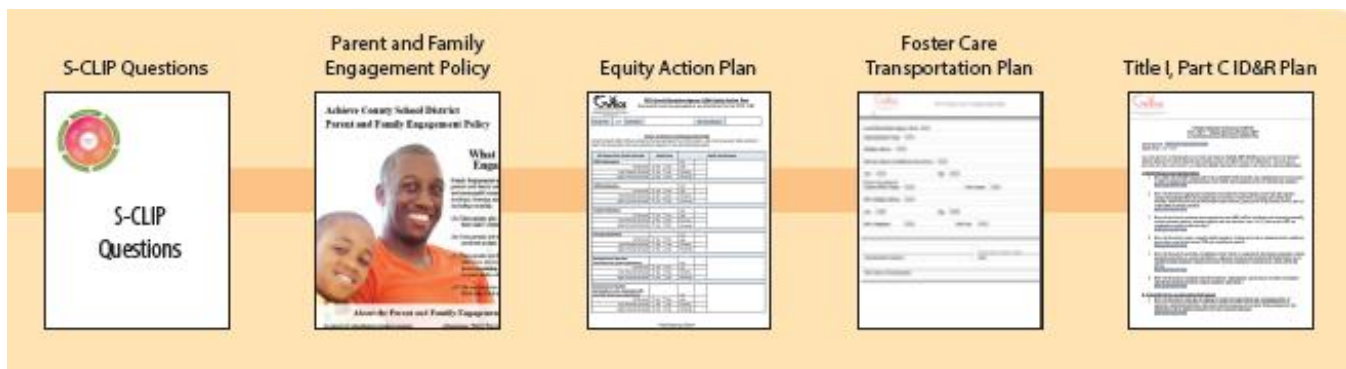
☒ ASSURANCE: The LEA has in place a locally-developed school improvement process and/or current strategic plan and/or charter system contract.

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

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

   The Carroll County School District believes in a team based approach to improving student achievement. Teacher teams are expected to meet regularly to examine student work in a collaborative, data informed, consensus driven format. Proper use of team norms, protocols and processes should drive the structure of team meetings. Structural Teams are

those that are usually operational in nature and will be in place every year. Dynamic Teams are created around a certain issue or concern and are in place while the issue or concern is addressed.

During the summer the district will conduct a Leadership Advance for district leaders, school leaders, and aspiring leaders. Each school is expected to have a School Improvement Team Advance for the school leadership team prior to the start of pre- planning. Each school is expected to actively solicit community/business partnerships for the purpose of leveraging outside support, resources and skills and to improve the learning opportunities for the students of the school.

Community/Business Partners should be kept abreast of results of their involvement with their school partner. Each school should create and post a display listing the school business partners and should also post the names of partners on the school website. Schools are expected to do some type of recognition and appreciation for partners during the year.

School Advisory Councils play an important advisory role in the development, implementation and revisions of the SIP and BSC. The school council should meet at least four times a year and training must be offered annually to all school council members. Additionally, the principal should present the school council with the school's annual report of progress. For additional information, please refer to Carroll County Board Policy BBFA .

In addressing the needs of students with disabilities (IDEA) the LEA engages various stakeholders through multiple venues, events and community-based organizations. The focus of each partnership is to address the overall outcomes for students with disabilities in preparing for academic success, future employment and supportive independence. The district ensures collaboration to address student success through feedback from various groups to plan and set goals based on current data such as preschool exit data, transition opportunities, post-secondary outcomes data and longitudinal district data by school. Stakeholders who are actively engaged participate in stakeholder meetings (Carrollton-Carroll County Education Collaborative-CCEC, Civitan Club, University of West Georgia College of Education, Carroll County Mental Health Advocates, Willowbrooke at Southwire, Southwire Corporation) that are attended by district and school level staff. Specific activities for parent participation and feedback include district transition fairs, parent surveys, federal programs meetings, as well as, individual school councils.The district will add a parent mentor

The FIT (Families in Transition/ McKinney-Vento) program has a parent night each year to explain our process and how we are able to support our families. The Homeless Liaison for Carroll County Schools attends monthly meeting with Carrollton/Carroll County stakeholders to coordinate services for students. The partnership with Family Connections provides information on housing, food, utilities, medical, and at certain times, weather related shelter assistance. The Homeless Liaison then send information to Carroll County School counselors or social workers.

The Title III program has dedicated nights for working with parents of English Learners to help and guide their children in the literacy and second language acquisition process. The district uses multiple ways to reach out and invite parents to the selected nights. ESOL teachers make personal phone calls to parents, schools share the invitation on their websites, and ESOL Teachers send home the inviation to parents. Infinite Campus School Messenger is used to communicate the invitation and a flyer is sent home with the students. All forms of communication are done in English and Spanish.

The Title IV Program involves a comprehensive needs assessment to determine the needs of the school system relative to a well-rounded education, safe and healthy students, and technology. Based upon the needs, expenditures are carefully chosen to ensure the success of all students. PASS, formerly known as Communities in Schools, meets regularly with the Local School System and the Director of Federal Programs to discuss the well-rounded education and safe and healthy needs of the students within the Carroll County School System.

The CLIP, LEA Parent Engagement Plan, Title I Foster Care Plan, and Equity Action Plan are presented to all parents and stakeholders annually to ensure opportunities for input. All Title I Parents are invited to attend an annual meeting

through various avenues in order to discuss the school systems' current status relative to student achievement and the use of federal funds to assist those students who may be struggling academically.

2. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) as part of its locally-developed school improvement process to address the needs of subgroups.
   GaDOE Review Teams will look for:
   - *SUBGROUPS: How the LEA engaged stakeholders in considering and communicating the strengths and needs of the following subgroups of students, as appropriate:*
     - *Low-income students*
     - *Lowest achieving students*
     - *English learners*
     - *Children with disabilities*
     - *Children and youth in foster care*
     - *Migratory children*
     - *Children and youth experiencing homelessness*
     - *Neglected, delinquent, and at-risk students identified under Title I, Part D*
     - *Immigrant children and youth*

The Annual Title I and the Title I Parent and Stakeholder Input meetings are used to extend an invitation to families, community-based organizations, and local government agencies to learn about the Title I Program and the opportunity to provide input on required federal documents. The overview of the Title I Program provides a description of how federal, specifically Title I, Part A funds, are used to discuss the strengths and needs of at-risk students to include the economically disadvantaged, low achieving students, ELs, students with disabilities, students in foster care, migrant, homeless, neglected and delinquent, and immigrant students. Schools are highly encouraged to engage all of the required stakeholders in the improvement process by keeping them informed. By September of each year, each school and the district will produce an annual report of progress as a part of the Cluster Celebration Night process. The annual report will be based on the SIP and BSC. School leaders will present their annual report to their cluster group, school councils, school leadership teams, school staff and also make the report available for the public by publishing it on the school website. The annual report includes a section that outlines opportunities for growth which provides both internal and external stakeholders with the needs and deficiencies of specific subgroups.

In working with outside stakeholders, multiple avenues are pursued to engage various partners with planning for the success of students with disabilities. Outreach programs such as Tanner Willowbrooke, Carrollton-Carroll County Education Collaborative (CCEC), University of West Georgia (UWG) College of Education, Carroll County Mental Health Advocates and local civic organizations have dedicated support to the district in improving the needs of the global child. Each group of stakeholders has a goal and mission to partner with Carroll County Schools in developing various supports and outreach programs to address weaknesses based on survey data, district academic data and community feedback for each group. The stakeholders meet each month or bi-monthly to address the current needs of students. The Exceptional Children's Services (ECS) Department staff attends all meetings to gather input and collaborate to build plans to assist with literacy, behavior/mental health and social emotional growth of students along with other school and district staff. ECS staff are assigned specific areas to ensure ongoing participation and updates are delivered back to the district. The focus of each stakeholder group is to support the district improvement plan as follows:

• Tanner-Willowbrooke and Carroll County Mental Health Advocates meet with Student Services and ECS to address behavior and mental health needs in the schools. Counselors are assigned target schools to provide in house services as well as inpatient /outpatient support. Collaboration with parents, IEP teams and school/district staff are included to address specific needs of students with disabilities.

• CCEC meets quarterly to review the needs of ALL students to ensure students are College and Career Ready with local business partners, post-secondary institutions, local school districts and community representatives. The Early Learning team division meets monthly to address Literacy through community resources and supports. The mission of the team is built around, Get Georgia Reading and the Framework for School Readiness in Georgia, in an

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effort to target students prior to entering school for ages 0-5. Current work addresses the need for daycare trainings and meeting the local needs of hispanic families as it relates to school readiness and english language learners.

• Programming continues with the University of West Georgia and the Marcus Institute to address the social and emotional needs of students (SEE-Ks) in the early years of learning (PK-1) supports early behavior intervention and social problem solving. The group has targeted 2 large elementary schools and provides teacher support, training and on-site modeling. 1 additional elementary school will be brought on for the FY 20 school year. UWG will also continue their partnership as it relates to supporting teacher retention and professional development schools (PDS). The special education department along with early childhood continues to work with the Director of ECS to ensure productive internships as well as on-site professional learning to promote sustaining special education teachers for the future. Currently the ECS department is working with the UWG College of Education with their transition program, PROJECT WOLVES, which will support students with disabilities transitioning to post-secondary opportunities on the UWG campus.

• Monthly meetings with civic organizations are attended by the Director of Exceptional Children's Services to seek community feedback and discuss future partnerships for the school district in addressing the needs of students with disabilities. Information discussed is shared with school and district staff through meetings and professional learning opportunities which include principal/assistant principal meetings, special education in-school coordinator meetings (ISCs), ECS team meeting and district Teaching and Learning meetings

Classroom teachers ensure that students of all backgrounds receive equitable instruction by acknowledging students' cultural heritage and accommodating multiple modes of learning. By recognizing and integrating multiple perspectives into instruction, the teachers help students feel comfortable in their classroom environment and enhance learning for all students. Feedback on Equitable Learning Environment is tracked, monitored and discussed at the school and district level using the ELEOT observation tool. This allows administrators and district level personnel to track quantifiable data related to differentiation, equal access, consistency of rules, and ongoing opportunities to learn about other cultures and see those cultures represented in the classroom. Administrators encourage honest discussions among teachers about how to best support students with diverse needs, and provide training on culturally responsive teaching practices. Student goal setting and opportunities for conferencing allows parents to receive timely feedback on performance.

The Homeless Liaison meets with the Carroll County Foster DFACS to discuss, and provide, services for students in Foster Care. Some services include transportation and registration into schools. The liaison has an ongoing relationship with the area Foster Care Parent Support Group and has presented information related to school services for their children. The liaison is also involved in a Parent Recognition Night to celebrate foster care parents.

The Graduation Specialist works with at-risk high school students from every subgroup in multiple capacities in the Carroll County High Schools. From setting up credit recovery classes to providing additional counseling support, the graduation facilitator provides another caring adult in the building to advocate for the students.

One of the district's Title III Specialist works with the graduation specialist, counselors and administrators to discuss options for students who are at risk. The ESOL teachers also works with the Title III Specialist to have open and honest communication with English Learners and their parents to help guide them with options and resources that are available at the different levels of K-12.

Building Parent Capacity is in the forefront of all Title I Schools as they host various events for their parents and families in order to learn about state standards, the curriculum, assessments, content areas, and other initiatives that may be established by either the school or system such as literacy.

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

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

    GaDOE Review Teams will look for:

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

    Response options (choose one or more):
    ☒Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving; or

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

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

Excerpt from the District Leadership Handbook

The Carroll County School District uses a coordinated and aligned strategic improvement process to drive improvement at the district and school levels. This process allows for transparent strategic and operational improvement. The process should be consistent and pervasive across all parts of the organization. The five major components of the strategic improvement process are:

- Aligned and Nested Improvement Plans (SIP's)
- Continuous Use of Data to Inform Decisions
- Focused Collaborative Planning
- Balanced Scorecards for each school and the district aligned to the SIP
- Annual Reports of Progress

The Strategic Improvement Process is intended to be an organized framework for improving the performance of each school and the district. The process is based on the premise that "Hope" is not a plan. To that end Carroll County Plans for Success by focusing on the school year using the following thoughts: Starting Strong, Working the Plan, Focusing on the Process, and Finishing Strong.

The strategic improvement process follows a cycle of events to support the four main components outlined above. Although the activities are grouped into four sections, it is important to note that there are overlaps between the four sections. In addition, activities may be moved forward or back to meet specific needs.

It is the responsibility of the principal or director to make sure that everyone in the school/department has knowledge of and access to the SIP. A reference to and explanation of the school improvement plan should be included in the staff handbook, available in the school data room and posted on the school's website. The SIP should be the basis of discussions with school leadership teams, departments, grade levels, school councils and parent groups. Full use of the SIP & BSC helps to create a line of sight so that groups and individuals can identify those targets they influence through their day-to-day work.

The Carroll County School District believes in the use of aligned acts of improvements guided by a single improvement plan for each school and the system. The district's aligned and nested school improvement plans give school leaders a framework to use in communicating to internal and external stakeholders the outcomes and by which the district will achieve its Vision, Mission and Strategic Goal Areas. Each plan serves as both the strategic and operational plan for the school and revolves around the four strategic goal areas of the school system.

These plans should embed the components needed to satisfy the requirements of SACS, Federal Programs, Consolidated Application, Technology and other individual improvement plans that schools may be required to develop. The SIP is the document that guides all improvement planning for the school. Because it is a living, dynamic document, it is adjusted throughout the school year to reflect changing needs based on student achievement. Carroll County Schools' Improvement Plans are to be housed in the district's GSBA eBoard site.

The Carroll County School District utilizes TKES/LKES Data to help inform decisions relative to prioritized needs. The Teacher and Leader Support Services Coordinator maintains the TKES data and disseminates the information each semester with the Flex Plan to the Assistant Superintendents for both Teaching and Learning and Human Resources. The overall TKES scores are reviewed with guidance provided to Principals as they identify the needs of their faculty. The primary professional learning is conducted at the school level with available support from the district level. Principals also develop plans of remediation for teachers with unsatisfactory evaluations with the assistance of district level support.

The LKES Evaluatory System is an evaluation process and document that was drafted and adopted by the Carroll County School District. Principals meet with the Superintendent at the beginning of the school year, mid-year, and at the end of the school year to discuss their school, progress towards meeting academic goals as outlined in various school improvement plans/balanced scorecards, and their data profile sheets. The data profile sheets includes over eighty variables to include CCRPI, STAR, perception, teacher/student attendance, discipline, subgroup, volunteer hours, etc.... The school data profile sheets are used to determine trends and patterns and to identify priority needs for schools who may be experiencing decreases in performance or achievement relative to the various variables.

Like the district, school SIP's are built on a common template using the same Strategic Goal Areas and Performance Objectives. The Strategic Goal Areas and Performance Objectives are identical in the district and school plans. Each Performance Objective is supported by Initiatives, Action Steps, Performance Measures and Performance Targets which are specific to each school site. Performance Targets are negotiated between the superintendent and the principal. Each school will start the review process for their SIP during March and complete the process by August of each year. The review should involve the school administrative team, school leadership team, school staff (departments or grade levels), school councils, parents and students where applicable. Each group should be given an opportunity for input using appropriate quality tools structured around the following protocol:

- Review progress toward performance targets set in the current SIP and BSC
- Review of Initiatives & Action Steps
  1. Perform an inventory of all current initiatives and action steps in SIP
  2. Make sure district initiatives are included in SIP
  3. Delete initiatives and action steps that have been completed and will not continue
  4. Retain initiatives and action steps that need to be continued
  5. Modify action steps where needed
  6. Add new initiatives and action steps where needed
  7. Prioritize and time sequence action steps for each initiative
  8. Identify individual(s)/group(s) responsible for each action step
- Review State School Standards ensure SIP meets recommended standards
- Review SACS standards to ensure the SIP addresses items recommended by SACS
- Review SIP to ensure all DOE requirements are embedded
- Review Professional Learning needs and include initiative in SIP under Goal Area IV
  1. Conduct professional learning needs assessment survey and course evaluations

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2. Review system professional learning initiatives
3. Develop priority list of professional learning needs and link to SIP
4. Develop professional learning calendar for the coming year and include in SIP
- Review proposed school budget for alignment with SIP and BSC
- Review proposed student and teacher handbooks for alignment with SIP & BSC

The following initiatives are to be included in each school's improvement plan:
- Goal Area II – Safety Initiative, Social-Emotional Wellness initiative, STEM/STEAM initiative
- Goal Area III – Facilities Improvement Initiative, Technology initiative
- Goal Area IV – Professional Learning Plan Initiative
- Goal Area IV – Flexibility Initiative, Personnel initiative

The elimination, revision, and addition of initiatives or action steps are a natural part of the continuous improvement process. This allows for the direction of resources towards the initiatives with the highest priority.

While the school improvement plan defines and addresses school-wide initiatives and performance targets, content specific outcomes should be defined for each grade level or content area after a review of student data at the beginning of each school year. This process should be cascaded to individual teachers so they can set expected classroom and individual student outcomes. Each school should develop a method to ensure the effective cascading of improvement efforts.

School Improvement Plans, School BSC's and supporting documents are to be hosted on the system eBoard strategic plan site. The principal, superintendent, and other key district-level personnel have change rights while all other stakeholders have read-only access.

McKinney-Vento support is provided to families at the time of registration using coordinated efforts of the registration, food services, and transportation departments. If needed, school support for activities or supplies are provided as well. Supports are provided based through parent identified requests or school personnel requests at registration or throughout the year as needed.

Title I Schools must select expenditures with evidence based research falling in the categories of moderate, strong, and promising. For those expenditures with limited to no research recorded, the schools may opt to complete a system developed logic model that outlines the outcomes for utilizing the intervention, strategy, or expenditure. The Director of Federal Programs and other respective Directors follow this process for Title III, Title IV, Title I School Improvement, Homeless, and Title II.

ESOL Teachers utilize ACCESS Results, classroom observations, teacher/administrator feedback, and software reports to determine the needs of the students. For the EL students who are not making progress, not moving performance bands, or remaining stagnate on the ACCESS for ELs, the ESOL Teachers implement individual student plans that guide the lessons, assignments, and language/academic conversations for the EL population of students.

4a. What components of the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the ESSA plan requirements for identifying and addressing the needs and achievement gaps of its lowest performing students; and how supplemental federally-funded services for Economically Disadvantaged (ED), 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.*

Excerpt from the District Leadership Handbook

The Carroll County School System's District Strategic Improvement Plan is centered around four major goal ares to include the following: (1) Student Achievement, (2) Stakeholder Engagement and Loyalty, (3) Efficient and Effective Operational Processes, and (4) Continuous System and School Improvement. Strategic Goal Area #1: Student Achievement encompasses improving the student mastery of the curriculum, ensuring nationally competitive students, and increasing student success. The increasing student success performance objective meets the ESSA plan requirement for identifying and addressing the needs and achievement gaps of the lowest performing students. Eligible schools within the school system use homeless (FIT), Title I, Neglected and Delinquent Set-Aside, Title III, LEP, and IDEA funds to provide supplemental services for students who have been identified as at-risk to include economically disadvantaged, EL, migratory, homeless, students of foster care, students with disabilities, and neglected and delinquent.

Carroll County Schools currently utilizes multiple initiatives to support student outcomes for students with disabilities (SWD). Data related to current district trends continues to reveal factors such as teacher retention (special ed.), professional learning (specialized instruction literacy to include writing/math/behavior), achievement/behavioral data, vertical alignment of curriculum (specialized instruction) for students with disabilities. Monitoring targets will be maintained by following district federal program procedures and school plans. The following targets will be addressed to improve outcomes for student with disabilities:

IDEA-Excerpts from District Improvement Plan
• Provide various inclusion environment options for services with outside agencies such as University of West Ga. SEE-ks program (K-1), UWG Pre-K classes, UWG Project Wolves (post secondary), local daycares , church preschool programs and HeadStart Programs(ages 3-5) with special education staff on site.
• Target/track students at risk through school/district multi- level data teams and use of a longitudinal data system to address a transient school population and address instructional gaps in reading, math and behavior. Schools will identify the bottom 25% for explicit instruction in the areas of reading and math through varied programming such as flex time, extended learning and embedded learning opportunities with specialized programs (IReady, IExcel, Corrective Reading, Orton-Gillingham).
• Identify and Implement instructional supports needed for research based interventions through a multi- tiered support system to guide effective instruction and provide explicit instruction for target weaknesses and continue to identify school/district instruction gaps as determined by MTSS process and school/district data.
• Training for teachers with specialized programming for at-risk students and students with disabilities that are specific to literacy with writing, math and behavior. Training will be focused on multi-disciplinary approaches to reading/writing (orton-gillingham, corrective reading, write reflections, Ga. State reading for cognitive impairments, touch math, TeachTown)
• Increase the use of assistive/instructional technology for students with disabilities to address varying learning styles focusing primarily on one-on-one access to support effective differentiation, implementation of web-based

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learning, college and career programs and progress monitoring student achievement through skill set programming based on goals and objectives.

•	Addressing transition training/planning for secondary students through multiple modalities in conjunction with College and Career Academies, 12 for Life (Southwire), High School High Tech, Transition Academy and Vocational Rehabilitation Services. Collaboration with Project Wolves to ensure inclusion for postsecondary students' success.

•	Provide Child find services and supports for private school and home school students by sharing information annually through a stakeholder meetings regarding student needs related to instructional supports and referrals. Conduct proportionate share meeting to address stakeholder input/needs in determining supports provided by the school district. The Director of ECS will participate in Federal Program meeting requirements with other programs to ensure equity of services.

VI-B IDEA Federal Funds will be utilized to secure additional instruction, resources, curriculum needs and staff support that is beyond the resources provided in a traditional approach to learning. This will provide the use of necessary funds to implement supports and practices for students with disabilities to access the curriculum with success.

Transportation, breakfast/lunch, and supplies are provided to all homeless students. These same services are also provided to foster care students as well. Both registration and transportation are top priorities to allow the students to stay in their school or origin or transition quickly without disruption if transferring. The plan involves having students in classes as soon as possible to continue academic instruction. Schools also provided assistance in credits for high school students who are transferring.

To provide equitable and challenging academic opportunities for our economically disadvantaged students, Carroll County Schools funds additional Advanced Placement exams for these students through Title IV. If an economically disadvantaged student wishes to take an Advanced Placement exam, the state of Georgia covers the cost of one AP exam. However, if the student desires to take additional AP exams, Title IV will cover these costs in Carroll County. This action removes the financial barrier for these students on the expensive AP exams.

A portion of the Title I Homeless Set Aside is used for FIT Tutoring. Homeless students who may be struggling academically are provided extended day supplemental services. Because a homogeneous group of homeless students cannot be served, other students who may be struggling academically or included in the tutoring program. Title I Neglected and Delinquent Funds are used to provide supplemental tutoring services for students residing in Alice's House and KidsPeace Residential Facilities. Title I Schools use a combination of Title I Funds, FIT Funds, and Local Extended Day Funds to provide supplemental academic support for all struggling students across all sub-groups.

Title III funds are used as an additional resource to help ensure that English Learners are attaining English proficiency and develop their academic achievement.

The Carroll County School System does not currently have any students identified as Migrant.

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*

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The second Strategic Goal Area: Stakeholder Engagement and Loyalty includes improving support services as a performance objective. This goal area supports the coordination of services, supports, agency/community partnerships, and transition services for children served across our federal programs to include, Title I, Part A, Title I, PartA- Neglected and Delinquent Part D, SIG 1003a, Title IX, Part A-Homeless Education, Title II, Part A, Title III, Part A, IDEA, and Title IV, Part A. The school system partners with PASS using Title IV, Part A funds to address the Safe and Healthy facet of the program. Under Title I, Part A, schools ensure transition programs for their students as they move from one grade level or grade span to the next one. Schools braid funds such as Title I and Title II to ensure professional learning opportunities for teachers and leaders as they enhance their learning to improve student achievement.

Ensuring ongoing and continuous coordination and supports for students with disabilities is sustained by constant review of the data regarding achievement, instructional practices, student engagement and overall global needs of children. The current processes are in place to review continuous services by various stakeholders in an effort to create sustainability for effective practices and instruction for student success.   The reviews are conducted by district staff, administrators, teachers and Exceptional Children's Services staff through surveys, monthly meetings, data digs and outside evaluations from contract services as determined by the district based on need. The following are noted as necessary services and supports:

•	Supports and training to local childcare providers in the areas of MTSS and recognizing children in need of services. Preschool Assessment and Learning Services ages 3-5 (PALS) staff will continue to provide on site support in local daycares along with teacher training and Community Open House opportunities with stakeholders.
•	PALS and the LEA will provide information to parents, pediatricians and local childcare providers in regards to the services offered by the school system through multi-media efforts and in person contact at the start of every school year. Transition meetings will be held in the Spring of each year to assist with preschool students moving to their schools designated by the district cluster maps. PALS staff will conduct all meetings at the child's homeschool and facilitate the transition with school based staff to ensure students' success and support parents.
•	Professional learning opportunities with outside partners to address early learners needs, effective instructional strategies (MTSS), and referral process/procedures.
•	Train teachers with specialized instruction to address Literacy/writing and Math deficits K-12 (e.g. Orton-Gillingham, SRA Corrective Reading, Touch Math, Georgia State Reading Program for the cognitively Impaired etc.). Behavior and social emotional needs will be addressed through the district training initiatives for social-emotional learning such as PBIS, Carroll County Schools Student Essentials and targeted programming such as Capturing Kids Hearts.
•	Professional learning opportunities to support new and veteran special education teachers in an effort to retain teachers and decrease the impact on student achievement (Multisensory reading approach, Discipline, Co-teaching effective practices, Understanding SWD as Learners, Diversity, Classroom Management, on-going coaching as determined by the Director of ECS). Teacher Induction Program, New Teacher Academy and district In-School Coordinator (ISC) meetings will be used to support instructional needs for teachers and provide access to current policies/procedures for SWD.
•	Maintain outside wrap around services for specialized areas such as Willowbrooke, Children In Need of Services (CHINS) and Tanner Behavioral for students/families in need of mental health supports (in counseling/support, orchestrate PHP services and multidisciplinary team meetings).
•	Transition services in-school and out of school through resources for targeted students to include Vocational Rehabilitation, High School/High Tech and create a local transition academy within the current CBI programs at 2 area

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high schools. In-school supports for technical training and post- secondary needs will be addressed in conjunction with Carroll County College and Career Academies (CCA north/south) and 12 For Life with special education staff on site to assist SWD. Collaboration with PROJECT WOLVES for post-secondary opportunities will be utilized to offer students with cognitive impairments an inclusion model beyond high school.

• District Training for building level administrators in the areas of Diversity, Positive schools (climate/culture), addressing instructional needs of at-risk learners and effective discipline as it relates to positive behavioral supports.

• Utilize on-site instructional/training support for new teachers to address effective practices in Co-teaching, progress monitoring, classroom management and explicit instruction for reading, writing and math.

• Provide resources for parents at home through web-based programs and supports.

A part-time Homeless Liaison was contracted with this year to coordinate services and connect with schools, counselors, and social workers to meet the needs of students and their families. The liaison also meets with area community supports once a month to provide input and to gather information that may be helpful to those in the schools that work with students. Some information can include health related services, food, and shelter. These structured supports allow the school system to meet the needs of students and families by providing assistance through updated resources as needed.

In an effort to ensure ongoing and continuous coordination of services and community partnerships, the Carroll County Air Force JROTC has requested help through title funding to purchase equipment and uniform for the cadets. AFJROTC produces students who are apt to have higher grades and lesser discipline issues and helps foster students who are a positive influence on others.

Professional development opportunities are offered to support general and ESOL teachers to better meet the needs of English Learners. The ESOL teachers also update all faculty and staff the regulations and best practices when addressing the needs of English Learners throughout the district. It is mandatory for all teachers and school-based staff to attend or participate in the online training.

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

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

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

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.

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

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

Activity	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA	Homeless	Title ID	Title IA School Improvement
☒ Curriculum for additional interventions	☒	☐	☐	☐	☐	☐	☒	☐	☐	☒
☒ Professional development to teach curriculum with fidelity	☒	☐	☐	☒	☒	☐	☒	☐	☐	☒
☒ Supplemental curriculum	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐
☒ Multi-Tiered System of Supports (MTSS)	☒	☐	☐	☐	☒	☐	☐	☐	☐	☐
☐ Progress monitoring	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ Mid-year review process with each school	☐	☐	☐			☐	☐	☐	☐	☐
☒ Online programs	☒	☐	☐	☐	☐	☐	☒	☐	☐	☐
☒ Blended learning	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐
☒ Data and evaluation team	☒	☐	☐	☐	☐	☐	☒	☐	☐	☐
☐ Early warning systems	☐	☐	☐		☐	☐	☐	☐	☐	
☒ College and career readiness preparation	☐	☐	☒		☐	☐	☐	☐	☐	☐
☒ Full-day kindergarten	☐	☐	☐		☐	☐	☒	☐	☐	☐
☒ Instructional materials	☒	☐	☐	☒	☒	☐	☒	☐	☐	☒
☒ Positive Behavioral Interventions and Supports (PBIS)	☒	☐	☐		☐	☐	☐	☐	☐	☒
☒ Extended instructional time during the school year	☒	☐	☐	☒	☐	☐	☐	☒	☐	☒
☒ Instructional interventionist	☒	☐	☐	☐	☐	☐	☒	☐	☐	☒
☒ Behavior specialist	☒	☐	☐		☒	☐	☒	☐	☐	
☒ Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	☒	☐	☐	☒	☐	☐	☐	☐	☐	☐
☒ Instructional coaches	☒	☐	☐	☐	☐	☐	☒	☐	☐	☐
☒ Supplemental tutoring	☒	☐	☐	☒	☐	☐	☐	☒	☐	☒
☒ Preschool Services	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☒ Summer school	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐
☒ Job-embedded professional learning	☒	☐	☒	☒	☐	☐	☒	☐	☐	☒
☐ Dual-concurrent enrollment programs/courses	☐	☐	☐	☐	☐	☐	☐	☐	☐	
☒ Efforts to reduce discipline practices that remove students from the classroom	☒	☐	☐		☒	☐	☒	☐	☐	☒
☒ Career and technical education programs	☐	☐	☐		☐	☐	☒	☐	☐	☐
☒ Supplemental curriculum and instructional materials/personnel	☐	☐	☐	☐	☐	☐	☒	☐	☐	☒
☒ Interventions and Support for Behavior	☒	☐	☐		☒	☐	☒	☐	☐	☒
☒ Extended Learning Opportunities	☒	☐	☐	☒	☐	☐	☒	☐	☐	☒
☒ Technology	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐
☒ Social Emotional Learning/Programming	☒		☒		☒	☐	☒	☐	☐	☒
☐ Academic Based Field Trips	☐	☐			☐	☐		☐	☐	☐
☐ Other	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ Other	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

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

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

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

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Activity	Funding Sources
☒ Interventions and Supports for Behavior	☐Title IA ☐Title IC ☐Title IIA ☐Title IVA ☐Title VB ☒IDEA ☐Homeless ☐Title ID ☐Title IA School Improvement
☒ Childcare/transportation for Parent, Family, and Community classes/programs/events	☒Title IA ☐Title IC ☐Title IIA ☒Title IIIA ☐Title IVA ☐Title VB ☐IDEA ☐Homeless ☐Title ID ☐Title IA School Improvement
☐ Transition programs for Pre-K	☐Title IA ☐Title IC ☐Title IIA ☐Title IIIA ☐Title IVA ☐Title VB ☐IDEA ☐Homeless ☐Title ID
☐ Other	☐Title IA ☐Title IC ☐Title IIA ☐Title IIIA ☐Title IVA ☐Title VB ☐IDEA ☐Homeless ☐Title ID ☐Title IA School Improvement
☐ Other	☐Title IA ☐Title IC ☐Title IIA ☐Title IIIA ☐Title IVA ☐Title VB ☐IDEA ☐Homeless ☐Title ID ☐Title IA School Improvement

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

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

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

Activity	Funding Sources
☒ Leadership Development	☐Title IA ☐Title IC ☐Title IIA ☐Title IIIA ☐Title IVA ☐Title VB ☒IDEA ☐Homeless ☐Title ID ☐Title IA School Improvement
☐ Improvement Planning Development	☐Title IA ☐Title IC ☐Title IIA ☐Title IIIA ☐Title IVA ☐Title VB ☐IDEA ☐Homeless ☐Title ID ☐Title IA School Improvement
☐ Safety and Security Training	☐Title IA ☐Title IC ☐Title IIA ☐Title IVA ☐Title VB ☐IDEA ☐Homeless ☐Title ID
☒ Training for monitoring and evaluating interventions	☐Title IA ☐Title IC ☐Title IIA ☐Title IIIA ☐Title IVA ☐Title VB ☒IDEA ☐Homeless ☐Title ID ☐Title IA School Improvement
☒ Leadership Conference Attendance	☐Title IA ☐Title IC ☐Title IIA ☐Title IIIA ☐Title IVA ☐Title VB ☒IDEA ☐Homeless ☐Title ID ☐Title IA School Improvement
☐ Other	☐Title IA ☐Title IC ☐Title IIA ☐Title IIIA ☐Title IVA ☐Title VB ☐IDEA ☐Homeless ☐Title ID ☐Title IA School Improvement
☐ Other	☐Title IA ☐Title IC ☐Title IIA ☐Title IIIA ☐Title IVA ☐Title VB ☐IDEA ☐Homeless ☐Title ID ☐Title IA School Improvement

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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 or No? [ESSA Sec. 1112(e)(1)(B)(ii)]

> Yes. The Carroll County School System will waive certification through the Strategic Waiver flexibility during the 2019-2020 academic school year.

- Part 2 - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
  i.   for all teachers (except Special Education), or
  ii. for a select group of teachers. 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).

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

> Certification has been waived for a select group of teachers in high needs areas 6-12 in Business Education, Drama, English, Foreign Language, and STEM

- 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)]

> In addition to a Clearance Certificate, the minimum requirements for waiving certification include a bachelor's degree in the content area, or 21 credit hours in the content area, or a passing score on the content GACE assessment, or minimum of one year Industry Experience in content.

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;

> Baseline graduation data will be utilized with a goal target growth of 3% annually. Data related to current district trends revealed factors such as teacher retention (special ed.), professional learning (specialized instruction) achievement/behavioral data, vertical alignment of curriculum (specialized instruction) for students with disabilities. Individual school targets are reviewed by administrators, school leadership teams and district staff with a longitudinal data system which provides district benchmarks, specialized programs as well as behavioral and attendance information. Data reviewed includes SWD subgroup, school and district data sheets. Monitoring occurs at monthly meetings with ECS leadership team and / or through project tracking spreadsheet. PL is offered through coaching, direct instruction and consultation as needed. The following targets will be addressed to improve outcomes:
>
> Target students at risk through school/district multi-level data teams and use of a longitudinal data system to address a transient school population and address instructional gaps in reading and math. Collaboration with outside stakeholders to discuss district needs based on the district date and improvement plan to target resources outside of the school system that will support students at-risk through programs such as providing certified and / or classified special education personnel at CCA, 12 for Life, and on community based instruction sites.

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Schools will identify the bottom 25% per class and target those students with intervention supports such as iREADY, STAR Reading, Illuminate and data driven classroom instruction based on academic weaknesses. Schools discuss individual students' data. Graduation coaches identify at-risk students at the high school level.

Transition planning incorporates the use of a variety of assessment tools to assist the case manager in helping the student develop their individualized transition plan. The assessments used may include but are not limited to the following:

a. The Carroll County Student & Parent Transition Questionnaires
b. GCIS and Bridge Bill Activities
c. You Science
d. ASVAB results
e. GVRA assessments
f. Assessments related to CTAE courses

Transition planning begins as early as the eighth grade and typically occurs during advisement periods at each school. The case manager serves as the advisor. During the advisement period, the case manager reviews with the student the results from the various assessments and works with the student to ultimately develop the transition plan. The goals related to the transition plan are reviewed and evaluated each nine weeks and results reported to the parent/student.

Transition services in-school and out of school through resources for targeted students to include Vocational Rehabilitation, High School/High Tech and create a local transition academy within the current CBI programs at 2 area high schools. In-school supports for technical training and post-secondary needs will be addressed in conjunction with Carroll County College and Career Academies (CCA north/south) and 12 For Life with special education staff on site to assist SWD.

School can facilitate access to outside wrap around services for specialized areas such as WillowBrooke, CHINS and Tanner Behavioral for students/families in need of mental health supports (in counseling/support, orchestrate PHP services and multidisciplinary team meetings).

CCSS will train teachers with specialized instruction to address Literacy/Math deficits K-4. Provide explicit reading instruction at all grade levels with research based programming (e.g. Orton-Gillingham, Corrective Reading, etc.) Grades 5-8 provide weekly supervision and support through instructional facilitators.

Each student's case manager completes a graduation checklist which monitors the student's progress toward graduation. The graduation checklist lists the the courses each student has passed toward graduation and are updated by the case manager at the end of each semester.

Teachers in the Carroll County School System routinely involve outside agencies in the transition process to improve the graduation rate for students with disabilities. Outside agencies include but are not limited to Georgia Vocational Rehabilitation Agency, 12 for Life, High School High Tech, University of West Georgia, West Georgia Technical College, and the Carroll County Training Center.

Representatives from the ECS Department monitor schools completion of transition plans and graduation checklist and report the results to the Special Education Director. The Director also uses graduation rate information for each school to assess the effectiveness of each schools process in improving graduation rate.

Professional learning is provided to schools through a variety of methods. ECS provides activities on developing effective transition plans including the use of meaningful, appropriate assessments each year through New Teacher Academy and ISC meetings. Information from ISC meetings are redelivered to special education teachers at the respective schools by the ISC.

Professional learning opportunities to support new and veteran special education teachers in an effort to retain teachers and decrease the impact on student achievement (Multisensory reading approach, discipline, Co-teaching effective practices, Understanding SWD as Learners, Diversity, Classroom Management). Teacher Induction Program, New Teacher Academy and district cluster meetings will be used to support instructional needs for teachers and provide, New ISC Academy access to current policies/procedures for SWD.

 The SPED Director uses information provided by ECS Instructional Facilitators regarding the development of transition plans, involvement of student and parent, involvement of outside agencies, graduation rate of SWD, and the results from the annual Post-Secondary Outcome report submitted to the DOE to assess the fidelity of post-secondary outcome activities. Each of the above listed factors is assessed annually for each school within Carroll County. Current year data along with previous years is reviewed to determine a pattern of performance for each school.

 ECS provides Professional Learning to special education teachers to improve graduation rates for SWD through PL activities designed to improve co-teaching strategies, enhance literacy, provide specialized instruction in reading, writing, and math, to provide careful monitoring of student progress toward graduation with their cohort, and the effective, meaningful development of transition plans.

The Special Education Director offers TA through sessions provided to special education teachers at Special Education Teacher Induction Program, New Teacher Academy ISC meetings. Technical assistance provided through these meetings is routinely general in nature and applicable for use by all special education teachers. The training provided through these meetings include transition plan training, co-teaching training, and general curriculum training. Special education teachers also participate in collaborative planning meetings and vertical planning meetings to ensure the fidelity of information provided during instruction. Teachers who display a weakness in completing transition plans or who have an excessive number of students not successfully graduating are identified for additional Technical Assistance. This TA is typically provided at the local school by the ECS Instructional Facilitator, ECS Coordinator, or other appropriate ECS personnel.

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

We provide services across several environments for this age group. These include:
- Home
- Daycare/Child care centers
- Head Start
- Private preschools
- Special needs Pre K classes (in elementary schools)
- GA Pre K programs (community-based & in elementary schools)
- Facility-based services

Teachers implement specialized instruction, some of these methods include:
- Handwriting Without Tears
- Read It Once Again
- GELDS implementation
- Supportive instruction provided through inclusive Pre K model
- Consultative support for students who are dually enrolled in community-based (general education) and facility based (special education) programs

1.20.2019

Staff reviews outcomes through several methods.
● completion of PALS Developmental Chart (aligned with GELDS) by all staff working with each student (e.g. special education teacher, SLP, OT, PT) two to three times annually to track progress across all developmental domains
● Preschool Outcomes training provided to In-School Coordinators, SLPs, and Special Education teachers annually
● Monthly BCW transition meetings

A broad and deep pool of service providers and staff work with the 3-5 population, some of these include:
● Teachers for hearing impaired/ vision impaired
● speech-language pathologists
● special education/general education teachers
● behavior specialist
● occupational/physical therapists
● paraprofessional supports
● School psychologist
● Assistive Technology specialist
● Audiologist
● parent mentor

Professional learning is provided to "PALS" (3-5) staff including but not limited to:
● monthly PL imbedded in team meetings (content based on periodic individual surveys)
● quarterly district PL days for PALS staff; PL video recorded and shared with PALS staff for future access
● PALS Power Minute videos for families and community programs to access through PALS website
● Professional Learning opportunities with outside partners to address early learners needs, effective instructional strategies (MTSS), and referral process/procedures.

Parent and community collaboration will be provided through several avenues to include:
● Early Intervention work with the University of West Georgia College of Education and the Marcus Institute with the implementation of SEE-Ks in Preschool, PK-1 to address social/emotional development in target schools.
● Partnership with the Carrollton-Carroll County Education Collaborative to utilize outside supports and services based on the Framework for School Readiness in Georgia and Get Georgia Reading initiative. This work will be used with parents, daycares, pediatricians as well as early intervention programs.
● Supports and training to local childcare providers in the areas of RtI and recognizing children in need of services.
● PALS Intervention Manual checked out to each community-based site/program annually with site training provided by PALS community staff
● Participation in quarterly Metro Preschool & SLP Consortium, Regional ICC meetings with agencies including BCW, Head Start, DPH, etc.
● Parent mentor will work with special education teachers to provide parent education sessions 2-4 times throughout the year.
● PALS Power Minute videos for families and community programs to access through PALS website
● Child Find-brochures/flyers posted throughout Carroll County annually at:

> ○ Doctors offices, health departments, daycares, hospitals, Head Start centers, Babies Can't Wait, Children's First, DFACS, dentist offices, WIC, libraries, churches, food kitchens, thrift stores, summer feeding programs, schools, registration office
> ○ PALS website, school district website, ECS website

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

> 1-Identify and Implement instructional supports needed for research based interventions through a multi-tiered support system for Tiers 1, 2 and 3 to guide effective instruction, provided explicit instruction for target weaknesses and identify school/district instruction gaps.
>
> 2-Training for building level administrators in the areas of Diversity, Positive schools (climate/culture), addressing instructional needs of at-risk learners and effective discipline as it relates to positive behavioral supports.
>
> 3-Increase the use of technology for students with disabilities to address varying learning styles focusing primarily on one-one one access to support effective differentiation, implementation of web-based learning, college and career programs and progress monitoring student achievement through skill set programming based on goals and objectives. Additional instruction on keyboarding to assist students in preparation for state/district/school on-line assessments. Significantly involved (autism, cognitive impairments) and behavior students will have access to specially designed programming to improve social skills, multi-sensory needs and behavioral supports. Addressing transition for secondary students through multi-media in conjunction with CCA, 12 for Life, Transition Academy and Vocational Rehabilitation Services.
>
> 4-Provide Child find services and supports for private school and home school students by sharing information annually through a stakeholder meeting regarding student needs related to instructional supports and referrals. Conduct proportionate share meeting to address stakeholder input/needs in determining services provide by the school district.
>
> 5 - Provide a continuum of services for all students.

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

> District expectations and guidelines are noted in CCSS ECS Process & Procedures Manual provided to all district administrators, teachers and staff. Revisions are updated annually and addressed through the following avenues:
>
> 1. Monthly meetings will be held with district and school administration to address standard operating procedures and compliant practices for addressing students with disabilities.
>
> 2. Monthly district meetings with special education In-School Coordinators ISCs (school level) will be utilized to maintain compliant practices and address state/district revisions to current IDEA mandates. Monthly meetings will be held with new ISC's to provide additional PL.
>
> 3. Coaches / Mentors will be provided for new ECS leaders to provide support and instruction in general supervision.
>
> 4. Weekly onsite supervision at all schools through Instructional Facilitators.

5. Information will be disseminated by ISCs to all special education teachers to provide best practices information and district expectations when addressing students with disabilities.

6. Exceptional Children's Services (ECS) staff will attend monthly redelivery meetings with school staff and ISCs to ensure compliant practices and standard operating procedures are followed for compliance.

7. New Teacher academy held Bi-monthly to provide explicit instruction in paperwork compliance, Due Process and understanding district expectations.

8. Areas of noncompliance will be addressed through the practices outlined in the Carroll County Schools standard operating procedures and federal programs policies and procedures specific to IDEA.