



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



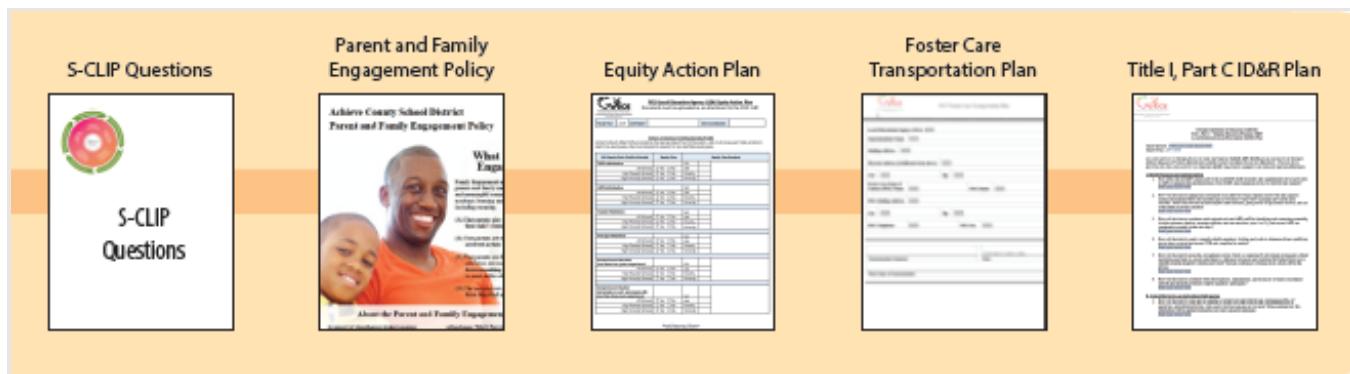
DISTRICT NAME: Madison County Charter School System

DISTRICT TEAM LEAD: Dr. Melissa Conway

FY26 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.

Madison County, an award-winning Charter System, has a continuous improvement process which includes a well-established and embedded strategic planning process. Annually, Madison County engages required stakeholders in planning for continuous improvement. All faculty and staff are surveyed for input around continuous improvement/strategic planning. The district and each school complete a comprehensive needs assessment and seek input from the local governance teams, as outlined in the charter contract. They also conduct focus groups with building leaders, parents of ALL students, governance teams, and community members to both identify needs and seek possible solutions/actions for improvement. The Superintendent and BOE host an annual strategic

planning meeting (every 5 years) where stakeholders (educators and community) work collaboratively to revise the strategic plan to address identified needs around the five areas of continuous improvement. Annually, the district hosts a safety meeting with school and community stakeholders. During this time, stakeholders have the opportunity to review the Strategic Plan, the CLIP, and other Federal Program Documents to provide feedback. Teachers and families of ELs are included in planning for continuous improvement. Teachers of ELs participate in a focus group that meets monthly and also completes all staff/stakeholder surveys. Families of ELs are invited to school events where input around their needs is sought. Representative stakeholders of ELs are invited to the annual strategic planning meeting and to participate in focus groups. All documents are publicly posted on the website with an opportunity for ALL parents to provide input.

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.

In addition to the district, each school conducts focus groups and meetings aimed at data analysis and disaggregation by subgroup. CCRPI performance flags, SLDS data, and analyzed benchmark data are used to determine strengths and needs of all subgroups. Educators, local governance team members, community members, and parents are given the opportunity to both understand the current level of performance of subgroups, identify needs, and provide input on solutions and action items. The Superintendent and BOE strategically select parents, educators and community members to attend the annual strategic planning meetings (every 5 years) so that each subgroup of students is appropriately represented and considered in the continuous improvement process. Separate focus groups/needs assessment meetings are held for children and youth experiencing homelessness and migratory children.

In addition to our annual EL Nights, the district also has a Community Outreach Night for our ELL population where community organizations join together to share resources. During this time, parents are provided information and resources to build capacity.

The district participates and provides a location for our local MART (Madison Area Resource Team) where the district, schools and community organization provide any families who attend with back -to-school resources and a job fair. Our MV/Migrant Liaison is a Board Member for MART.

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.

The district and each school annually conducts a comprehensive needs assessment with stakeholder input. The CNA is a google document that is similar for all seven schools. Data from multiple sources and across at least three years are considered and analyzed. Data analyzed includes Milestones achievement data - school, district, RESA and state averages and rankings; weighted content mastery; growth model data; CCRPI performance flags for each subgroup; lexiles; universal screening results in reading; early warning system indicators; ACCESS data for English Learners;

achievement results for migrant compared to non-migrant peers; achievement results for gifted students; MTSS tier data; discipline data including specific subgroups; equity data; attendance data by school and district; behavior data from SWIS and any other locally determined data that schools determine to be relevant to the needs assessment process.

Once the data is analyzed, common threads and trends are identified and discussed. A specific emphasis is placed on needs/trends around the Title IV areas of well-rounded educational opportunities, safe and healthy students, and effective use of technology. After identifying common threads, a root cause analysis is conducted to drill down to "why" of each identified issue. Finally, a list of prioritized needs for each school and/or the district is generated using the previous processes. Using the prioritized needs, a school improvement plan and a district strategic plan is developed with required stakeholder input as described in the questions above.

The school improvement plan/strategic plan includes SMART goals and actions to address identified needs along with responsible personnel and timelines for implementation. By intentionally reviewing these, MCSS is able to increase professional capacity at the district and building levels. Each plan effectively addresses the five systems of continuous improvement.

School and district plans are revisited for impact checks and effectiveness at monthly leadership/staff meetings and data meetings at each individual school, with a specific emphasis on progress toward meeting SMART goals (leading data). These types of experiences and opportunities create a professional growth atmosphere. Finally, summative end-of-year data is analyzed to determine progress toward SMART goals and listed publicly in the "report card" with red, yellow and green indicators. Adhering to the cyclical nature of continuous improvement, the process starts over for the upcoming year.

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.*

Through an embedded data analysis process that utilizes predictive analytics, both the schools and the district use a combination of summative data (CCRPI data) and formative data (universal screening, benchmarks, MAP and common formative assessments) to identify the lowest performing students. Problem solving teams utilize the see-plan-do-check cycle of continuous improvement to identify and address the needs of lowest performing students through the MTSS - Multi-Tiered System of Supports. Tiered interventions for both achievement and behavior are implemented and progress monitored to ensure appropriate levels of support to promote student success. Federally funded services for ED, EL, children in foster care and students with disabilities are consolidated with state and local funds at the school level in order to supplement and support the MTSS process, allowing maximum flexibility to address identified student needs. Federally funded services for migratory and homeless students remain un-consolidated but are strategically implemented in a supplemental way that continues to provide additional services to address the unique needs of these vulnerable populations through the MTSS process. Implementing the MTSS process in a way that serves the unique needs of ALL students, including those who are the lowest achieving, is an action step in the district's Strategic Plan.

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.

The Madison County School System coordinates services, supports, agency/community partnerships and transition services for children served across its Federal Programs. Funds from the following Federal Programs are consolidated with state and local funds at the school level: Title I - Part A, Title III - Part A, Title V-Part B and IDEA. Title II- Part A and Title IV- Part A are transferred to Title I - Part A. Title I-Part C and Title IX- Part A are not consolidated. These funds are managed by a Migrant/Homeless Program Specialist who coordinates with a host of agency and community partnerships by participating in monthly meetings of our Madison Area Resource Team (MART) which includes agencies and services across the county. In addition to supplemental services such as tutoring and transportation, migrant and homeless families are connected with community resources and services as identified through case management. Our McKinney Vento liaison is consulted ongoingly. While consolidated, IDEA funds are directed toward student and staff needs to better educate students with disabilities and ensure the goals and objectives of each written IEP are met. Services for students with disabilities are coordinated across schools and via agency/community partnerships. Transition services are an integral part of the service plan for students with disabilities.

The Madison County School School System does not currently have CSI or TSI schools. Should schools be identified in the future, school improvement funding will be consolidated with state and local funds at the school level to maximize coordination and flexibility of funds to more directly address identified students' needs and coordinated services. If identified, Madison County Charter School System will attend all GADOE professional development opportunities and collaborate with the School Improvement Director.

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

<input type="checkbox"/> Traditional Funding (all Federal funds budgeted separately)
<input type="checkbox"/> Fund 400 – Consolidation of Federal funds only
<input checked="" 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	NA
Title I, Part C	NA
Title I, Part D	NA
Title I, Part E (L4GA)	NA
Title II, Part A	NA
Title III, Part A, EL	NA
Title III, Part A, Immigrant	NA
Title IV, Part A	NA
Title IV, Part B	NA
Title V, Part B	NA
Title I, 1003 (a)	NA
Title IX, Part A	NA
IDEA	NA
Perkins V Grants	NA

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

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

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

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

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

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

<input type="checkbox"/> Curriculum for additional interventions	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<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"/> IDE
<input type="checkbox"/> Professional development to teach curriculum with fidelity	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<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"/> IDE
<input type="checkbox"/> Supplemental curriculum	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<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"/> IDE
<input type="checkbox"/> Multi-Tiered System of Supports (MTSS)	<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 IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<input type="checkbox"/> Progress monitoring	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<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"/> IDE
<input type="checkbox"/> Mid-year review process with each school	<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 IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<input type="checkbox"/> Online programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<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"/> IDE
<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 IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<input type="checkbox"/> Data and evaluation team	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<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"/> IDE
<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 IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<input type="checkbox"/> College and career readiness preparation	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<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 IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<input checked="" type="checkbox"/> Instructional materials	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<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"/> IDE
<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 IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<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 IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<input type="checkbox"/> Instructional interventionist	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<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"/> IDE
<input 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 IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<input type="checkbox"/> Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title ID	<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<input type="checkbox"/> Instructional coaches	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<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"/> IDE
<input checked="" type="checkbox"/> Supplemental tutoring	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<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"/> IDE
<input checked="" type="checkbox"/> Preschool Services	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<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"/> IDE
<input checked="" type="checkbox"/> Summer school	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<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"/> IDE
<input type="checkbox"/> Job-embedded professional learning	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<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"/> IDE
<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 IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<input 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 IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<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 IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<input checked="" type="checkbox"/> Supplemental curriculum and instructional materials/personnel	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<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"/> IDE
<input checked="" type="checkbox"/> Interventions and Support for Behavior	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<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"/> IDE
<input type="checkbox"/> Extended Learning Opportunities	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<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"/> IDE
<input checked="" type="checkbox"/> Technology	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<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"/> IDE
<input type="checkbox"/> Connectedness and Well-being/Programming	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<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"/> IDE
<input checked="" type="checkbox"/> Academic Based Field Trips	<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 IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<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 IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<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 IIIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
					<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 type="checkbox"/> Creating a culture of high expectations	<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"/> IDE
<input 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"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<input type="checkbox"/> Bullying Prevention	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<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"/> IDE
<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<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"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<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"/> IDE
<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<input checked="" type="checkbox"/> Parent, family, and community engagement	<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 type="checkbox"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<input checked="" type="checkbox"/> Family surveys	<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 type="checkbox"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<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"/> IDE
<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<input 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 type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE
<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<input type="checkbox"/> Building Parent Capacity	<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"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<input type="checkbox"/> Building School Staff Capacity	<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"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<input type="checkbox"/> Continuous communication and meaningful consultation with parents and family members	<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"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<input 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 type="checkbox"/> IDE
<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<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"/> IDE
<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<input checked="" type="checkbox"/> Other Transportation	<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 type="checkbox"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		
<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"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE		

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

<input checked="" type="checkbox"/> Non-academic support (socioeconomic/emotional/cultural)	<input type="checkbox"/> Title IA	<input 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"/> IDE
<input type="checkbox"/> Dropout prevention and student re-engagement	<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"/> IDE	
<input checked="" type="checkbox"/> Engaging parents/families (may include materials in a language that families understand, interpreters, and translators)	<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 type="checkbox"/> IDE
<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"/> IDE
<input type="checkbox"/> College and career awareness preparation	<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"/> IDE	
<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"/> IDE	
<input 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 type="checkbox"/> IDE
<input checked="" type="checkbox"/> Support for children and youth experiencing homelessness	<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"/> IDE	
<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"/> IDE
<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"/> IDE	
<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"/> IDE
<input type="checkbox"/> Parent liaison/family engagement coordinator	<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"/> IDE
<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"/> IDE	
<input type="checkbox"/> Homeless 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"/> IDE
<input type="checkbox"/> Child care for parent engagement events	<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"/> IDE
<input type="checkbox"/> Back-to-school kick-off	<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"/> IDE	
<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE			
<input type="checkbox"/> PD for family engagement liaisons	<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"/> IDE
<input checked="" type="checkbox"/> Homeless liaison	<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 type="checkbox"/> IDE	
<input 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 type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDE	
<input type="checkbox"/> Homeless	<input type="checkbox"/> Title ID		<input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDE			

<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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS
<input type="checkbox"/> Academic Parent-Teacher Teams (APTT)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS
<input 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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS
<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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement
<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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement

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

<input type="checkbox"/> Differentiated, job-embedded professional learning opportunities	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS
<input checked="" type="checkbox"/> Professional Development provided by school or district staff	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS
<input type="checkbox"/> Recruit and retain effective educators	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS
<input type="checkbox"/> Teacher advancement initiatives	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS
<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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS
<input checked="" type="checkbox"/> Conference attendance (registration, travel, etc.)	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS
<input type="checkbox"/> Curriculum specialists	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS
<input 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 type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS
<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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS
<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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title VB <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> IDEAS

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

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

5. Professional Qualifications

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

Yes No

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

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

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

The Madison County School System has waived certification for all teachers (except Special Education service areas in alignment with the student's 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 with the Madison County School System whose certification is waived, the minimum requirements are that each educator shall hold a clearance certificate.

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

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

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities (SWD);
What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?

Include:

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

The following initiatives/programs support improved graduation rate outcomes: PBIS (including attendance rewards such as attendance rewards), YouScience at the middle and high school, Reading Support Courses from grades 6 to 12 (the middle and high school employ full-time reading specialists), the Resource Class with small group instructional setting (serving students who are working toward a regular diploma but are not successful in the co-taught classroom). Students are provided more one-on-one instruction with intensive individualized instructional strategies).

The regional DHH program is housed within the resource classroom setting in Madison County. In addition, the high school offers credit restoration and credit recovery options.

Students can also take advantage of Foothills Regional High School--which has a site on the MCHS campus--if they need an alternative schedule (4:30 pm to 8:30 pm Monday to Thursday, with students progressing through courses at their own pace).

MCCSD employs a CTAE-CTI coordinator at MCHS who monitors post secondary outcomes and supports students through advisement for transition following HS VocRehab also provides opportunities for students to learn job related and embedded skills in the community. The SPED director monitors and inputs this data for post-secondary outcomes. This data will be entered into the portal. The CTAE-CTI coordinator monitors and participates in the development of transition plans and identifies if staff needs further PL on implementation of transition plans.

- 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

We have a strong Child Find and early intervention program. Staff are continuing to work with preschool SWDs to improve outcomes in positive social/emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors. Case managers for preschool students communicate directly with elementary staff to ensure a smooth transition to kindergarten. MCCSS offers a variety of service options in the community (Headstart, day care, & private pre-school) as well as in our Pre-k classes at our ELC (Early Learning Center). MCCSS has a Pre-school coordinator that is located at the ELC. The SPED director monitors new referrals and is available for any technical

assistance due to being located in the same building. The pre-school coordinator organizes all screenings, supports pre-K teachers and schedules all services as needed. The pre-school coordinator, the director of the ELC and the SPED director works together to support teachers and students by meeting monthly to review student needs. Pre-school screeners are scheduled monthly and are held at the ELC. A school psychologist is assigned to the ELC to support and to evaluate students. The screeners are advertised using flyers posted at daycares, doctors offices, private pre-K facilities, school system websites, and in the newspaper

- 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

- Special education staff receive yearly/annual training on LEA procedures that focus on updates and specific needs as they arise throughout the year. Special education teachers participate in monthly and quarterly new teacher training. Monthly ISC meetings are held with the Special Education Director and District Special Education Coordinator to support and insure procedures and policies are being implemented and followed with fidelity.

We provide services in co-taught, small group instruction (self-contained and resource), and collaborative settings by certified staff. Case managers provide current documentation of IEPs to the required stakeholders who work with and instruct students with disabilities. FAPE is provided to all eligible students from the age of three years old until their twenty-second birthday and they receive instruction through the Georgia Standards of Excellence and the Georgia Early Learning and Development Standards.

We will continue to support the provision of research based interventions and support for behavior by providing ongoing behavior strategies and support from the District Behavior Specialists (new position) as well as in-depth FBA and BIP training for case managers and appropriate staff. In addition, we will continue certifying and recertifying professionals in the Mindset De-Escalation model. We have three teachers who are Mindset trainers for our district.

The SPED department will monitor, support and schedule the implementation of Mindset training. Through our Equity plan, we are addressing the disparities in SWDs reading achievement. We will provide professional learning around this disparity. New teacher monthly meetings will address IEP/eligibility procedures, FBA/BIPS implementation, classroom-management, and parent/teacher communication. We employ a parent mentor that provides quarterly parent-to-parent training. The SPED Department is available for technical assistance for all staff and parents by email or phone, attends regularly scheduled IEP meetings, and meets monthly. The case managers share and discuss IEP accommodations that are documented in a student's IEP with the general education teachers during pre-planning.

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

How procedures and practices are implemented in your district to ensure overall compliance?

Include:

- LEA procedures to address timely and accurate data submission
- LEA procedures to address correction of noncompliance (IEPs, Transition Plans)

- Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance
- Supervision and monitoring procedures that are being implemented to ensure compliance

At the district level, due process is implemented to ensure that we are compliant with process, procedures, and Individual Education Plan (IEPs). The district monitors the SIS, and we have a central registration process for new enrolled students. We have a Registrar, Student Records Coordinator, and Special Education Director who are available to assist when needed. At the individual school levels, we have In-School Coordinators (ISCs) to provide support and assistance to students, staff, and administrators. The Special Education Department holds monthly professional learning meetings with new teachers on a variety of topics related to compliance, processes, and procedures. At the district level, we have not been non-compliant in many areas, therefore, the processes in place are deemed effective.

7. Overarching Needs for Private Schools

In this section, summarize the identified needs for participating private schools that will be addressed with FY25 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	We have three private schools of 18 participating at this time. One is tentative.
Title II, Part A	100% Transferred
Title III, Part A	No participating private schools
Title IV, Part A	100% Transferred
Title IV, Part B	No participating private schools
Title I, Part C	No participating private schools
IDEA 611 and 619	No participating private schools