



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



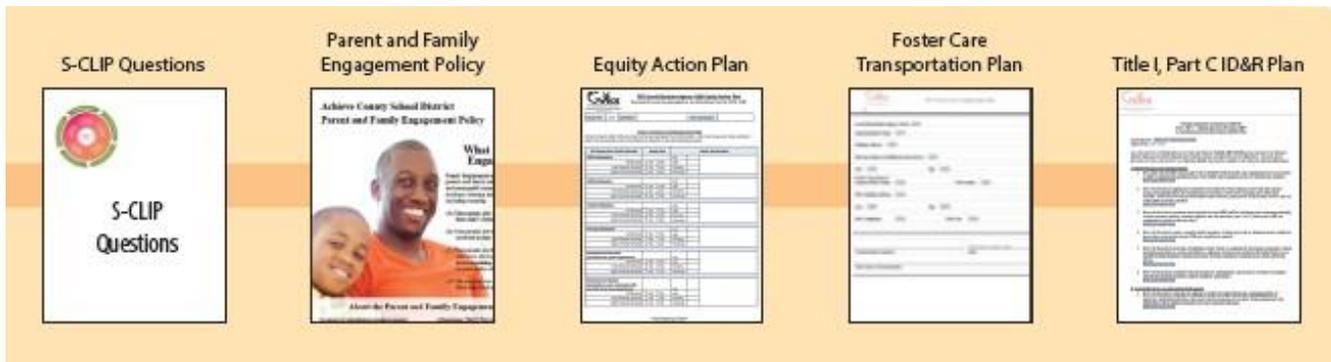
DISTRICT NAME: Camden County Schools

DISTRICT TEAM LEAD: Dr. Rebecca Gillette

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).*

Camden County Schools partner with parents, families and community members to jointly develop programs focused on improving student achievement. Each principal provides a list of stakeholders to represent the school at the annual CLIP Stakeholder Meeting. The members are invited to participate in the discussion surrounding the Parent and Family Engagement Plan, Equity Plan, Foster Care Transportation Plan, behavioral and academic programs. All external

stakeholder input, concerns and suggestions are considered. When appropriate, the input is added to the corresponding SCLIP component. Participants who are unable to attend are given an opportunity to view the improvement plan on the system website and request clarification as needed during a specified window in May/June. School Messenger, a communication tool, is used to make stakeholders aware of the opportunity to review the CLIP on the system's website and offer input.

Interim progress checks are conducted during January school-level performance visits to determine progress towards system/school goals and strategies. The performance visits include participation from central office administrators, school level administrators, instructional support personnel, and teachers as designated. Input collected during these visits and a system formative assessment analysis begin the system comprehensive needs assessment process. System level focus area work teams that include representation of all federal programs, curriculum, student services, technology, and instructional technology meet to discuss outcomes and determine the district priorities, potential root causes, equity concerns, and aligned evidence-based strategies.

Additionally, each school is required to share a summary of its formative/summative data and potential action plans in the spring or early summer with parent advisory committees, Title I parent stakeholder committee, and other parent groups as applicable to gather input for the coming year. These meetings include participation from both internal and external stakeholder groups such as parents, community business, counselors, media, and teachers. The school plans are reflective of a comprehensive needs assessment findings and aligned to the system's overall improvement plan.

Each semester, to conduct meaningful involvement of parents and family members, the Family Engagement Leadership Team (FELT) meets with administrators to discuss current strategies and activities. The team consists of recommended parents/families from the school level, community members, business partners and the military liaison officer. The meeting topics include; but are not limited to, common assessment data disaggregated by subgroups, program evaluation, barriers to parent participation, PBIS office discipline referral data, lessons designed to build faculty capacity to work with families, mental health services data, and safety plans.

Three times a year, schools conduct Camden County Collaborative Connections meetings including families and teachers. Technical assistance is provided to assist parents with supporting student achievement and implementing effective family involvement activities. Some of the topics addressed include interpreting student performance results, using system-wide programs, reducing barriers in communication (EL, etc.) and building opportunities to partner with the school to improve student outcomes.

Monthly, representatives from the school system attend the Camden Family Connections Collaborative meetings. This community organization provides an outlet for the system to learn of needs the students encounter outside of school. The partnership provides a two-way communication to support students with factors beyond the school day.

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*

Each year the district publishes the "Camden County School Snapshot" to help keep stakeholders abreast of current performance across various district initiatives and programs. The "Snapshot" is a brief flyer that presents the outcomes of each of the five Focus Areas. Additionally, data is reflected upon the Balanced Scorecard and system dashboard which are available on the web.

Five Focus Areas are the foundation around which the CCS Outcome Based Continuous Improvement (OBCI) process revolves. The five areas are: High Academic Achievement; Quality Teachers, Administrators, and Staff; Supportive Learning Environment; Effective and Efficient Operations and Strong Parental and Community Support. These five focus areas align closely with the GA Systems of Continuous Improvement.

Monthly meetings including district leaders representing Title I, Title II, Title III, Title IV, Title V and IDEA, principals, assistant principals, teaching and learning specialists, instructional specialists/coaches, special education program area specialists and other school level stakeholders are held to analyze current performance data and adjust action steps. These meetings promote a collegial environment that may be best defined as a professional learning community. These work teams collectively identify critical issues among subgroups, determine root causes, and align strategies to support the improvement process during the entire school year. The work teams also study evidence-based practices and share strategies that have been found successful across the system. The improvement process is truly continuous and relies heavily on formative data rather than lagging End of Grade or End of Course performance data. The local system action plans drive the work and are closely monitored by directors. Regular reporting occurs and performance outcomes are required on the action plans reflected in the system data room.

Required Title I stakeholder meetings have been held at minimum two times each year to review progress regarding school level action plans, receive input from families, provide shared decision-making opportunities and share other important information. Participant feedback is taken into consideration and incorporated in plans when feasible. Next year, in an effort to improve interpersonal relationships and increase parental involvement, schools will conduct Title I stakeholder meetings three times following the analysis of surveys and critical academic/behavioral data.

All data reviewed at the school level is shared at Parent Advisory Council meetings as well as Title I Stakeholder meetings. Input is sought at each opportunity provided.

All schools have Professional Learning Communities. During PLC opportunities, the instructional staff and administrators review pertinent data, determine the subgroups making progress and select interventions using evidence-based resources. Instructional adjustments are made throughout the year.

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):

1.20.2019

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.

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.

CCS's Outcome Based Continuous Improvement (OBCI) process requires a team approach for determining critical issues, selecting evidence-based interventions/strategies, designing each action plan, implementing the plan and examining the progress. CCS has integrated both the DOE's problem solving process and GLISI tools for examining priorities, progress, and selecting intervention within the overall process. The OBCI process focuses on five key areas - High Academic Achievement; Quality Teachers, Administrators, and Staff; Supportive Learning Environment; Effective and Efficient Operations and Strong Parental and Community Support. These five focus areas align closely with the GA Systems of Continuous Improvement.

The comprehensive needs assessment process includes a review of a variety of data such as GKIDS, GA Milestones, local formative assessment data, TKES, Educator's Handbook, School Climate Surveys, Ga Student Health Surveys, Title I Surveys, classroom observation data, performance visit summary data, verbal and written input from external stakeholders. The needs assessment is completed at both the school and system levels and is an integral part of the system's work throughout the year. The process is cyclic in nature and always ongoing.

Camden has a strong academic data analysis process which includes collecting/monitoring subgroup data for all content areas, examining local assessment quality, and conducting correlational studies between local and state testing utilizing the PowerSchool Assessment Data Management System. District and school leaders believe it is imperative that we check the quality of local assessments and the associated formative data due to our strong reliance on formative data throughout the school year. District level formative assessments occur throughout the year at key points of instruction. The timing of the assessments is key to supporting RTI multi-tier support system for academic concerns and catching students before they fail to meet grade level promotion requirements. It is this formative review process that is the foundation for CCS's OBCI process with regard to academic progress. The data analysis process has been very successful with regard to academics and is applied to other areas such as behavioral/emotional well-being, professional learning, and community engagement. Educator's Handbook data - office referrals, disciplinary consequences, PBIS Tiered Fidelity Inventory (TFI), and onsite visits are used to determine progress and concerns with regard to progress on the behavioral side of the RTI/MTSS pyramid.

Other data such as the Title I parent survey and GA Student Health Surveys GSHS is also reviewed in a similar timely manner so that immediate response may occur. However, some data particularly the GSHS is lagging; therefore, it is necessary to develop a tentative plan based only on formative data.

All data is compiled and reviewed by the various focus area work groups to determine system priorities. Priorities are shared with school level personnel during regular monthly meetings and input is collected. All data reviews include a focus upon current as well as trend data of three years prior if available. Annually interim benchmarks are set and identified on local action plans. These benchmarks are used to monitor progress throughout the year. If the school or system doesn't appear to be approaching the assigned benchmarks, adjustments in action steps or strategies are considered by the assigned work team.

Critical formative data is shared with internal stakeholders at the various monthly administrative or focus area work team meetings. The formative data includes academic, behavioral, and survey responses. The data is also shared with external stakeholders such as the district FELT team, Title I parent collaboratives, parent/community advisory boards and community collaboratives such as Leadership Camden. Input is solicited during these meetings as they occur throughout the year. Regularly scheduled school performance reports occur during monthly Board meetings. The BOE reports are presented by principals to ensure external stakeholders are kept abreast of school progress and offered an

opportunity for input. The data provided during these meetings provides a summary of the strengths and weaknesses of the various subgroups which allows for input regarding the prioritization of federal funds throughout the year as well at the onset of the CLIP planning process. Once priorities have been determined, the focus area work groups create SMART goals and identify evidence-based interventions/strategies. System and school level strategies are reviewed for measurability ensuring strong evidence of success may be noted during the year as well as success supported in research. All strategies are monitored closely. The system action plans include report dates, owners of each strategy, who the owners report to, resources needed, and a clear description of the leading evidence with quarter or mid-year targets as applicable.

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

Response options (choose one or more):

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

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

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

As previously described, a comprehensive needs assessment is conducted annually. The needs assessment includes a review of a variety of data - academic, behavioral, mental health-related, and stakeholder (students, parents, Title I) surveys. The data is analyzed for overall critical issues as well as various subgroup concerns when available. The results of the needs assessment are used to determine how to address the needs of all students and utilize the various federal funding sources to the greatest capacity. The FY19 needs assessment has indicated that Camden County Schools is making academic progress across all content areas; however level 1 performances are still higher than preferred. The Level 1 performance data are primarily reflective of SWD, ED, EL and other federally supported groups and indicates more resources may be needed. Directors of the various federal programs (Title I, Title II, Title III, Title IV, Title VB and IDEA) meet regularly during focus area work group meetings and continue to observe the performance data for each of these groups throughout the year while modifying action plan strategies as necessary. Schools indicating a need for greater support will be provided additional funding or personnel as applicable. Title V Part B funds if allocated will support programs and activities focused upon remediation and social-emotional needs. **Title IV funds will be transferred to the Title I program to support the needs of students at risk of failing.**

The What Works Clearinghouse database and local data are used to guide decisions regarding the selection of evidence-based strategies to ensure greatest success. Schools demonstrating success during each formative check are expected to share the strategies behind the success and other schools are encouraged to consider. The local data analysis process is used to guide differentiated instructional opportunities as well as monitor subgroup and individual performance closely throughout the year so that adjustments are made in a timely manner. All data collected is monitored closely and used to guide RTI efforts.

Professional learning experiences will also focus upon evidence-based high impact strategies centered around John Hattie's work through the Learning Focus Schools modules. The study began in FY19 and plans are to continue the study among large and small groups.

In addition to academic performance areas, the comprehensive needs assessment revealed needs with regard to secondary students' mental health, significant behavioral concerns at the elementary level, and the continuation to include an elementary course that would enrich and extend learning such as a K-5 visual arts course.

In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background. The support includes providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand. At the end of the year, Title III Surveys are provided to the parents of EL students in order to share feedback on family engagement strategies and supports. The feedback is used to make informed decisions regarding future ESOL services.

In addition, the system will ensure the following for lower performing subgroups:

ECONOMICALLY DISADVANTAGED:

The weighted percentage of ED students who met proficiency and above on the 2018 EOG in grades 3-5 for ELA, Math, Science, and Social Studies is 66.6, 77.7, 74.72, 69.89 respectively. The weighted percentage of ED students who met proficiency and above on the 2018 EOG in grades 6-8 for ELA, Math, Science, and Social Studies is 63.5, 67.1, 64.0, 59.64 respectively. And lastly, the weighted percentage of ED Students who met proficiency and above on the 2018 EOC in grades 9-12 for ELA, Math, Science, and Social Studies is 72.5, 69.5, 67.9, 76.8 respectively. FY16-FY18 trend data indicates this subgroup is making progress across most schools in the district; however, more targeted support is needed.

Greater support within the school day is most beneficial due to limited support at home. Contract Service providers, such as retired teachers, offer remedial services that target individual needs throughout the year. Supplemental resources are needed to offer a variety of media and presentation of the learning necessary. Software that is research-based and provides differentiated learning opportunities is purchased each year. Formative assessment is an integral part of the instructional process. Therefore, quality objective assessment tools such as writing benchmark assessments and normed reading assessments to monitor standard performance and Lexile growth are needed. Resources such as STAR Renaissance, NWEA MAP, GCA Assesslets, and Write Score are being considered to fill this need at the district level.

CHILDREN WITH DISABILITIES:

The weighted percentage of SWD students who met proficiency and above on the 2018 EOG in grades 3-5 for ELA, Math, Science, and Social Studies is 40.2, 57.0, 53.3, and 51.2 respectively. The weighted percentage of SWD students who met proficiency and above on the 2018 EOG in grades 6-8 for ELA, Math, Science, and Social Studies is 36.4, 41.8, 43.3, and 46.32 respectively. While the weighted percentage of SWD students who met proficiency and above on the 2018 EOC in grades 9-12 for ELA and Math is 47.45 and 44.14. The FY16-FY18 trend data indicates that more support is needed in grades 3-8 and EOC SWD performance is not meeting local expectations across all content areas. To ensure more instructional and data-informed decision-making strategies are available to teachers, professional learning including scaffolding techniques and how to better use data to guide instructional planning will be provided during the FY20 school year. Additionally, collaborative teaching strategies will be emphasized at all levels, but specifically grades 6-8 where the challenges are greatest.

Designated teachers assigned to progress monitoring, Teaching and Learning Specialists, and psychologists attend RTI meetings regularly to ensure high quality, scientifically based classroom instruction, ongoing formative assessments, tiered instruction, and parent involvement is implemented with fidelity and in a rigorous manner before a comprehensive evaluation is considered. School counselors and staff enrolling students have been trained to assist with the identification of possible children with disabilities.

Children with disabilities receive services in accordance with their Individualized Education Plan. Data is reviewed regularly to monitor students' progress. Limited SPED staffing presents challenges in scheduling SWD students. Remediation opportunities are provided for students requiring additional assistance. Additional federal funds are set aside to support remediation efforts. Contracted service providers such as retired teachers offer additional instructional support for SWD students not meeting expectations in addition to before and after-school remedial opportunities.

FOSTER CARE: Counselors and enrollment clerks are trained to eliminate barriers with regard to the enrollment process. Foster care students will be served in their home schools unless a student would be better served in another school. Foster care students will be immediately enrolled regardless of the lack of enrollment information. All foster care students will be provided the same basic, remedial, and advanced instructional programs as other students who would qualify.

Camden County Schools will work closely with local child welfare agencies to identify the holistic needs of the student and ensure student needs are met. DFCS and CCS personnel meet to discuss the Foster Care Transportation Plan. Annually the plan is reviewed and updated to ensure the needs of the students are met. The review team consists of

the Director of Federal Programs, Director of Student Services, Director of Transportation, and representatives from the Department of Family and Children Services. A copy of the plan is attached.

MIGRANT: Currently, the system has no migrant enrollees. However, counselors and enrollment clerks are trained to identify students who are of migrant or immigrant status. Enrollments require information for migrant identification. Migrant students are provided access to the same basic, remedial, and advanced instructional programs as other students who would qualify, which includes but is not limited to: EL, RTI, EIP, after-school tutoring, credit recovery programs, and all other educational services, programs, and interventions available to other students and for which they are eligible.

HOMELESS: The percentage of homeless students meeting proficiency and above on the 2018 EOG in ELA, math, science, and social studies are 46.3, 41.4, 45.5, and 33.3 respectively. The percentages on the 2018 EOC reflected a population that was very small in number and therefore, not reported. Social studies appears to offer homeless students in grades 3-8 the greatest challenge; however, social studies is an area that many other students are also challenged. Common strategies focused upon research-based learning-focused instructional practices will be applied all social studies classes to address the student weaknesses. Reading/writing activities will be emphasized across all science and social studies courses.

The LEA has implemented a rigorous process for the identification of homeless children in the district. School system personnel collaborate with DFACS, Multi-Disciplinary Teams (MDT), Family Connections, and social workers to monitor mobility/identification and needs of the homeless population. School counselors and staff enrolling students have been trained to assist with the identification of possible homeless students. A strong social services department that offers supplies and other community supports to homeless students is considered a huge strength for our system.

Homeless students attending Title I schools will receive Title I instructional and support services as needed. A reservation of Title I funds will provide for educational support services for homeless students in all schools as all are Title I schools this year. All schools will set aside a minimum of \$25 for homeless. The amount is based upon very large and generous community donations made by the community during the summer Fill the Bus campaign, which supports and provides large amounts of book bags, paper, pencils, and other school supplies. The set aside amount was determined using Method #1, using the following calculations:

School supplies and materials are donated by community organizations to our schools. Title I schools also budget an amount equal to \$25 per student.

If needed services exceed the set aside amount, additional local or federal funds will be appropriated to accommodate those needs. When applicable, the consolidated application will be amended to allocate funds to support the additional needs of homeless students.

Posters regarding homelessness are provided at schools and throughout the community.

LIMITED ENGLISH PROFICIENT/IMMIGRANT: The weighted percentage of EL/Immigrant students who met proficiency and above on the 2018 EOG in grades 3-5 for ELA and Math is 46.4 and 69.64 respectively. The weighted percentage of EL/Immigrant students who met proficiency and above on the 2018 EOG in grades 6-8 for ELA and math is 35.29 and 38.23. The weighted percentage of EL/Immigrant students who met proficiency and above on the 2018 EOC in Science is 46.8. Other EOC EL participation was too few and therefore, not reported. Per GMAS and local formative data, math is a strength among the population. Camden's EL/Immigrant population (though very small) is diverse including, but not exclusive to Spanish, Chinese, Japanese, Vietnamese, French and Russian.

Counselors and enrollment clerks are trained to identify students who are of migrant or immigrant status specifically during the enrollment process. Enrollments require information for immigrant identification. The Home Language Survey is used as the initial step in the identification process of LEP students. LEP students are identified and served pending eligibility determined by individual performance on the W-APT (WIDA – Access Placement Test). All EL and

migrant students receive direct teacher instruction and participate in the administration of the ACCESS annually. Additional instructional and achievement materials may be provided to help immigrant and EL students adapt to their academic environment while honoring their cultural differences. At-risk EL and immigrant students will receive, at minimum, the same support other at-risk students receive.

An ESOL committee comprised of the regular teacher(s), the ESOL or EIP (elementary only) teacher, counselor, parent, and administrator reviews eligibility concerns and participates in placement decisions. The ESOL and regular content teachers collaborate and monitor student performance.

A variety of models are used but pull out is the primary method of service. Camden County Schools was approved for the Strategic Waiver in FY16, which allows schools to design segments and models to best meet student needs. All schools K-12 will use Edmentum's Reading Eggs and Reading ESL Smart Trails web program to offer language support instruction. Elementary ESOL students needing more language acquisition instruction will be provided additional support utilizing resources from Houghton Mifflin Harcourt Journeys Language Arts program. Middle school EL students will receive an additional segment of instruction during the exploratory block. EL students at the high school will be provided one segment of remedial instruction in an ESOL assigned course by an ESOL endorsed teacher.

NEGLECTED OR DELINQUENT: Students residing at the Methodist Children's Home attend their zoned schools and receive services as other at-risk students do. Those in need also receive tutoring at the home after school. Computers are made available for help with studies. Students receive year round services either through highly qualified personnel or the equipment, software, and resources purchased per their needs.

YOUTH AT RISK: The system analyzes standardized test results as well as formative assessments to identify at-risk students. The at-risk students are identified through failure or at risk of failing state standards. At-risk students receive educational support in a variety of ways: RTI, EIP/REP classes, after- school/summer school programs, standards-based differentiated instruction, collaborative and co-taught classes, tutoring, and counseling.

EARLY CHILDHOOD STUDENTS: Children who meet the age requirement are served in Pre-K and Special Ed Pre-K. Each year, the Title I director meets with the Pre-K director to determine early childhood needs.

Middle to High School Transition/Planning: The middle school counselors meet with all 8th grade students to develop a graduation plan. Additionally the director of secondary and ninth grade center deputy principal analyzes 8th grade performance data to ensure course placement is aligned to individual student needs.

- 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.

To ensure ongoing coordination of services across federal programs, each of the the district's focus area teams include internal stakeholders who represent federal programs. For example, the Director of Federal Programs and Special Projects participates on four of the five district focus area (FA) work teams - FA I High Academic Achievement, FA II Quality Teachers, Administrators, and Staff, FA III Supportive Learning Environment, FA V Strong Parental and Community Support to ensure economically disadvantaged, EL/Immigrant, migrant, homeless and other students needing additional services are well represented when reviewing data and determining next steps. (See pg. 10 of the OBCI Handbook attached.) The district focus area (FA) work teams meet regularly to study relevant data and make adjustments in the plans when deemed necessary. Each FA work team reports out as formative data is collected and analyzed at district level meetings which includes school representation (principals, assistant principals, teaching and learning specialists, technology instructional coaches, SPED instructional specialists, media specialists, counselors, SPED leadership, PBIS Leaders, etc.) to share current progress and gather input. Coordination is also closely monitored during each school level performance visit which occurs three times per year.

Additionally, Camden County Schools has assigned a representative to serve on the Camden Family Connection Executive Board. Camden Family Connection is a community planning agency in Camden County focused on improving the lives of families and children in our community. Camden Family Connection is the county designated Family Connection Collaborative. This collaborative group is represented by Camden House, Camden Health Department, Family Matters/Suicide Coalition, City of Kingsland, Camden County Sheriff's Department, Department of Family and Children Services, etc. and meets monthly to discuss community/school needs. This collaborative often seeks other funding to meet the needs of Camden's students and families.

Lastly, system leaders also meet with external agencies such as Head Start and Babies Can't Wait to support future students who may need services in the community to ensure a smooth transition to school.

Title V Part B funds will supplement programs and activities focused upon remediation and social-emotional needs.

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

Describe how the Intent and Purpose for each consolidated funding source will be met by the school.	
Program	Intent and Purpose Statement
Title I, Part A	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.)

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

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

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

1.20.2019

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

<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

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

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

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

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

<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Career and technical education (CTAE) programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Academic Parent-Teacher Teams (APTT)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Childcare/transportation for Parent, Family, and Community classes/programs/events	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Transition programs for Pre-K	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA

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

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

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

5. Professional Qualifications

- Part 1 –For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification - Yes or No? [ESSA Sec. 1112(e)(1)(B)(ii)]

Yes

- 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 is waived for all teachers except Special Education teachers.

- 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)]

- Bachelor’s Degree; or,
- Two years of field experience or Bachelor’s Degree for CTAE candidates
- 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;

For FY18, Camden County Schools graduation rate for students with IEP's was 82.8%. The drop out rate was at 1.1%. Initiatives implemented to address graduation are student participation in the ASPIRE program, transition planning, working with vocational rehab, and providing professional learning opportunities.

Camden County Schools will increase the number of students participating in the ASPIRE program. 100% of Special Education Teachers will be trained and committed to implementing a student led IEP with 5 students by the end of the FY20 school year. ASPIRE training will be provided to Special Education Teachers and parents during the fall semester with survey data providing the evidence of implementation.

Camden County Schools will decrease the number of unengaged and wait-listed students with disabilities post-graduation. Recommendations for vocational rehabilitation services will be made for students at the age of 16 and Teachers of Record will increase parent contacts to graduates. The District GVRA contact will utilize a log to keep track of referrals. Teachers of Record will provide evidence of contact to graduates by keeping a log of parent contacts.

Camden County Schools will increase the instructional effectiveness by providing research-based strategy professional learning. To improve outcomes for students with disabilities, training will be provided to staff on highly impactful strategies utilizing GLRS services, the LFS modules, and Hattie's

resources. Walk-thru data, and students grades and performance will be reviewed. A plan of action will be developed to address barriers. Between training dates will be collaborative sessions held in order to discuss student performance and possible necessary adjustments to instructional approaches.

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

Camden County Schools will maintain 100% placement of eligible young children by parents or other agencies prior to age 3 and have an IEP implemented by the third birthday. An assigned School Psychologist will participate in "Babies Can't Wait" transition meetings to ensure a special education evaluation, eligibility, and IEP are in place by the child's third birthday.

Transition Activities:

1. The assigned school psychologist (Angela A. Rios) coordinates and organizes monthly meetings with the BCW program's Family Service Coordinator (Phyllis Dunham) to provide transition service meetings for students who will be transitioning from Part C to Part B programs. Additional meetings are held outside of the monthly meeting to accommodate families as necessary.
2. In the transition meeting, the continuum of special education services, parent rights, and the transition process are explained.
3. In the transition meeting, a developmental evaluation is scheduled at the convenience of the parent.
4. Prior to the evaluation appointment, appointment letters and requests for missing referral documents are sent to the parent.
5. After the developmental evaluation is complete, the school psychologist sends referral information to other practitioners so that any other evaluations can be completed (speech/language/ ot/pt).
6. The school psychologist organizes the eligibility determination and IEP placement meetings prior to the students third birthday.
7. Services are provided depending on the needs of the student. Special education students may receive those services in a variety of placement options, as determined by the child's IEP Team and participation by other agencies, such as, but not limited to:

(a) Regular Early Childhood Setting;

Head Start Programs

Georgia Pre-K Classes

Community Child Care Centers

Private Preschools

(b) Separate Early Childhood Special Education Setting;

(c) Day School;

(d) Residential Facility;

(e) Service Provider Location; or

(f) Home

To identify preschool children ages 3-5 suspected as having disabilities, Camden County Schools Pre-Kindergarten students will participate in Response to Intervention as part of Camden County Schools. Screening and evaluations will be provided for any child parentally-placed in a private school or receiving home school who is suspected of having a disability.

Child Find Process:

1. Referrals are accepted from any parent of a preschool aged (ages 2 and 1/2 to 5) student who has reason to suspect that their child may have a disability.
2. Referral packets are disseminated annually to all providers within the geographic confines of Camden County, GA, including private schools, child care centers, head start, etc.
3. Referral Information is placed on the Camden County Schools website at http://www.camden.k12.ga.us/departments/special_education/special_education_forms
4. Universal screenings are completed in all public and private classrooms who provide pre-kindergarten services in Camden County by an assigned Camden County Schools SLP.

5. Universal screening is completed through a locally developed speech and language screening. Students who are unsuccessful on parts of the screening are identified as needed interventions.
6. The student's parent completes the ASQ (Ages and Stages Questionnaire) for all students who failed a portion of the speech/language screener in order to rule out other developmental concerns.
7. Individual interventions and data collection sheets are provided to the student's teacher.
8. The SLP serves as a trainer for any staff unfamiliar with this process.
9. Students who are identified as having difficulties in other developmental areas are provided with interventions by the itinerant special education teacher (Deanna Blount). The itinerant special education teacher provides assistance and training as necessary to the regular education teacher.
10. Students are rescreened if necessary using the PLS-5 screener.
11. Students who are identified as having only articulation or language concerns (passed all areas of the ASQ and the teacher indicates no other concerns) and who have not been successful with the interventions provided, are given a comprehensive speech and language evaluation.
12. Students who are identified as having developmental concerns (did not pass all areas of the ASQ or the teacher indicates other concerns) are given a comprehensive psychological evaluation and a speech and language evaluation, if necessary.
13. The SLP coordinates the eligibility and placement meetings for students who pass the developmental screening.
14. The School Psychologist coordinates the eligibility and placement meetings for students who did not pass the developmental screening.

Services Provided:

1. Camden County supports a full continuum of special education services, including itinerant services in the community (special education teachers, SLPs, OT, PT), community speech and language services, and self-contained preschool special education services.
2. Services are provided depending on the needs of the student. Special education students may receive those services in a variety of placement options, as determined by the child's IEP Team and participation by other agencies, such as, but not limited to:
 - (a) Regular Early Childhood Setting;
Head Start Programs
Georgia Pre-K Classes
Community Child Care Centers
Private Preschools
 - (b) Separate Early Childhood Special Education Setting;
 - (c) Day School;
 - (d) Residential Facility;
 - (e) Service Provider Location; or
 - (f) Home

District Training:

Annual staff member training is held in prior to each new school year in order to make all new staff familiar with the referral process and in order to make any changes needed.

Community Coordination and Training:

1. All child care centers, private schools, and other organizations within the geographic confines of Camden County receive updated screening and referral information annually via email and US mail.
2. Community partners are provided with training as necessary. Individual assistance is provided by SLP's, OT, PT, and Special Education Teacher as needed.
3. Current training is scheduled for July with Head Start Staff
4. Interventions may be provided SLP or Special Education Teacher prior to completion of the referral process if requested by the child's parent.

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

Camden County Schools will educate students with disabilities to the maximum extent possible in the general education classroom with appropriate supports and accommodations. Ongoing Co-Teaching professional learning will be provided for new and veteran staff. Data analysis will be utilized to determine areas of weakness for students with disabilities support.

Teachers receive Special Education Handbook training yearly which included initial placement and reevaluation procedures. After the IEP Team has reviewed all required information and developed an IEP, it must make the decision as to where services need to be delivered to enable the student to receive a free appropriate public education in the least restrictive environment. Placement decisions shall start with the expectation that services will be provided in the general education setting and shall be made on a subject by subject basis. The placement decision shall be fully supported by the present levels of academic achievement and functional performance and the level of supports and accommodations/modifications the student requires to access the curriculum. Continuum services options for all students with disabilities include:

Consultative
Co-Teaching
Collaboration
Supportive Services
Separate Class
Separate School
Home Instruction
Hospital/Homebound
Related Services

If the Student Supports page of the IEP section VI contains updates or changes, our process for updating IEP team members must occur as follows:

1. A paper copy of the Student Supports page from the IEP Section VI will be distributed to the IEP team members immediately following the IEP meeting where the changes were made.
2. The Receipt of Accommodations Verification will also be completed by the special education teacher of record and signed by the IEP team member receiving the updated accommodations.
3. The special education teacher of record will maintain the Receipt of Accommodations Verification in his/her records.

Additionally, if a student has a schedule change, the special education teacher of record will be responsible for ensuring the students new teachers receives a copy of the students accommodations and signs that they've received them.

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

Camden County Schools will monitor compliance regularly and adjust local procedures as needed. Noncompliance will be corrected immediately. Professional Learning will continue to be provided for Special Education Teachers to comply with reporting requirements.