



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



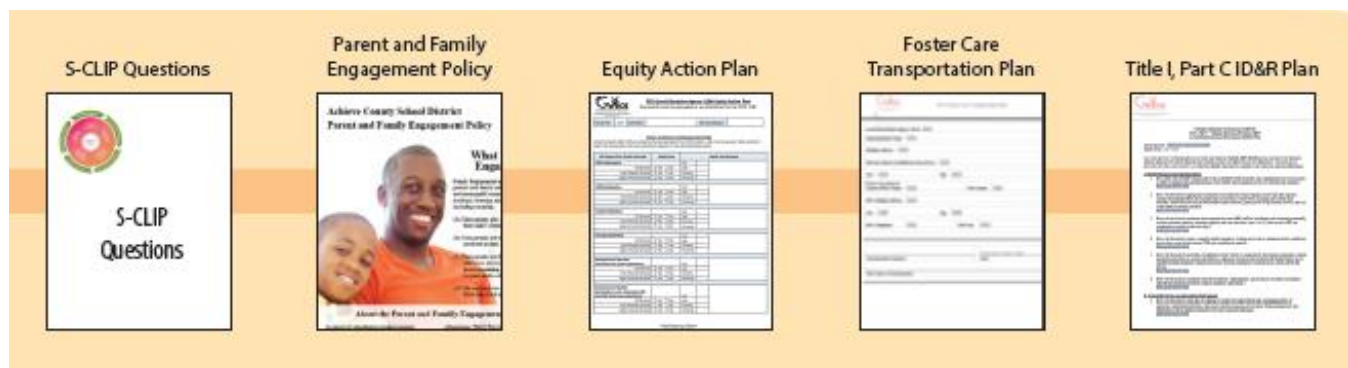
DISTRICT NAME: Foothills Regional High School

DISTRICT TEAM LEAD: Lynn Howard

FY24 DISTRICT PLAN

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

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



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

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

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

Foothills Regional High School (FRHS) has an intensive school improvement process when developing and updating the Strategic Plan. Foothills Education Charter High School developed a six-year Strategic Plan last year which aligned with our Cognia Accreditation Review. FRHS will continue with the Strategic Plan developed last year as the work of Foothills is about student achievement. The strategic plan was developed in collaboration with the Governance Team/Board, various committees, to include both staff and parents. Foothills Vision has not changed we strive to be an accessible high-quality high school option that is flexible and responsive to the needs of the People of Georgia and its communities. Our mission is to be a community and state resource for students who want to earn a high school diploma in order to be successful in post-secondary and career options. Foothills school improvement process includes

multiple meetings and opportunities for input (with regional office directors, site principals, school staff, families, students and community) throughout the year. During these meetings, stakeholders are engaged in the school improvement process. Annually we engage in a comprehensive needs assessment where all stakeholders delve into data to prioritize needs and set goals ensuring that the needs of all subgroups of students including economically disadvantaged, English learners, migratory, homeless, foster care, immigrant and special education students are being addressed.

Involvement process: Regional Directors meet bi-weekly for progress monitoring of the strategic plan, assessing continuous improvement and implementing programs as needed. These meetings are authentic and all leaders have an opportunity to provide open, honest feedback about sites and school improvement initiatives. Quarterly all leaders meet with the district leaders for problem-solving, sharing of best practices, and discussing current progress.

Each Site will develop annually a Site Improvement Plan (SIP) which is aligned to the District/School Improvement Plan Goals. Each site will have SMART goals with action steps which are unique to the needs of the students and community that site serves. The Site Improvement Plan (SIP) Team will meet quarterly with regional director teams to assess progress toward meeting goals. All sites will meet monthly to assess the progress of all subgroups which include economically disadvantaged, English learners, migratory, homeless, foster care, immigrant and special education students.

Students have voice at Foothills through the Student leadership program. Developed to build the capacity of our students to be leaders, ambassadors of Foothills and provide invaluable input on their educational needs.

Foothills has a "Friends of Foothills" group where information is shared and input gathered from community members. Foothills has a Family Advisory Council which meets quarterly to gather input from parents as well as provide parents with information about Foothills. The first of these meetings is held in the fall and is more of an informational meeting to share data about our school and provide them with information about the school direction of meeting our goals. The second meeting is generally a meeting where we share data about the progress of the school, usually highlight a program at Foothills to ensure that our families and parents are informed. Third meeting is usually in the spring and is an input meeting, where we share data and gather input from our families about the direction of Foothills. Our fourth and final meeting of the year usually involves the School Superintendent sharing the yearly progress and answering any questions or concerns of the families to help inform our school improvement plan.

Regional level directors often engage directly with our communities by attending civic club meetings regularly to provide information about our school and solicit feedback and support.

*Note : As Foothills Charter High School transitions to a State Special Completion School (Foothills Regional High School) where we will serve program students from partnering LEAs, we will work to engage stakeholders from those LEAs in our school improvement process.

2. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) as part of its locally-developed school improvement process to address the needs of subgroups.

In addition to the stakeholder engagement process described above, data is presented in a number of ways to ensure that all stakeholders understand the strengths and needs of each subgroup. As part of the annual school improvement process, regional directors, site personnel provide feedback regarding each subgroup. All subgroups (economically disadvantaged, English learners, migratory, immigrant, homeless, foster care, and special education students) have a

regional level personnel to provide input on the subgroup progress at each of the bi-weekly regional meetings. To further identify areas of need, the cognia survey was sent out to staff, parents and families specifically asking questions in regard to the academic performance of the each subgroup. Additional information regarding subgroup needs is gathered through the DOE IDEA Parent Survey, focus gorups and internal data collection methods. During the annual Improvement Planning meeting in the summer the data from each subgroup is analyzed along with internal achievement data, EOC data, attendance data, and other relevant data.

FRHS will receive School Improvement funds which will be used to fund contracted employees to serve as Site Improvement facilitators. The SIP Facilitators will assist the SIP team with accessing and understanding the data used to monitor Site Improvement Plans.

*Note : As Foothills Charter High School transitions to a State Special Completion School (Foothills Regional High School) where we will serve program students from partnering LEAs, we will work to engage stakeholders from those LEAs in our school improvement process.

3. Describe how the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the state's ESSA plan for continuous improvement within the:
- Problem solving process: identify needs, select evidence-based interventions, plan implementation, implement plan, and examine progress
 - Georgia Systems of Continuous Improvement: coherent instruction, professional capacity, supportive learning environment, family & community engagement, and effective leadership.

Response options (choose one or more):

☐ *Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving; or*

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

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

The problem solving process for Foothills Regional High School begins with annually conducting a comprehensive needs assessment with stakeholder input. Data from multiple sources and across years are considered and analyzed. Data analyzed includes Milestones achievement data, Lexile Levels, ACCESS data for English Learners, achievement results for migrant students compared to non-migrant peers, discipline data to include specific subgroups if applicable, climate surveys, equity data, results of classroom observations, staff needs assessment survey results, parent survey results, special education parent survey results, credits earned by site, attendance by site, and graduates by site and district.

Once the data is analyzed, common threads, trends patterns are identified and discussed via narrative and in focus groups at the annual strategic planning retreat. After identifying common threads, a root cause analysis is conducted to drill down to the "why" of each identified issue. Finally, pulling together the data analysis, common threads and root causes, a list of prioritized needs for each site and/or the district is generated and aligned to the District/School goals.

Using the prioritized needs, the District/School goals are updated with required stakeholder input as outlined in the questions one and two above. Each site annually develops site specific SMART goals aligned to the District/School Plan goals and action plans that include interventions, along with responsible personnel and timeline for implementation. Interventions are selected and the schoolwide plan (District Improvement Plan) is updated with required stakeholder input as described in the questions above. Additionally, each site develops a site specific improvement plan which

aligns with Foothills District improvement Plan and, ultimately, the Strategic Plan.

The site improvement plans include SMART goals and actions to address identified prioritized needs along with responsible personnel and timelines for implementation. The Site action plans are revisited during regularly scheduled impact checks with a specific emphasis on progress toward meeting SMART goals. Site Improvement Facilitators meet regularly to review data and present information back to their home site and the curriculum teams in order to inform curriculum revisions and interventions. This team also ensures data is accurately reported at the local and state level. Finally, summative end-of-year data is analyzed to determine progress toward SMART goals in the site plans and aligned to the District/School goals. Cyclically, the process starts over for the upcoming year.

Foothills Strategic plan keeps the school district focused on and drives continuous improvement. It is our foundational document that links our vision, mission, and core beliefs to our goals, performance objectives, operational management and our site improvement plans. Our beliefs are based on four pillars which align with Georgia's System of Continuous Improvement

Four Pillars of the Strategic Plan :: Georgia's System of Continuous Improvement

College and Career Readiness :: Coherent Instruction and Professional Capacity

Supportive Culture:: Supportive Learning Environment

Organizational Effectiveness:: Effective leadership and Professional Capacity

Community Collaboration:: Family & Community Engagement

Foothills starts with the whole child in mind. The very nature of Foothills is to meet the student where they are and to provide them an opportunity to be successful to be college and career ready. Foothills uses the needs assessment process described above to ensure that we have a coherent instructional framework, students have a supportive learning environment, families and the community are engaged, staff has the professional capacity and we have effective leaders at each site and level.

Foothills supports the career growth and training of leaders. Many Foothills Site Leaders are part-time employees that are teacher-leaders in their full-time positions. These leaders are supported by regional staff through site visits from curriculum and student services staff, quarterly school improvement meetings that are facilitated by School Improvement Specialists, and quarterly leadership meetings for all leaders led by the Regional Team. Weekly updates and regular updates on student data are also sent out by all regional staff, which are then shared with each staff member at each site through Faculty meetings. Staff capacity is built through the monthly faculty meetings as well as job alike meeting opportunities throughout the year. Foothills Leaders attend professional conferences such as the Georgia Association of Educational Leaders and others provided by GaDOE and are also provided flexibility to prioritize their participation in training, including leadership training, provided by their full-time districts. Annually, all Foothills Leaders are provided the opportunity to attend the school improvement and leadership planning meetings where leaders collaborate on school and site improvement.

*Note : As Foothills Charter High School transitions to a State Special Completion School (Foothills Regional High School) where we will serve program students from partnering LEAs, we will work to engage stakeholders from those LEAs in our school improvement process.

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

Response options (choose one or more):

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

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

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

As part of our school improvement process, Foothills Regional High school works to identify and address the needs and achievement gaps of our lowest performing students to ensure that federally funded services for our subgroups are coordinated to support the Strategic Plan. Thus the reason we consolidate our federal funds with our local funds to better meet the needs of our all our students, SWD, economically disadvantaged, migrant, EL, foster and homeless students.

The progress and effectiveness of the interventions and strategies identified in the Site Improvement Plans are reviewed monthly with student services team to review the impact on the each individual learner and quarterly with regional personnel to review the progress toward the goals and modify action steps if needed. If trends or concerns are identified, they are shared with the curriculum and instruction teams, who then identify possible modifications that could be put into place to address the area of concern. This multi tiered review cycle allows for just in time adjustments to address the achievement gaps between subgroups and each individual learner as well as the school as a whole.

Student data is reviewed monthly with the SIP Facilitators, data includes unit completion, course completion, credits earned, time spent on task, EOC score results, attendance and students are identified who are not making adequate progress and who are in need of additional intervention or remediation.

*Note: As Foothills Charter High School transitions to a State Special Completion School (Foothills Regional High School) where we will serve program students from partnering LEAs, we will work together with those LEAs to identify and address the needs and achievement gaps of low performing program students. We will work together with those local LEAs and the GaDOE to determine how supplemental federally-funded services for ED, EL, migratory, homeless, Foster Care, SWD and N&D should be coordinated between the partnering LEAs and Foothills Regional High School.

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.*

Coordination of services is accomplished through flexibility that is provided by the transferring of Title II, Part A and Title IV, Part A into Title I, Part A and consolidation of federal, state, and local funds. The Regional Director for Special Education, Migrant Education Program Coordinator, ESOL and Title III Coordinator, Gifted Education Coordinator, and Homeless/Foster Care Liaison monitor enrollment of students who qualify for those programs and ensure that students receive needed services and support in collaboration with regional leaders and site administrators.

All students have access to support personnel, counselors, career specialists, tutors, and social workers. Every student is also assigned a mentor.

Foothills has been designated as a Comprehensive Support and Improvement (CSI) school and uses those funds for Site Improvement Facilitators that analyze data and collaborate to customize instruction to ensure students graduate on time. NEGA RESA has appointed a school improvement specialist to Foothills to support the SIP process at no cost to Foothills. This employee monitors SIP protocols for all sites and provides feedback on plan development and SIP meetings.

There is continuous communication during Curriculum and Instruction meetings, regional meetings, data team meetings, curriculum team meetings, and impact checks to determine progress on site improvement plans. Each month all partner superintendents, site directors and data team members receive reports of data points regarding student performance (enrollment, school of origin, performance on EOC, attendance, program category, graduation and more), sites monitor data down to the individual student level. Students who are not making progress are placed on the "hot lists" and efforts are made to connect with the student, identify issues preventing progress, and work with the student to remove barriers. Much like the data/curriculum team cycle, sites monitor data monthly to determine if their efforts are having a positive effect on attendance, performance, etc.. Teams discuss what is and isn't working and plan accordingly. Special Education Case Managers are part of this team. They follow the progress of the students on their caseload and ensure that students receive the necessary support and interventions to ensure student success.

Due to the change in charter status to State Special Completion School, Foothills will have a huge budget cut in FY24. With this cut Foothills had to eliminate three strategic positions (two superintendents and one middle school principal) that mentored our site directors for the last two years.

*Note : As Foothills Charter High School transitions to a State Special Completion School (Foothills Regional High School) where we will serve program students from partnering LEAs, WE will work together with those LEAs to ensure ongoing and continuous coordination of services and support for all students served across federal programs.

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

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

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

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

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

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

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

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

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

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

<input type="checkbox"/> Curriculum for additional interventions	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Professional development to teach curriculum with fidelity	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Supplemental curriculum	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Multi-Tiered System of Supports (MTSS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Progress monitoring	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Mid-year review process with each school	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Online programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Blended learning	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Data and evaluation team	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Early warning systems	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> College and career readiness preparation	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Full-day kindergarten	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Instructional materials	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Extended instructional time during the school year	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Instructional interventionist	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

1.26.2023

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

<input type="checkbox"/> Behavior specialist	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Instructional coaches	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Supplemental tutoring	<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 IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input 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 IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Summer school	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Job-embedded professional learning	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Dual-concurrent enrollment programs/courses	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title 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"/> Career and technical education programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Supplemental curriculum and instructional materials/personnel	<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 IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Interventions and Support for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Extended Learning Opportunities	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Technology	<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 IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Connectedness and Well-being/Programming	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title 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 Based Field Trips	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title 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 IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA

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

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

<input type="checkbox"/> Non-academic support (socioeconomic/emotional/cultural)	<input type="checkbox"/> Title IA <input type="checkbox"/> 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 IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
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<input type="checkbox"/> Dropout prevention and student re-engagement	<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 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"/> 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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Family literacy	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> College and career awareness preparation	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Services to facilitate transition from preschool	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Support for children and youth experiencing homelessness	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Classes for parents and families (e.g., ESL, GED, citizenship, parenting, etc.)	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Internet safety	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Community liaison	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Parent liaison/family engagement coordinator	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Welcome center/community school centers	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Child care for parent engagement events	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Back-to-school kick-off	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> PD for family engagement liaisons	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Homeless liaison	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input 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 IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Academic Parent-Teacher Teams (APTT)	<input type="checkbox"/> Title IA <input type="checkbox"/> 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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless
<input type="checkbox"/> Interventions and Supports for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Childcare/transportation for Parent, Family, and Community classes/programs/events	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Transition programs for Pre-K	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA

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

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

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

1.26.2023

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

5. Professional Qualifications

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

☒ Yes ☐ No

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

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

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

Foothills Regional High School waives certification for all teachers except Special Education Service areas in alignment with a student's IEP.

- Part 3 - If the LEA waives certification, state the minimum qualifications required for employment of teachers for whom certification is waived (example: bachelor's degree, content assessment, coursework, field experience, etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]

For teachers employed with Foothills Regional High School whose certification is waived, the minimum requirements are that each educator shall hold a clearance certificate.

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

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

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

Include:

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

Student data such as unit completion, course completion, amount of time spent on units, EOC scores, and attendance is shared during monthly special education team meetings and Site Improvement meetings (SIP) to help identify students who are not making adequate progress. Teachers, case managers, and mentors also provide information regarding students' social and emotional needs. Identified students will then receive direct or small group assistance and specially designed instruction based on their individual needs as indicated in their IEP and on the special education student service logs. Parents are contacted on a regular basis by the Foothills' Mentor and/or special education case manager to discuss any barriers related to attendance or course completion. As well, parents receive IEP Progress Reports every 9 weeks where feedback toward student IEP goals is provided. Foothills Regional High School addresses post school outcomes through the same general education activities such as career and college visits/fairs. In addition to those addressed by counselors and mentors, special education case managers and additional agencies such as Georgia Vocational Rehabilitation Agency (GVRA) are also available to help our students with disabilities. Each student with a disability has a Transition Service Plan within the IEP that is reviewed throughout the year as students work towards completing transition goals and activities to help prepare for life after graduation. Transition plans are

reviewed by Foothills Regional High School special education coordinators during monthly site visits and documentation logs from each visit are submitted to the Special Education Director for review following each site visit. Technical assistance is provided individually by Special Education Department Heads and Special Education Regional Coordinators as needed. Staff who require more technical assistance are identified based upon site visits, paperwork review, observations, and input from site directors. More frequent (weekly or bi-weekly) site visits are scheduled if further assistance is needed. Special education case managers utilize You Science to identify strengths, weaknesses, and possible future career options. At Foothills Regional High School, students with disabilities have access to online software programs where he or she can participate in career exploration through a virtual setting. Georgia Vocational Rehabilitation Agency (GVRA) services are available as another post-secondary transition resource for students who need further assistance. Each Foothills Regional High School site also has a list of community resources to help students with disabilities as they transition from high school to post secondary education or to the workforce. The special education regional team, including the Special Education Director, hosts quarterly special education lead teacher meetings each year to provide professional learning and an ongoing review of SWD performance at their site. The regional special education teachers, including the Special Education Director also run a professional learning series each year that special education staff members are encouraged to attend as part of their professional learning goal for the year. During this time technical assistance is provided and topics are selected based upon survey results from special education staff and transition planning has been one of the professional learning sessions for several years.

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

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

Include:

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

Foothills Regional High School does not serve students 3-5 years of age.

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

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

Include:

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

Foothills Regional High School provides yearly training for all staff on IEP/eligibility procedures and instructional practices through professional learning opportunities. Special education staff attend a Summer Special Education Regional Training. A back to school meeting hosted by the Special Education Director, Special Education Regional Coordinators and site directors where special education policies, procedures and best practices are reviewed. Identified areas of need are also targeted throughout the year and further guidance/review is provided during the Summer Special Education Training. The Special Education Director monitors attendance of all special education professional learning activities through the review of sign-sheets collected during the events. Make-up sessions are held to ensure that all staff have received the information. During the FY 24 Summer Special Education

Training, discipline regarding students with disabilities, understanding the root cause of misbehavior, completing FBA/BIP, and positive behavior intervention strategies will be the main focus as Foothills Regional High School works hard to reduce the number of discipline referrals for students with disabilities as well as informal removals. Dr. Allison Nealy, a UGA professor for Emotional and Behavioral disorders will be the presenter. All Foothills Regional High School employees receive professional learning pertaining to FAPE, LRE, and the MTSS process at Foothills Regional High School during the August special education site meeting. All Foothills Regional High School staff have access to the Foothills Regional High School Special Education Procedures Manual via the Foothills Regional High School website and the Special Education Canvas Course. Special education case managers and teachers also have access to training materials and video tutorials related to special education procedures via a shared Google folder and the Special Education Canvas course. Special Education Regional Coordinators provide individual training as needed during monthly visits to all sites and for any new special education personnel. A Special Education Department Lead at each site oversees that all internal policies and procedures are adhered to on a regular basis including ensuring that all students are being served in the least restrictive environment. The Director of Special Education and Special Education Coordinators shares monthly reminders and updates through an End of the Month Compliance report to all special education department heads/case managers/special education teachers and site directors via email that provides updates on best practices and general supervision guidance as received from attending monthly webinars with the GADOE and GLRS special education Director's meetings. Foothills Regional High School contracted psychologists also provide information, guidance, transfer reviews, and materials to special education case managers related to eligibility as needed. When a student with a disability enrolls at Foothills Regional High School, services are always considered according to the least restrictive environment for the student based on the current IEP team recommendations and student needs. A continuum of service delivery models are considered for each student with a disability during all IEP meetings. Foothills Regional High School provides an online curriculum and additional interventions as needed for students with disabilities, in addition to a new curriculum program (EnCore 9-12) for students with significant cognitive disabilities who are identified to be on the alternative content standards (ACS) pathway. Special education support from special education teachers/paraprofessionals is available in all content areas as well as related services are provided (ex. Speech, Occupational Therapy, Physical Therapy) according to each IEP. Accommodations are provided for all students with disabilities according to his or her individual needs as stated on the IEP. Assistive technology is provided, both standard and individualized, according to student needs. This includes software and tools that will read aloud information to students. Teachers at Foothills Regional High School have access to student accommodations through both our Google Folder sharing and our GO-IEP platform. Teachers can also reach out to the special education department head or case manager if there are questions or if further information or assistance is needed. Students with disabilities are included in all general education activities including having a mentor to check regularly on their progress and overall well-being. Special Education Regional Coordinators and the Special Education Director provide on-site visits on a regular basis to ensure FAPE is being provided. During visits, a documentation checklist is completed as IEPs are reviewed for compliance purposes. The Foothills Regional High School Special Education Procedures Manual outlines district procedures and practices that summarize how students' needs are being met. The procedures and practices address both state and federal requirements under IDEA for students with disabilities. Special education staff are responsible for implementing the procedures and practices to ensure compliance and best practices are followed at Foothills Regional High School. The Special Education Director in collaboration with the Special Education Coordinators reviews data such as monthly special education student services log and platform usage reports to ensure proper implementation and to target areas for improvement.

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

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

Include:

- LEA procedures to address timely and accurate data submission
- LEA procedures to address correction of noncompliance (IEPs, Transition Plans)
- Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance
- Supervision and monitoring procedures that are being implemented to ensure compliance

Foothills Regional High School will continue to review data and revise policies, procedures and practices throughout the year with revisions made to the Foothills Regional High School Special Education Procedures Manual prior to the start of each school year as needed. Regular monthly meetings are held within the Regional Special Education Department Team to help ensure compliance with state and federal regulations as well as to promote consistency and communication across Foothills Regional High School. The Regional Special Education Department consists of the Special Education Regional Coordinators and the Special Education Director. This will allow for greater supervision and accuracy in compliance. The Special Education Director regularly attends monthly GLRS Directors meetings and participates in the Special Education Director Webinars with the GADOE which provide information and reminders on timely and accurate data submissions. The Special Education Director uses the calendar of submission dates provided by the GADOE as a resource to help with organization and timely submissions and reaches out to her mentor Special Education Director or District Liaison when questions arise. The Special Education Director and Special Education Regional Coordinators attend professional learning opportunities throughout the year and redelivers information through virtual meetings, monthly compliance reports, weekly email updates, and reminder emails to the site special education staff as encouraged by the GADOE and G-CASE based upon identified targeted areas for improvement. This professional learning includes updates and reminders regarding overall compliance and timely and accurate data submission. Participation documentation is maintained by the Special Education Director for in person and virtual professional learning.

The Special Education Coordinators maintain an up to date spreadsheet with special education due dates for their assigned sites and email special education case managers regularly with reminders to ensure all timelines are met. In the event that special education staff are not on track to meet compliance deadlines, the Special Education Director is notified and addresses these issues with the individual staff member. Monthly reminders and information regarding general supervision and best practices are shared via a monthly compliance report by the Special Education Coordinators. Special education staff can ask questions and receive technical assistance through a virtual platform at any time during the instructional hours.

During FY 24, we will continue educating Foothills Regional High School staff on special education laws and regulations through offering PL opportunities throughout the year. This includes IEP laws, 504 guidelines and regulations, students with disabilities discipline information (PBI/Informal Removals), and updating the special education section in the Federal Programs handbook. Through regular site visits and completing a detailed documentation log, Special Education Regional Coordinators and the Special Education Director provide supervision and monitoring of special education procedures to ensure compliance. IEPs are randomly checked during visits as well as each IEP is checked prior to completion by the site Special Education Regional Coordinator. The Foothills Regional Special Education Department works collaboratively and in a timely manner to address any correction of non-compliance that we are aware of.

7. Overarching Needs for Private Schools

In this section, summarize the identified needs for participating private schools that will be addressed with FY24 federal funds. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	State Completion High School - No participating Private schools
Title II, Part A	State Completion High School - No participating Private schools
Title III, Part A	State Completion High School - No participating Private schools
Title IV, Part A	State Completion High School - No participating Private schools
Title IV, Part B	State Completion High School - No participating Private schools
Title I, Part C	State Completion High School - No participating Private schools
IDEA 611 and 619	State Completion High School - No participating Private schools