



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



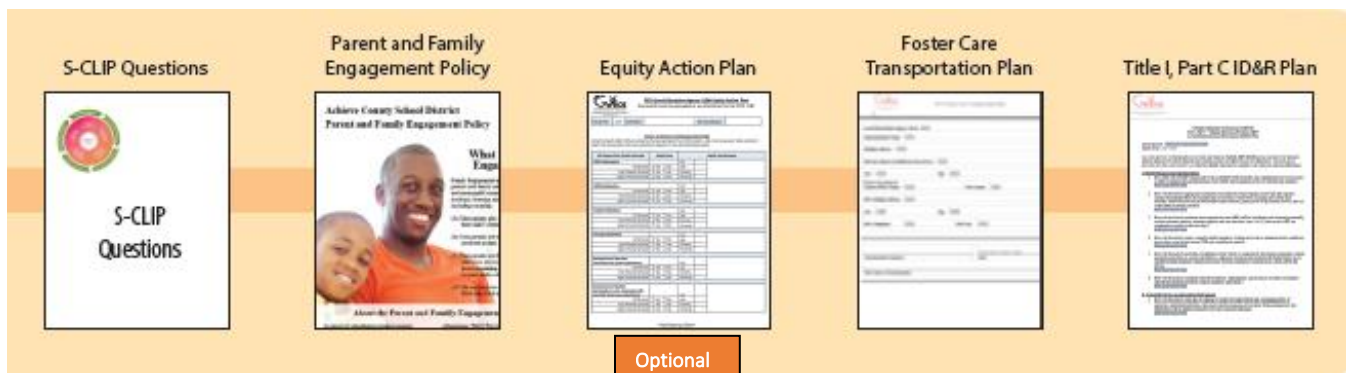
DISTRICT NAME: **Richmond County School System**

DISTRICT TEAM LEAD: **Laura Strickland**

FY26 DISTRICT PLAN

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

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



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

The following prompts include 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, and local government representatives/agencies) in planning for continuous improvement through its locally developed school improvement process and/or current strategic plan and/or charter system contract.

The Richmond County School System (RCSS) utilizes a comprehensive, inclusive, and data-informed approach to continuous improvement. This approach is fully aligned with the RCSS 2025–2030 Strategic Plan, Cognia's Strategic Thinking and Planning Framework, and the Georgia Department of Education's (GaDOE) Systems of Continuous Improvement.

Engaging a Diverse Group of Stakeholders

RCSS engaged over 100 stakeholders representing:

- Parents and families, including Title I and English Learner (EL) families

- School-based staff: teachers, paraprofessionals, principals, counselors
- District leadership, board members, and department heads
- Community-based organizations, faith leaders, and nonprofit partners
- Postsecondary institutions and local government officials
- Students (Grades 8–12)

Special efforts were made to include the EL community via interpreters, multilingual communications, and ESOL teacher-led engagement. Surveys, forums (in-person and virtual), and committee meetings ensured access and input for all stakeholders.

Guided by Cognia's Strategic Thinking and Planning Process

RCSS's stakeholder engagement follows Cognia's Four-Phase Framework:

1. Envisioning – Identified system-wide priorities through Equity Labs and SWOT analysis
2. Planning – Used root cause analysis (Fishbone Diagrams, Five Whys) to identify needs and strategies
3. Implementing – Developed district-wide initiatives grounded in stakeholder feedback
4. Evaluating – Built-in metrics, stakeholder review, and progress monitoring systems

Aligned to Georgia's Systems of Continuous Improvement

RCSS also anchors its continuous improvement model in the five focus areas of Georgia's Systems of Continuous Improvement:

GaDOE Focus Area RCSS Alignment Strategy

Coherent Instruction Aligned instructional practices through curriculum audits, assessment frameworks, and literacy initiatives across all grade levels.

RCSS integrated effective leadership development pipelines, administrator coaching, and strategic data utilization into CNAs and strategic plan priorities.

Professional Capacity Embedded PLCs, peer observations, and tiered supports for new and experienced teachers; monitored with the Learning Forward Survey.

Family and Community Engagement Robust parent engagement via School Councils, multilingual communication tools, virtual platforms, and community surveys.

Supportive Learning Environment PBIS, SEL supports, and programs like Teachers as Advisors foster student belonging and adult mentorship.

This alignment ensures that RCSS's improvement planning is not only locally responsive but also compliant with federal ESSA expectations and Georgia Department of Education (GaDOE) requirements.

Strategic Plan Integration

The District Leaders synthesized the stakeholder-driven insights were synthesized into the RCSS 2025–2030 Strategic Plan, centered on four pillars:

1. Student Achievement
2. Stakeholder Engagement & Communication
3. Talent Development
4. Safe & Secure Learning Environment

Each pillar is aligned with performance indicators and Cognia accreditation standards, and progress is reviewed annually, with input from stakeholders, to ensure relevance and continuous improvement.

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.

The Richmond County School System (RCSS) employed a comprehensive and collaborative stakeholder engagement process to inform its locally developed school improvement efforts, specifically addressing the needs of underserved subgroups such as economically disadvantaged(ED), English Learners (EL), homeless, foster care, and students with disabilities (SWD).

Stakeholder Engagement Process:

1. Inclusive Stakeholder Involvement.

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- * RCSS strategically engaged families, school and district leaders, community-based organizations, and local government agencies in its planning.
- * This engagement occurred through partnerships, memorandums of understanding(MOUs), and targeted initiatives focused on removing barriers to student success.
- 2. Community- Based Collaboration:
 - * RCSS collaborated with community organizations to analyse root causes and identify strengths, weaknesses, opportunities, and threats(SWOT analysis) impacting student achievement and well-being. For instance, issues like absenteeism prompted collaboration with the Department of Juvenile Justice to support improved student attendance.
- 3. Target Support for Subgroups:
 - * The RCSS Social Workers and the Homeless, Foster, Migrant Facilitator worked daily with the Department of Family and Children Services to support high-risk student populations.
 - * A resource manual and routine staff training supported accurate identification and referral for students experiencing homelessness.
- 4. Strategic PErsonnel and Programs:
 - * RCSS used grant funds to hire a homeless, Foster, Migrant Facilitator to work directly with families, and additional counselors for students in grades 6-12 to focus on academic, social-emotional, and wraparound services.
 - * These profeionals acted as liasisons between families, schools, and agencies, ensuring consistent, target support.
- 5. Communication and Feedback Tools:
 - * A parent questionnaire was used to gather input directly from families regarding their needs.
 - *The Lead Social Worker maintained regular communicat with DFCS to support students in foster care, ensuring ongoing alignment of services.

Alignment with Strategic Plan (2025 -20230 Strategy Map):

The engagement strategies align directly with RCSS Strategic Map, especially within:

- * Stakeholder Engagement & Communication: RCSS developed a two-way communication system and centralized communication patforms to ensure families and partners remained informed and involved.
- * Safe & Secure Learning Environment: The district prioritized student safety and emotional well-being, designed fiscally responsible support procedures, and defined clear systmes for supporting vulnerable students.
- *Student Achievement: Focused on personalized, equitable learning experiences and accountability through data-driven decisions.

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 addresses continuous improvement and problem-solving and submits 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.*

RCSS's school improvement process is designed to mirror the ESSA continuous improvement problem-solving model, with clearly defined stages supported by Cognia's framework:

1. Identify Needs:
 - * Schools begin with a comprehensive Needs Assessment using multiple data sources including academic screeners, assessment data, attendance, behavior, and subgroup performance.

* Leadership teams engage in data analysis to determine root causes of underperformance, particularly among subgroups such as ED, EL, SWDD, and foster youth.

2. Select Evidence- Based Interventions:

* Action steps are selected based on the RCSS Strategy Map goals and are cross-checked to ensure alignment with ESSA Tier I-III evidence - based strategies.

* Interventions are tied directly to strategic priorities such as enhancing student agency, personalized learning, and safe learning environments.

3. Plan Implementation:

* Schools use Cognia platform to create actionable plans that align each initiative with district-level strategic objectives, performance goals, and state/federal expectations.

* All school plans must align with the district's overarching Strategy Map, ensuring coherence across the system.

4. Implement the Plan:

Implementation is supported by district specialist, instructional facilitators, and embedded professional learning aligned with Cognia standards and the district's digital learning initiatives.

5. Examine Progress:

* RCSS uses defined monitoring checkpoints throughout the year. Schools submit progress updates to Central Office leaders, District School Improvement Specialist, and external partners like CSRA RESA and GaDOE.

* Mid-year and end of the year reviews allow for real-time adjustments to school plans and ensure accountability.

Alignment with Georgia's System of Continuous Improvement

The RCSS strategic plan- developed in partnership with Cognia - is intentionally structured to reflect all five domains of Georgia's Systems of Continuous Improvement:

1. Coherent Instruction:

* RCSS delivers high-quality, standards based instruction through the RCK12 curriculum platform, embedded with differentiated supports and literacy strategies.

* Personalized learning and 1:1 technology initiatives are embedded across all schools, supported by Instructional Technology Specialists.

2. Professional Capacity:

* Mentoring programs are provided for new teachers and leaders in response to high turnover and non certified teachers.

* All staff participate in induction-phase professional learning that includes instructional best practices and technology integration.

3. Supportive Learning Environment:

* The district focuses on both physical and emotional safety through structured initiatives in its Safe & Secure Learning Environment strategic pillar.

* Social workers, counselors, and wraparound service coordinators collaborate with DFCS and Juvenile Justice to support at-risk students.

4. Family and Community Engagement:

* RCSS will implement a districtwide communication plan, centralized platforms, and parent engagement strategies to enhance two-way communication and ensure transparency.

5. Effective Leadership

* Recognizing leadership turnover, the district prioritizes leadership development with target mentoring, monthly coaching and alignment to the district's profile of a leader framework.

RCSS's district developed school improvement process integrated into its 2025-2030 Strategic Plan and developed through collaboration with Cognia defines our model for continuous improvement.

- 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):

2.27.2025

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 the documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above.*
- ☐ *Highlight (in green) selected excerpts (as applicable) from the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above and submit with this template.*
- ☒ *Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4a.*

The Richmond County School System (RCSS) is deeply committed to equity, employing a data-informed, equity-focused approach to school improvement that aligns with both ESSA requirements and the district's 2025–2030 Strategic Plan. The district's locally developed improvement process is structured to identify, monitor, and respond to the needs of all students, particularly those in federally identified priority subgroups, including economically disadvantaged students, English Learners, migratory students, homeless youth, foster care students, students with disabilities, and neglected or delinquent youth.

At the core of the district's strategic goals are two key performance objectives:

1. Improving student content mastery and
2. Closing early learning gaps, particularly in literacy and numeracy.

Through its Comprehensive Needs Assessment (CNA) Sessions, RCSS uncovered systemic achievement gaps between classroom performance and results on state summative assessments. These gaps are most prevalent among students entering kindergarten without preschool experience and within subgroups such as students with disabilities, EL students, and children in foster care or experiencing homelessness.

To address these disparities, RCSS utilizes a multi-tiered system of support (MTSS) anchored by universal screeners and quarterly benchmark assessments. Teachers identify foundational skill gaps, provide tiered interventions during scheduled blocks, and monitor progress. Students requiring additional support are placed within the Response to Intervention (RTI) framework, where research-based strategies are applied to improve academic outcomes.

Interventions are tailored, progress is monitored, and adjustments are made based on individual needs.

Schools identified as Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) are supported by three District Improvement Specialists. These individuals work closely with CSRA RESA and the Georgia Department of Education's School Improvement personnel to assist schools with high populations of students who are English Language Learners (ELL), students with disabilities (SWD), and other underserved students. This includes customized professional learning, planning guidance, and fidelity monitoring of school improvement strategies.

To serve English Learners, RCSS deploys a team of itinerant ESOL teachers. Students are identified via the Home Language Survey, and those who qualify receive language instruction in all four domains: speaking, listening, reading, and writing. Instruction is delivered through small group pull-out sessions, in-class supports, and technology-based interventions. Supports are integrated across content areas to accelerate English language proficiency.

For migratory students, RCSS uses the Georgia Department of Education's Occupational Survey during registration. Although the population is small, identified students receive supplemental services through the GADOE Migrant Education Consortium, ensuring access to comprehensive support, instructional materials, and continuity of learning. Recognizing the impact of poverty and transience on achievement, RCSS coordinates a wide range of federally funded supplemental services:

- Economically Disadvantaged students receive tutoring, after-school programs, extended learning time, and academic support from community and faith-based volunteers.
- Homeless students are supported through coordination with shelters, transportation agencies, and community services. Tutoring and extended learning services are provided in partnership with local organizations.
- Children in foster care are monitored in partnership with the Department of Family and Children Services (DFCS). DFCS assists in securing tutoring and social-emotional support. Transportation is provided to maintain school stability.
- Students with disabilities are served through robust IEP processes, differentiated interventions, and continuous support from Psychological Services and Program Specialists.
- Neglected or delinquent youth, though not served through Title I, Part D funding in RCSS, are tracked and supported through MTSS, behavior intervention teams, and referral networks that address academic and emotional needs.

In alignment with the RCSS Strategic Plan, the district prioritizes family and community engagement as a strategic pillar. Schools maintain parental involvement policies and compacts developed with stakeholder input. Engagement activities, funded through Title I, include workshops, volunteer training sessions, and learning sessions held at community centers. Supports such as the Golden Harvest Food Bank backpack program and access to public health services ensure that students' basic needs are met, fostering their readiness to learn. Together, these components form a coordinated system of support that identifies the most vulnerable students, addresses root causes of underperformance, and aligns federal resources with local priorities. By embedding ESSA's equity goals into its strategic planning framework, RCSS ensures that no student subgroup is overlooked and that every learner has access to the support they need to thr

- 4b. From the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract, how is the LEA ensuring ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA.

Response options (choose one or more):

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

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

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

The Richmond County School System (RCSS) ensures the continuous and comprehensive coordination of services, supports, agency partnerships, and transition planning for students through the integration of its locally developed school improvement process, the 2025–2030 Strategic Plan, and federally funded programs as required under the Every Student Succeeds Act (ESSA).

Central to this coordination is the RCSS Strategy Map, which outlines a five-year vision that supports the whole child—academically, socially, emotionally, and physically. Each year, RCSS develops districtwide initiatives and action steps to advance the goals outlined in the Strategic Plan. These action steps are mirrored in School Improvement Plans and departmental work plans, which are created in collaboration with district leaders and measured using Key Performance Indicators (KPIs). This shared planning model ensures that efforts across all levels of the district are focused, aligned, and measurable.

To facilitate the coordinated implementation of federal programs, RCSS has consolidated all ESSA-funded initiatives under the Federal Programs Department. This department oversees the administration and compliance of:

- Title I, Part A (Basic Program)
- Title I, Part C (Migrant Education)
- Title I, Part D (Neglected and Delinquent)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition)
- Title IV, Part A (Student Support and Academic Enrichment)
- Title IX, Part A (McKinney-Vento Homeless Education)
- IDEA (Individuals with Disabilities Education Act – coordinated with the Special Education Department)

This structure enhances collaboration across departments and ensures that all services for students with disabilities, English Learners (ELs), homeless and foster youth, economically disadvantaged students, migratory students, and neglected/delinquent youth are comprehensive, non-duplicative, and targeted to address identified needs from the district's Comprehensive Needs Assessment (CNA).

Each subgroup receives tailored services through a network of school and community-based supports:

- EL students are identified through the Home Language Survey and assessed in the four domains of English proficiency. Instruction is delivered by itinerant ESOL teachers and supplemented with technology-based support funded by Title III. These services are aligned with content instruction and supported by Title I and the Individuals with Disabilities Education Act (IDEA), where applicable.
- Homeless and foster care students receive support from a dedicated Homeless Liaison who collaborates with shelters, DFCS, and transportation providers to ensure consistent school attendance, tutoring, and social-emotional support. These students are also immediately eligible for Title I services regardless of school designation.
- Students with disabilities benefit from IDEA-funded supports that are aligned with their Individualized Education Programs (IEPs), as well as tiered academic and behavioral interventions provided through the Response to Intervention (RTI) framework and supported by school-based Multi-Tiered System of Support (MTSS) teams.
- Neglected and delinquent students, when identified, are supported in collaboration with community agencies through re-entry transition planning aligned with Title I, Part D strategies.
- Migrant students are identified at enrollment and referred for services through the ABAC Consortium, ensuring health, academic, and support services are in place.
- Economically disadvantaged students benefit from extended learning opportunities, academic interventions, and basic needs support, which is funded through Title I and coordinated with local agencies, such as Golden Harvest Food Bank and faith-based organizations.

All RCSS departments and schools utilize the Strategy Map and CNA to coordinate these services on an annual basis. TSI and CSI schools, identified through GaDOE criteria, receive targeted technical assistance from District Improvement Specialists and are supported through Title I 1003(a) funds for evidence-based strategies. While Title II funds are not prioritized at the school level, professional learning and teacher support remain integrated districtwide and aligned to the strategic goals of talent development and instructional excellence.

By embedding federal program objectives into the district's overarching Strategic Plan, RCSS ensures that services are aligned, transitions are supported, and all students—especially those from high-need subgroups—receive the coordinated, equitable, and high-quality support necessary to succeed.

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

☐ Traditional Funding (all Federal funds budgeted separately)
☒ Fund 400 – Consolidation of Federal funds only (e.g., Consolidation of Administrative Funds)
☒ 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	will support the improvement of academic achievement for disadvantaged students through the purchase of supplemental instructional materials and resources that address identified student needs.
Title I, Part C	will support the improvement of academic achievement for disadvantaged students through the purchase of supplemental instructional materials and resources that address identified student needs.
Title I, Part D	
Title I, Part E (L4GA)	
Title II, Part A	will enhance the effectiveness of instruction by providing high-quality professional development for teachers, instructional staff, and school leaders, with the goal of increasing student achievement.
Title III, Part A, EL	will provide supplemental resources and support services for English learners and immigrant students, while also offering professional development for teachers to improve instructional strategies.
Title III, Part A, Immigrant	will provide supplemental resources and support services for English learners and immigrant students, while also offering professional development for teachers to improve instructional strategies.
Title IV, Part A	will promote students' well-being and academic enrichment through professional development, supplemental mental health services, and targeted support for displaced and economically disadvantaged students. It also support the intergration of technology to enhance teaching and learning.
Title IV, Part B	will promote students' well-being and academic enrichment through professional development, supplemental mental health services, and targeted support for displaced and economically disadvantaged students. It also support the intergration of technology to enhance teaching and learning.
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:
☐ Transfer Title II, Part A	☐ 100% ☐ Less than 100%	☐ Title IA ☐ Title IC ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ Title ID
☐ Transfer Title IV, Part A	☐ 100% ☐ Less than 100%	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title VB ☐ 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.)

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

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

2.27.2025

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

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

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

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☒ Childcare/transportation for Parent, Family, and Community classes/programs/events	☒ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☒ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Transition programs for Pre-K	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Other ELL Parent Liason/Consultant	☐ Title IA ☐ Title IC ☐ Title IIA ☒ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Other Homeless transportation, Outreach Social Worker, Success Center Administrator	☒ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☒ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement

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

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

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

☒ Leadership Development	☒ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☒ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Improvement Planning Development	☒ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☒ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☒ Title IA School Improvement
☒ Safety and Security Training	☐ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☒ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement
☒ Training for monitoring and evaluating interventions	☒ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☒ Title IA School Improvement
☒ Leadership Conference Attendance	☒ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☒ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☒ Title IA School Improvement
☒ Other Professional learning for teachers and leaders; GLSI	☒ Title IA ☐ Title IC ☒ Title IIA ☒ Title IIIA ☒ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☒ Title IA School Improvement
☒ Other Professional Learning for waivers and induction educators	☐ Title IA ☐ Title IC ☒ Title IIA ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ IDEA ☐ Homeless ☐ Title ID ☐ Title IA School Improvement

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)(iii)]
- 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)]

For all teachers (except Special Education service are in alignment with the student's IEP)

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

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

Richmond County School System acknowledges the importance of students with disabilities transitioning from 5th - 6th, 8th - 9th, 11th - Post Secondary. The district's Transition Facilitator will provide training and support to staff to ensure compliance and effectiveness in developing Transition Plans and Summary of Performance documents. Separate training modules will be offered for high- and low-incidence staff, tailored to the specific needs of their students. Training will be conducted at each school and Transition Plans will be reviewed. If revisions are needed, the Facilitator will follow up directly with the teacher. Additionally, the Transition Facilitator will collaborate with Student Services for high school cohort reviews within the district.

In addition, the district will ensure that IEP progress reports will be reviewed quarterly to include analyzing quarterly grades, discipline, attendance, and any other factors that will impede a student from being successful. After review of data, the school sites with the support of the district's special education department will be expected to provide a plan of action and interventions to support student progress. The district collaborates with community agencies, including Vocational Rehabilitation and the Georgia Department of Behavioral Health and Developmental Disabilities, to support students' transitions into the community and post-secondary opportunities. These agencies participate in IEP meetings and provide valuable resources and training for both parents and teachers. Special emphasis will be placed on conducting thorough transcript reviews for all high school students to ensure they remain on track for graduation.

To further support transition efforts, the district implements both Community-Based Instruction (CBI) and Community-Based Vocational Instruction (CBVI) programs. These initiatives expose students to various job sites in the community, helping them develop skills that promote graduation and post-secondary employability.

High school students will also participate in the High School High Tech program, which supports graduation by integrating academic instruction with career experiences. This program prepares students to meet current workforce demands and has been shown to reduce dropout rates among students with disabilities.

5th – 6th Grade

To ensure a smooth and successful move from elementary to middle school, the district will establish a coordinated transition plan for all special education students entering 6th grade. This plan addresses academic, behavioral, and social-emotional readiness while ensuring alignment with each student's IEP. The process begins in January of 5th grade. Elementary case managers review IEPs and identify students needing transition support. Families are notified early, and transition planning is incorporated into the annual IEP meeting. Both elementary and middle school special education teams participate to begin developing a middle school plan tailored to each student's needs.

By spring, each student has a transition profile that includes academic and behavioral data, effective accommodations, and support strategies. This information is shared with the receiving middle school team. Transition IEP meetings are held with input from both schools and families to update services and supports for the new setting, including changes for departmentalized instruction and social-emotional needs.

Students participate in transition visits to the middle school, including tours, classroom observations, and staff introductions. Visits are adapted as needed for students requiring more individualized support. By the end of the school year, transition documents and student records are transferred to the middle school's case manager.

At the start of 6th grade, middle school special education staff provide weekly student check-ins for the first 6–8 weeks to support adjustment. A follow-up parent meeting is held within the first 9 weeks to review progress and update supports as needed. Ongoing academic and behavioral monitoring ensures the IEP remains responsive to each student's needs.

The district supports staff through targeted training on middle school transitions, IEP implementation, and behavior strategies. Oversight is provided by the Transition Facilitator or Special Education Director, who ensures consistency, offers additional resources, and monitors implementation across schools.

District staff continue to monitor transition fidelity through checklists, site visits, and feedback. Parents and students are encouraged to provide input, which helps refine the process annually.

Optional supports such as peer buddy systems, virtual orientations, and summer bridge programs are available for students needing more individualized preparation. This transition plan ensures all students with disabilities are equipped with the tools, support, and confidence needed to succeed in middle school academically, socially, and emotionally.

8th - 9th Grade:

A smooth transition from 8th to 9th grade involves both individual preparation and collaboration during the educational process, the following criteria is required: (a) Collaborative Transition Checklist-Specific team members; Review types of services; Verification of Testing needed and Related Services (IEP Case Manager/RCSS School Designee) is responsible.

11th to 12th Grade: In order to facilitate transition from 11th to 12th grade in such a way that will improve graduation rates for students with disabilities, the following procedures will be followed: (a) meeting to be held in the beginning of Second Semester (January - March); (b) complete the Transition Checklist; (c) invite the appropriate outside agencies; (d) invite the school counselor assigned to the student; (e) consider referral for testing for postsecondary planning purposes.

12th Grade to Post-Secondary:

In an effort to improve post-secondary outcomes and to ensure that special education students are on track to meet graduation requirements, the following procedures will be required:

- In final meeting, include key personnel who will be involved with student's post-secondary goals: school counselor, outside agency (-ies) such as Vocational Rehabilitation/High School High Tech, military recruiter, etc.
- School counselor attends and provides final transcript review
- Summary of Performance (SOP): This document is required to be completed after the student's final IEP has been finalized. It summarizes a student's academic achievement and functional performance. It also provides recommendations on how to meet the students' needs and post-secondary goals.

The Special Education Director will ensure program fidelity by reviewing postsecondary survey data, monitoring district transition indicators, and holding monthly meetings with the Transition Facilitator. Success of implementation will be measured by graduation rate percentages, as well as the number of students engaged in meaningful transitional and post-secondary activities.

- 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

To support the developmental, academic, and transitional needs of children ages 3–5, our LEA implements targeted procedures and services designed to provide high-quality early intervention and preschool special education. These efforts focus on inclusive environments, collaboration with community partners, and early engagement with families.

The special education department has developed a process to transition students in and evaluate them prior to their third birthday. The department will continue to collaborate with BCW leadership to ensure service coordinators are able to schedule and assist parents with the evaluation process if the parent desires. The special education preschool department will continue to collaborate with Head Start, to improve access to screenings, and evaluations for three and four-year-old students they serve. Procedures have been developed that outline the process and practices for each member of the referral intake and evaluation team and IEP teams for initial eligibility meetings. These procedures will include a dedicated team that supports the 3–5 population, including early childhood special education teachers, speech-language pathologists, occupational and physical therapists, school psychologists, and paraprofessionals. The program is overseen by an Early Childhood Program Coordinator and supported by transition coordinators who ensure smooth movement from Part C to Part B and from PreK to kindergarten.

The preschool department will continue to work with schools to support the identification and evaluation of school system-based Lottery Pre-K and Head Start collaborative programs. The preschool department will continue to use Creative Curriculum to enrich preschool instruction. The preschool special education department will continue monthly training and support meetings throughout the year. The preschool team has also initiated a weekly coaching session by making themselves available by virtual means for teachers to access. The purpose of all these meetings is to continue to develop preschool settings for children with more significant needs that are developmentally appropriate and deliver evidence-based strategies with fidelity. Community-based teachers will also provide on-site coaching and support to community-based programs which serve our special needs preschoolers, such as childcare facilities, faith-based programs, and Head Start.

Our child find process ensures the timely identification and evaluation of young children with suspected developmental delays. Referrals are accepted from families, daycares, pediatricians, Head Start, Babies Can't Wait (Part C), and other community agencies. Upon referral, our LEA schedules a screening and, if needed, a full evaluation to determine eligibility for special education services. Eligibility meetings and Individualized Education Programs (IEPs) are developed promptly in collaboration with families, ensuring services begin as early as possible, in compliance with IDEA timelines. Transition procedures from Part C to Part B begin at age 2.6 to ensure continuity of services by age 3.

Finally, parent involvement is a vital part of our early childhood services, and our district offers multiple opportunities for families to stay informed, engaged, and supported throughout their child's early learning journey. Throughout the year, we will host quarterly parent workshops focused on key topics such as developmental milestones, school readiness, and positive behavior strategies. These sessions are designed to equip families with practical tools they can use at home to support their children's growth.

As children prepare to transition into kindergarten, we will offer Transition-to-Kindergarten orientation sessions to help families understand what to expect, including classroom routines, academic expectations, and how services will continue in the new setting. For families receiving home-based or itinerant services, we provide individualized coaching sessions to offer personalized guidance tailored to each child's unique needs and learning environment.

- 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

The Richmond County School System has implemented a comprehensive, multi-tiered approach to ensure that students with disabilities receive the support and services necessary to succeed in the least restrictive environment.

This school year we will implement a basic approach to emphasize the importance of developing high-quality Individualized Education Programs and to build teacher capacity in all aspects of the IEP process. Throughout the year, teachers will receive targeted professional development on key IEP components such as the Present Level of Academic Achievement and Functional Performance, goal writing, and special factors. At the district level, Program Specialists and school-based Special Education Administrators will be trained on how to develop legally defensible eligibility reports. They will serve as LEAs (Local Education Agencies) in the schools and are available to provide ongoing, needs-based support and training. Additionally, low-incidence program teachers and Special Education Department Chairs will meet monthly to discuss instruction, data collection, and service provision through community partnerships.

Ensuring students are educated in the Least Restrictive Environment (LRE) is a top priority. The Special Education Director and Coordinators provide ongoing guidance to Program Specialists during staff meetings. These specialists, in turn, lead IEP teams in making informed, data-driven decisions regarding placement. Before recommending more restrictive environments, teams are expected to consider all available resources and interventions. When more restrictive settings are necessary, proper documentation is required to validate the change in placement. These protocols are communicated to Program Specialists, who redeliver information to staff at each school to ensure consistency and compliance. This continuum of services will also ensure that each school team will work towards maximizing FTE funding through its calculated weighted levels.

To meet the diverse needs of our students, Richmond County offers a full continuum of special education services. These include consultation, co-teaching, collaborative instruction, support from special education paraprofessionals, and a variety of separate class settings. School-based observations and walkthroughs will be conducted to monitor the implementation of all instructional supports and strategies.

For students whose needs cannot be met in the school setting, we also provide home-based instruction and services. This continuum of service options allows teams to individualize placement and support while prioritizing access to the general education curriculum. To ensure that general education teachers are equipped to support students with disabilities, we provide them with copies of each student's accommodations, modifications, and Behavior Intervention Plans (BIPs) at the beginning of the school year. Updates are shared throughout the year as IEPs are revised. Teachers sign to confirm receipt and have access to the students' IEPs through the GO IEP platform. They are also invited to participate in IEP meetings, where their input is encouraged in the development of accommodations and modifications to support student success.

FAPE is further ensured through systematic supervision and monitoring. The Special Education Director conducts weekly meetings with Coordinators and Program Specialists to provide training and review critical data on academic performance, attendance, behavior, and disproportionality. Administrators participate in monthly sessions that focus on effective practices for supervising and supporting students with disabilities. Schools with high rates of in-school and out-of-school suspensions receive targeted support, including coaching, professional development, and direct intervention from behavior specialists and external partners such as GLRS and RESA.

Finally, ongoing collaboration between the Special Education Director, Assistant Superintendent, and other stakeholders ensures that data is used to drive improvement and that schools receive the resources they need to provide a truly free and appropriate public education for every student with a disability.

- 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

Our district takes a proactive, multi-layered approach to ensure compliance with all state and federal special education requirements. Through clear procedures, consistent monitoring, and targeted professional learning, we focus on maintaining timely and accurate data, correcting noncompliance, and supporting staff to meet legal standards.

To manage timely and accurate data submission, Program Specialists regularly monitor IEP and re-evaluation timelines using GO IEP reports. They will receive weekly updates from a Coordinator identifying upcoming due dates, which helps prevent lapses. At each IEP meeting, the IEP team will use the District's IEP agenda and summary template to complete the meeting minutes in GoIEP. This will allow the team to stay on track with meetings and ensure all areas are addressed.

When noncompliance is identified—whether related to IEPs, re-evaluations, or transition plans—it will be directly addressed with Program Specialist and Special Education Administration. Written documentation outlines expectations for corrections. In cases of repeated issues, Coordinators will involve school leadership, and teachers may be placed on a professional development plan. Ongoing professional learning is central to building staff capacity. Under our district-wide implementation theme “4 Anchors of Excellence” Special Education staff will engage in structured training throughout the year to include district staff providing personalized school-based support for IEP development, legal responsibilities, and instructional strategies. Weekly department meetings and monthly specialized sessions for coaches, department chairs, and service providers ensure ongoing training with a strong focus on compliance.

For supervision and monitoring, the Special Education Director and Coordinators conduct weekly reviews of the GO IEP dashboard and monthly spot-checks of IEPs and re-evaluation files. This system of checks and balances ensures accountability while providing staff with the guidance and resources needed to succeed. IEPs will be audited for accuracy, and transition plans are evaluated in advance to prevent compliance issues.

By combining structured monitoring, responsive correction, and meaningful professional learning, our district ensures compliance and supports high-quality educational outcomes for students with disabilities.