



Would You Clap for that CLIP?

Title II, Part A Program Specialist:

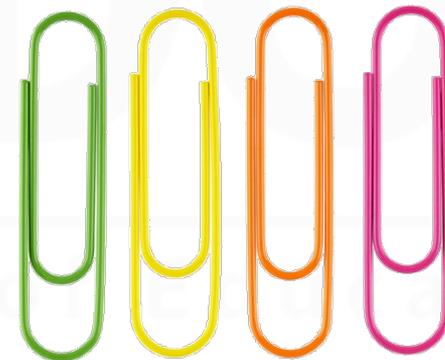
Terri Still

Title III, Part A Program Specialists:

Dely Roberts, Tammie Smith



Consolidated LEA Improvement Plan (CLIP)



“Would you Clap for that CLIP?”

Did your LEA have to revise its CLIP?
Were there some questions that were difficult to answer? GaDOE program staff highlight the questions most often returned for revisions. We will highlight the best answers and discuss what helps CLIPs get approved on the first submission.



Title II, Part A Supporting Effective Instruction

ESSA Section 2001: Purpose

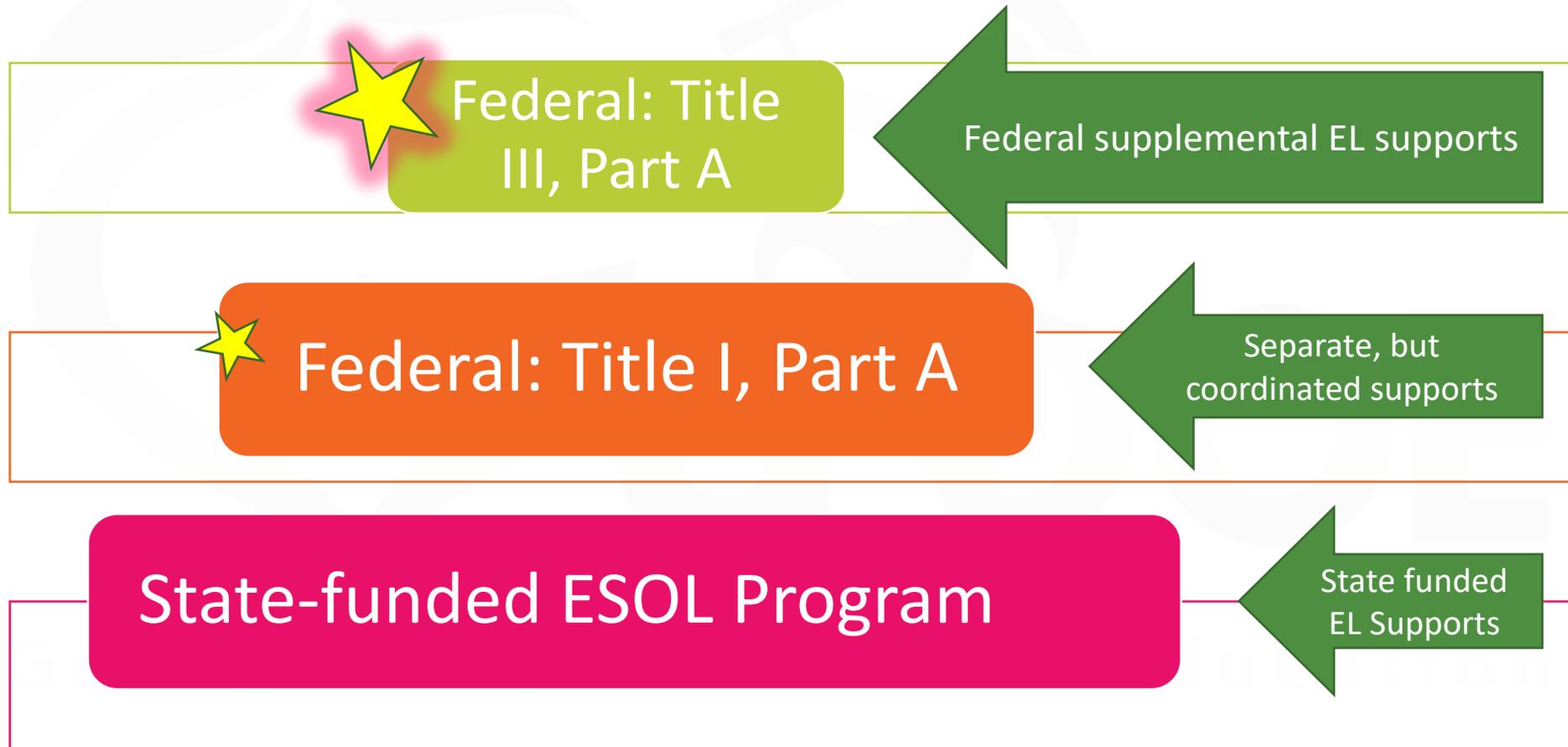


Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.doe.org

The purpose of this title is to provide grants to State educational agencies and sub-grants to local educational agencies to—

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools;
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

What is a supplemental program?



Title III, Part A Language Instruction for English Learners and Immigrant Students

ESSA Section 3102: Purpose



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

The purposes of this part are---

- 1) To help **ensure** that **English learners**, including immigrant children and youth, **attain English proficiency** and develop high levels of academic achievement in English;
- 2) To **assist** all **English learners**, including immigrant children and youth, **to achieve** at high levels in academic subjects so that all English learners meet the **same challenging State academic standards** that **all children are expected to meet**;
- 3) To **assist** teachers (including preschool teachers), **principals** and other school leaders, SEAs, LEAs, and schools in establishing, **implementing**, and sustaining **effective language instruction educational programs** designed to assist in teaching English learners, including immigrant and youth;

Title III, Part A Language Instruction for English Learners and Immigrant Students

ESSA Section 3102: Purpose



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

The purposes of this part are---

- 4) To **assist teachers** (including preschool teachers), **principals** and other school leaders, SEAs, and LEAs to provide **effective instructional programs** designed to prepare **English learners**, including immigrant children and youth, **to enter all-English instructional settings**; and
- 5) To **promote parental, family, and community participation in language instruction** educational programs for the parents, families, and communities **of English learners**.

Georgia Department of Education

STAKEHOLDERS





Richard Woods,
 Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

FY19 CLIP REVIEW CRITERIA – Section A - Planning and Preparation

Identification of Stakeholders	Criteria
Required stakeholders	All positions/roles included in the needs assessment and improvement planning process are identified to meet the requirements of participating federal programs.
Inclusive group of stakeholders with varied perspectives	The district provided a defined process of how they ensured an inclusive group of stakeholders from multiple groups provided the varied perspectives needed to complete the needs assessment and improvement planning process for its federal programs.
Meaningful feedback throughout the needs assessment process	The district provided strategies for ensuring meaningful and ongoing feedback throughout the needs assessment and improvement planning process for its federal programs.

CLIP Section A –
 Comprehensive
 Needs
 Assessment
 Required
 Stakeholders

Principals, Teachers, Paraprofessionals, Specialized Instructional Support Personnel, Other organizations with relevant and demonstrated expertise, Parent Representatives, Local DFCS Contact, Private School Officials, Students, Out-of-School Youth and/or Drop-outs, Parents of ELs

CLIP Section A – Comprehensive Needs Assessment Required Stakeholders



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Principals, Teachers, Paraprofessionals, Specialized Instructional Support Personnel, Other organizations with relevant and demonstrated expertise, Parent Representatives, Local DFCS Contact, Private School Officials, Students, Out-of-School Youth and/or Drop-outs, Parents of ELs

On-line CLIP

S-CLIP

1.2 Identification of Stakeholders

1.2.1 1.2.2 1.2.3 1.2.4

Required Stakeholders	Program	Position/Role	Name ("NA" may be used)
	Multiple Program(s)	Students (8th - 12th grade) *	Jill
	Multiple Program(s)	Private School Officials *	NA
	Migrant	Out-of-School Youth and/or Drop-outs *	NA
	Title I, Part A	Parent Representatives of Title I Students *	Kendall
	Title I, Part A - Foster Care	Local DFCS Contacts *	Krista
	Title II, Part A	Principals *	Monica
	Title II, Part A	Teachers *	Cheryl
	Title II, Part A	Paraprofessionals *	Danielle

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.

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





Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

CLIP Section A –
Comprehensive
Needs
Assessment
Required
Stakeholders

Principals, Teachers, Paraprofessionals, Specialized Instructional Support Personnel, Other organizations with relevant and demonstrated expertise, Parent Representatives, Local DFCS Contact, Private School Officials, Students, Out-of-School Youth and/or Drop-outs, Parents of ELs

1.2.1 > 1.2.2 > 1.2.3 > 1.2.4

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives? *

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process? *

CLIP Section C.3 – Required Questions

Online CLIP (DIP 3.1) and S-CLIP 4.b

Stakeholder Involvement to Improve and Coordinate Activities



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org



STAKEHOLDERS

Briefly *describe how the district sought advice from individuals and organizations* [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, *charter school leaders* (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding how best

- *to improve the district's activities to meet the purpose of Title II, Part A; and*
- *to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community.*

CLIP Section C.3 – Required Questions

Online CLIP (DIP 3.1) and S-CLIP 4.b

Stakeholder Involvement to Improve and Coordinate Activities



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

SAMPLE RESPONSE #1:

Does this response meet the criteria for approval?

The GaDOE CNA process was conducted with involvement from individuals and organizations who play a role in the education of students in XXX County. A cross section of teachers, principals, school leaders, paraprofessionals, specialized instructional personnel, charter school personnel, parents, community partners, and students participated in the CNA and also in the development of the XXX County School System Improvement Plan.

Initial work began at the district level with input from school personnel and students; continuing into the community involving parents and community members. Intentional plans are in place to ensure all of our community representatives provide input and guidance as the plan continues to evolve and adapt based on needs.



CLIP Section C.3 – Required Questions

Online CLIP (DIP 3.1) and S-CLIP 4.b

Stakeholder Involvement to Improve and Coordinate Activities



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

SAMPLE RESPONSE #2:

Does this response meet the criteria for approval?

Part 1) The district sought advice from multiple stakeholders. The district developed a five year strategic plan that was created with involvement from parents, students, community members, faith-based leaders, teachers, and school and district leaders. This plan is used as a guide for the district's overarching focus and initiatives. District and building leaders meet five times a year to collaborate as the Instructional Support Team (IST).

Continued...

CLIP Section C.3 – Required Questions

Online CLIP (DIP 3.1) and S-CLIP 4.b

Stakeholder Involvement to Improve and Coordinate Activities



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.doe.org

SAMPLE RESPONSE #2:

Does this response meet the criteria for approval?

Part 1) The Standards Assessment Inventory (SAI) was deployed for teacher feedback regarding their professional growth opportunities and needs. School and district leaders completed a SWOT analysis identifying the strengths and weaknesses. Classified and certified staff are asked for feedback regarding training they've attended. AdvancED surveys were deployed to parents, student and staff regarding culture and climate. The LEA reviews the data collected from all responses provided in developing a plan of support for the identified areas of need.

Continued...

CLIP Section C.3 – Required Questions

Online CLIP (DIP 3.1) and S-CLIP 4.b

Stakeholder Involvement to Improve and Coordinate Activities



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

SAMPLE RESPONSE #2:

Does this response meet the criteria for approval?

Part 2) The district coordinates general and federal funds in a variety of ways. We use state professional learning, IDEA, Title I, Title II, Title III, Title IV, and general funds to provide professional development to improve teachers content and pedagogical knowledge. Title II, state professional learning, and general funds give us the opportunity to provide on-site coaching to school leaders, a mentor and induction program for teachers. General and Title II funds have been used to support teacher and leader recruitment and retention. General and Title II funds are also used to hire teacher development specialists who mentor new/novice/struggling teachers and provide job-embedded professional development.

Continued...

CLIP Section C.3 – Required Questions

Online CLIP (DIP 3.1) and S-CLIP 4.b

Stakeholder Involvement to Improve and Coordinate Activities



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

SAMPLE RESPONSE #2:

Does this response meet the criteria for approval?

Part 2) These specialists work along with the district's instructional coaches who are funded through general funds. Title I funds have been used to hire Title I Academic Coaches at Title I schools to provide job-embedded professional development in the core content areas. Lastly, IDEA, Title I, Title III, and general funds are used to conduct parent and family engagement activities and to purchase instructional resources to support learning at home.



CLIP Section A – Comprehensive Needs Assessment

Needs Identification and Root Cause Analysis

Strengths and Challenges Based on Trends and Patterns



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

3.1 Strengths and Challenges Based on Trends and Patterns

3.1.1 3.1.2 3.1.3 3.1.4 3.1.5 3.1.6 3.1.7 3.1.8

Title II, Part A - Supporting Effective Instruction

Strengths *

The district and its schools have used the Equity planning process established by Title II, Part A to conduct the comprehensive needs assessment for years. The data collected from this process ensured that goals were based on the needs of all students, student subgroups, teachers, and leaders. District and Schoolwide Improvement plans, professional learning plans, effectiveness plans, Migrant Implemented aligned approach was seamless

Could your strengths and challenges be embedded in your DIP Goals? Consider making this reflective of your implementation and not a new item. Funding should focus on identified need in DIP Goal sections.

Challenges *

There continues to be a challenge with ensuring equity through preparation and training for understanding poverty.

CLIP Section A – Comprehensive Needs Assessment

Needs Identification and Root Cause Analysis

Strengths and Challenges Based on Trends and Patterns



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

3.1 Strengths and Challenges Based on Trends and Patterns

3.1.1

3.1.2

3.1.3

3.1.4

3.1.5

3.1.6

3.1.7

3.1.8

Title III - Language Instruction for English Learners and Immigrant Students

Strengths *

Each school has an EL teacher/coordinator assigned to assist students that have been identified for services and to ensure services begin within 5 days of enrollment. The district provides parent engagement activities for parents of EL students (evening events) while they are identified as ELs during the school year. District coordinators and on-going PD is provided multiple times a year at the district and school level to ensure each ELs are provided with professional learning.

FY20 Online CLIP - LEAs MUST describe any or all language instruction program challenges and strengths, regardless of whether they receive Title III, Part A subgrant or not.

Challenges *

Staff to teach EL students and social time with their grade level peers during the school year in order to address this challenge.

Consideration: LEAs could talk about ESOL and/or Title I challenges/strengths for educating English Learners

CLIP Section A – Comprehensive Needs Assessment

Needs Identification and Root Cause Analysis

Strengths and Challenges Based on Trends and Patterns



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

3.1 Strengths and Challenges Based on Trends and Patterns



3.1.1 3.1.2 3.1.3 3.1.4 3.1.5 3.1.6 3.1.7 3.1.8



Title I, Part A - Equitable Access to Effective Educators

Strengths *



A highly effective, comprehensive system for induction inclusive of mentoring, coaching, differentiated professional learning and evaluation, and tiered teacher and leader support is in place to retain effective teachers and leaders. The district provides targeted and differentiated support to leaders and PLCs based on professional learning and growth needs. Feedback from the district to staff on progress toward expectations for student achievement is shared through a variety of processes outlined previously such as Sweeps & Quarterly Reviews. PLCs are the vehicle that drive district and school improvement. CCSD operates as a collaborative learning organization. The Student Learning Cycle drives the work of the PLCs at all levels. With the implementation of the SLC and Plan, Do, Check, Act models of School and District Improvement, CCSD is able to ensure a guaranteed, viable curriculum and that all students have access to effective educators.

Challenges *



Challenges include: making sure that all staff members have buy-in and are able to implement instructional agreements with fidelity.

District
Improvement
Plan
Action Steps



Online CLIP – District Improvement Plan

District Improvement Goals – Action Steps

FY19 Evidence-based Action Step



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Goal 100% of the classroom instruction will consistently incorporate research-based strategies that will increase rigor in the classroom and improve student achievement by 3% in reading and math as measured by Georgia Milestones proficient and above.

Action Step # 5

Action Step * Establish PLCs in which teachers and leaders work together to analyze and improve research-based classroom practices

Funding Sources * Title II, Part A

Method for Monitoring Implementation and Effectiveness * Implementation-agendas, sign in sheets, tickets out the door

Types of Evidence-based Interventions			
Strong Evidence	Moderate Evidence	Promising Evidence	Demonstrates a Rationale
Supported by at least one randomized study	Supported by at least one quasi-experimental study	Supported by at least one correlational study	Supported by programs with a rationale based on high-quality research or a positive evaluation that are likely to improve student or other relevant outcomes and that are undergoing evaluation; supported by a logic model

Federal Programs Handbook - p. 116

Online CLIP – District Improvement Plan

District Improvement Goals – Action Steps

FY20 Evidence-based Indicator



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Action Step # 1

Action Step *

Enter some text here

Funding Sources * Subgroups * Systems *

Method for Monitoring Implementation Evidence Based Indicator * Position/Role Responsible *

Enter some text here Enter some text here

Evidence Based Indicator * →

- Check All
- Strong
- Moderate
- Promising
- Demonstrate a Rationale
- NA
- Other:



Online CLIP – District Improvement Plan

District Improvement Goals – Action Steps

FY20 Funding Action Steps



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

All Federal Programs	Title III
Be deliberate when selecting funding sources for an action step	Action steps should reflect the Title III law requirements of how funds are to be spent
Select only those funding sources that will actually be used to fund the action step	Coherent Instruction: Supplemental English language program(s) as required in law
Before selecting a funding source for an action step, determine if the action step is an allowable activity under the federal program 	Effective Leadership: Title III law requires that administrators are trained. Is an action step included that fulfills this requirement? What EL focused PD will be provided for administrators? Professional Capacity: Title III and/or ESOL professional development Family and Community Engagement: EL parent engagement with a Title III focus Supportive Learning Environment: Title III authorized activities

Online CLIP – District Improvement Plan

District Improvement Goals – Action Steps

FY19 Funding Action Steps – Title III Example



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Action Step # 5

Action Step *  

Use Imagine Learning to support the language acquisition needs of EL students

Funding Sources * Subgroups * Systems *

Title III, Part A English Learners Supportive Learning Environment

Method for Monitoring Implementation and Effectiveness * Position/Role Responsible * Timeline for Implementation *

Imagine Learning Reports Director of Federal Programs Yearly

Online CLIP – District Improvement Plan

District Improvement Goals – Action Steps

Monitoring: Implementation vs. Effectiveness



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org



Implementation	Effectiveness
Meeting Sign-in sheets	Monthly progress of monitoring data
Meeting Agendas	Instructional Sweeps/Walkthroughs to check implementation of PL
Lesson Plans	Benchmark progress
Instructional Coach Logs	Formative/summative assessment results
Calendar of PLCs	Classroom observations/TKES/LKES
Protocols, processes, plans	Retention/Recruitment data review
Purchase Orders	Discipline/attendance data review
Mentor/Mentee Notebooks	Mentor/Mentee Survey Results



Online CLIP – District Improvement Plan

District Improvement Goals – Action Steps

FY20 Monitoring: Implementation vs. Effectiveness



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Action Step # 1

Action Step *

Funding Sources * Subgroups * Systems *

Method for Monitoring Implementation * Method for Monitoring Effectiveness * Position/Role Responsible *

Evidence Based Indicator * Timeline for Implementation *



EQUITY ACTION PLAN



CLIP Section C.2 – District Improvement Plan

Online CLIP (DIP Goals 2.1, 2.2, etc.)

FY20 LEA Equity Action Plan



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.doe.org

Overarching Need as identified in CNA Section 3.2 * **Systemic support to schools to meet the social and emotional needs of all students and staff** ← 

Is Need # 1 also an Equity Gap? * Yes No

Equity Gap * → Discipline ISS Identify Subgroups and grade level plans ▼

Content Area(s) * ▼

Grade Level Span(s) * ▼

Subgroup(s) * ←

Equity interventions * → EI-1 Provide targeted teacher development on content, pedagogy and student s... ▼

Root Cause # 1 * → **Lack of understanding of how social and emotional needs impact academic success**

Root Cause # 2 * → **The lack of sufficient resources to address the social and emotional needs of teachers and staff**

Root Cause # 3 * → **Lack of professional development to strategically support teachers to work with students to address SEL needs**

Goal *



CLIP Section C – District Improvement Plan Online CLIP (Required Questions) Reflecting on FY19 LEA Equity Action Plan



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?

Intervention Effective – Equity Gap Eliminated

Intervention Effective – Maintain Activities/Strategies

Intervention Effective – Adjust Activities/Strategies

Intervention Not Effective – Adjust Activities/Strategies

Intervention Not Effective – Abandon Activities/Strategies

Criteria
<ul style="list-style-type: none">• The LEA establishes effectiveness of previous year LEA Equity Action Plan Equity Gap 1 and Equity Gap 2 using one of the phrases provided for each gap.• The LEA briefly addresses the effectiveness of both the implementation and interventions/strategies for Equity Gap 1 and Equity Gap 2. Responses are specific to the Equity Data Variable, Equity Intervention, Action Steps and Data Sources that were collected to determine effectiveness.

S-CLIP Attachment

FY20 Equity Action Plan Template



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org



Enable Editing
and Select
from
Dropdown

Enter a Brief
Analysis

Add rows as
needed



FY20 Local Education Agency (LEA) Equity Action Plan

Document must be uploaded as an attachment to the CLIP.

Fiscal Year	2020	LEA Name	LEA Coordinator
-------------	------	----------	-----------------

Data Profile Variable and Equity Intervention Selected for Equity Gap #1	
Data Variable	CLICK HERE TO SELECT A DATA VARIABLE FOR EQUITY GAP #1
Equity Intervention	CLICK HERE TO SELECT EQUITY INTERVENTION TO ADDRESS EQUITY GAP #1
If applicable, student achievement area of focus	CLICK HERE TO SELECT AREA OF FOCUS
If applicable, grade level spans of focus	CLICK HERE TO SELECT GRADE LEVEL SPANS
Indicate subgroup focus	CLICK HERE TO SELECT SUBGROUP
Required Analysis: Using the State Longitudinal Data System (SLDS), LEAs must briefly analyze the data variable selected for focus this fiscal year. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.	Click Here to Enter Required Analysis

Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year.
(Please add a new row for each activity).

Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #1.	Data to be collected to monitor the IMPLEMENTATION of intervention activities/strategies for Equity Gap #1.	Data to be collected to measure the EFFECTIVENESS of intervention activities/strategies in reducing Equity Gap #1.	Describe how the LEA will ALLOCATE/COORDINATE Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)

S-CLIP Attachment

FY20 Equity Action Plan Template

New Section



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org



FY20 Local Education Agency (LEA) Equity Action Plan

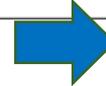
Document must be uploaded as an attachment to the CLIP.

FY19 Equity Gap #1

Reflect on FY19 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Dropdown: Select End of Year Effectiveness

Explanation:



- Intervention Effective - Equity Gap Eliminated*
- Intervention Effective - Maintain Activities/Strategies*
- Intervention Effective - Adjust Activities/Strategies*
- Intervention Not Effective - Adjust Activities/Strategies*
- Intervention Not Effective - Abandon Activities/Strategies*

FY19 Equity Gap #2

Reflect on FY19 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Dropdown: Select End of Year Effectiveness

Explanation:



CLIP REQUIRED QUESTIONS



Online CLIP Section C.3 – Required Questions

Serving Low Income and Minority Children



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Describe how the district will ensure that low-income and minority children Enrolled in Title I schools and/or programs are not served at disproportionate rates by:

- *ineffective*
- *out-of-field*
- *inexperienced teachers*

Georgia Department of Education



Online CLIP Section C.3 – Required Questions

Serving Low Income and Minority Children



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org



SAMPLE RESPONSE #3

Does this response meet the criteria for approval?

We examine all data to determine teacher effectiveness that also includes TKES evaluation outcomes, teaching experience, and out of field certification. The number of inexperienced teachers is spread across all schools. To ensure that the lowest performing schools attract the most effective teachers, we use our equity report to look for patterns and trends and work with the ESOL, IDEA, and Gifted/Remedial Education Coordinators to identify and place teachers and paraprofessionals appropriately.

CLIP Section C.3 – Required Questions

Professional Qualifications (PQ)

Online CLIP (DIP 3.1 & 2) and S-CLIP #5



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

5. Professional Qualifications

- Part 1 – State “explicitly” whether or not in the current fiscal year the LEA uses its Charter or Strategic Waiver flexibility to waive certification. [O.C.G.A. 20-2-80, 20-2-2065, ESSA Sec. 1112(e)(1)(B)(ii)]

Yes or No

- 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), or
 - for a select group of teachers (please specify content fields and grade level bands, P-5, 4-8, 6-12, P-12).

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

Do Not Contradict

- 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)]

Answer question distinctly

CLIP Section C.3 – Required Questions

Professional Qualifications

Online CLIP (DIP 3.1 & 2) and S-CLIP #5



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

PQ	Sample Response A	Sample Response B
Part 1	<p>Yes</p> 	<p>XXXXX County Public Schools is a Strategic Waiver School System (SWSS). We are allowed, under the strategic waiver, to waive certification requirements for our teachers when necessary. However, the goal of our school system is to help our teachers move to full certification whenever possible and to have a fully certified teacher workforce.</p>
Part 2	<p>Certification is waived for all teachers except Special Education teachers.</p>	<p>XXXX County Public Schools is a Strategic Waiver School System (SWSS). We are allowed, under the strategic waiver, to waive certification requirements for our teachers when necessary.</p>
Part 3	<ul style="list-style-type: none"> • Clearance Certificate • Bachelor's Degree; or, • Two years of field experience or Bachelor's Degree for CTAE candidates 	<ul style="list-style-type: none"> -Must hold a Clearance Certificate. -Must hold a 4 year college degree. -Teaching Certification Preferred, with the expectation of becoming certified within 3 years. -All Special Education teachers must meet Georgia state certifications. -Teachers who are not certified will be paid on the state "BT" salary schedule. Placement on the state salary schedule will be based off of applicable years of experience.

Online CLIP Section C.3 – Required Questions State and Federally Identified Schools



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds.

SAMPLE RESPONSE #4:

Does this response meet the criteria for approval?

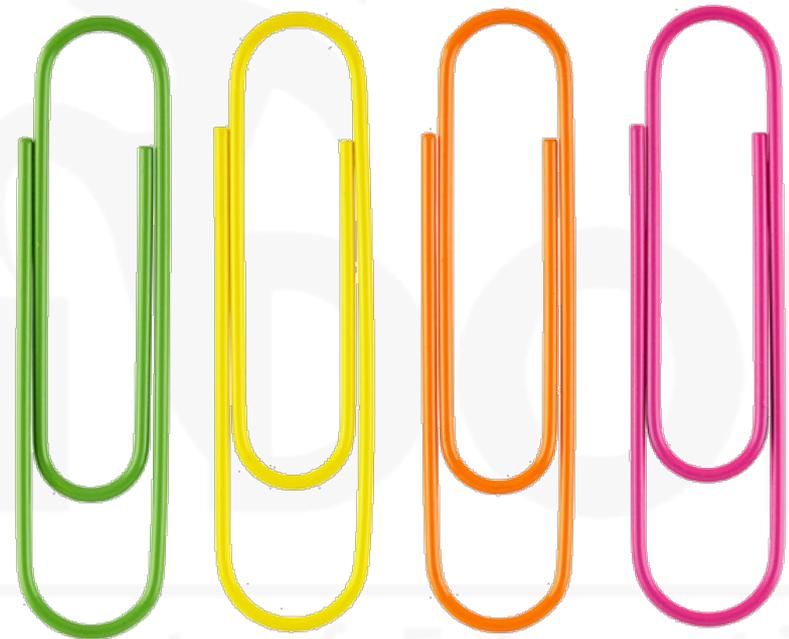


For FY19 no schools in the district have any state and federally-identified schools needing support. However, if any schools in the district are identified by GADOE or the federal government as needing support will work with the Title II, Part A director to complete a professional development plan based on flexible and targeted learning program needs. An outline of a professional learning plan based on triangulated data that point to school equity needs will be included. A school level equity plan will determine professional learning strategies and Title II, Part A funds will be prioritized to address those needs prior to allocating funds to the district-wide supports.



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaode.org

Questions





Would You Clap for that CLIP?

Title II, Part A Program Specialist:

Terri Still

Title III, Part A Program Specialists:

Dely Roberts, Tammie Smith