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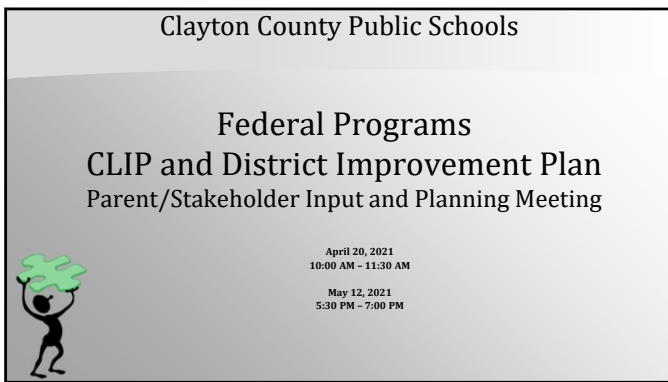
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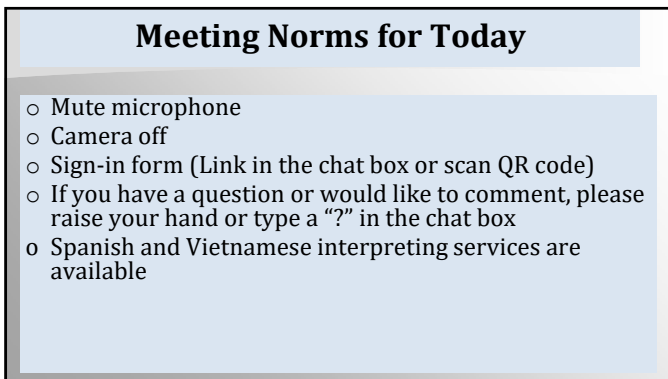
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Welcome and Introductions



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Clayton County Grant Managers

CCPS Grant Managers	Federal Grants
Sonia Davis Coordinator of Homeless Education	McKinney-Vento
Dr. Chantal Normil Director of Second Language Learning	Title III, Part A
Trina Smith Director of Exceptional Services	IDEA
Katrina Thompson Director of Federal Programs	Title I, Title I-SIG, Title II, Title IV, and ESSER Funds



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Today's Agenda

- Consolidated LEA Improvement Plan (CLIP) Process
- District Improvement Plan (DIP)
  - Goals
  - Equity Indicators
  - Action Steps
- Federal Funding
- Parent and Family Engagement Plan
- Foster Care Transportation Plan
- Questions



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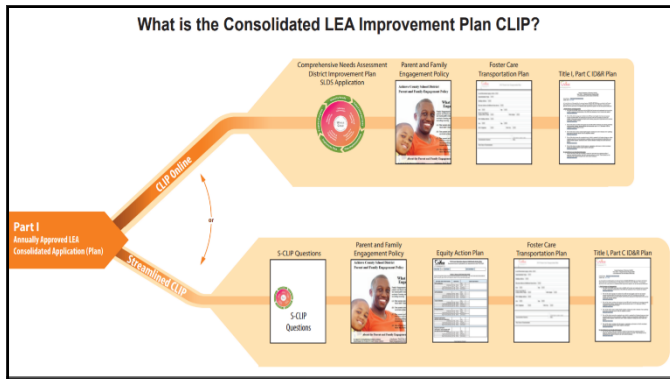
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# Data Collection Platforms

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# Identification of Needs

- Overarching Need #1
  - Increase teacher effectiveness and efficacy to improve student performance in the core content areas (Math, English Language Arts, Science, and Social Studies)
- Root Causes
  - Significant variance in teachers' content and pedagogical knowledge
  - Inconsistencies in implementing evidence-based instructional practices and resources to increase student achievement and/or staff practices
  - Social-emotionally and academically under-prepared students who struggle in school
  - Lack of challenging learning environment and support for well-rounded students that promote higher levels of student engagement in their learning
  - Emerging levels of implementation of technology integration that impact classroom practices and student learning

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# Identification of Needs

- Overarching Need #2
  - o Improve leaders' professional capacity to improve the efficiency and efficacy of teaching and learning at their school
- o Root Causes
  - o Insufficient implementation of evidence-based and effective leadership coaching for all school administrators
  - o Varying leadership capacity to manage increased autonomy and flexibility
  - o Leaders' gaps in planning, organizing, monitoring, and supporting school practices, processes, and procedures
  - o Increase leaders efficacy to build positive climate and culture, hire effective staff, implement programs and practices efficaciously and meet accountability standards

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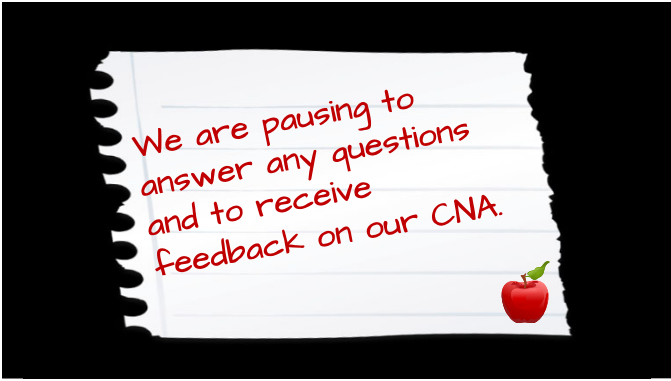
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### District Improvement Plan (DIP)

- Goals
  - Equity Gap
  - Action Steps
- Coordination of Activities
- Serving Low Income and Minority Children
- Professional Growth Systems
- PQ – Intent to Waive Certification
- State and Federally Identified Schools
- CTAE Coordination
- Efforts to Reduce Overuse of Discipline Practices that Remove Students from
- Title I A: Transitions, TA Schools, Instructional Program
- Title I, Part C – Migrant Intrastate and Interstate Coordination
- IDEA Performance Goals:
  - Title IV, Part A – Activities and Programming
- Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan
- Overarching Needs for Private Schools



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## DIP Goals

### Goal #1

By 2023, Clayton County Public Schools will increase by 3% percentage points growth each school year, for students scoring at the proficiency levels as evidenced by the state assessments.

### Goal #2

By 2023, Clayton County Public Schools will increase the graduation rate from 69.6% to 90% or higher.




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## Goal #1 Action Steps

- Utilize instructional planning to implement and monitor a rigorous curriculum to ensure alignment to state standards by using the evidenced-based strategies of close reading/evidenced-based writing, higher-order questioning, integration of technology, and academic discourse to meet the needs of students in all subgroups (i.e. SWD, ED, EL, Gender, All Ethnicities, Foster, Homeless, and Migrant).
- Provide opportunities for immigrant and English learner families to acquire the English language and computer literacy skills needed to support student academic achievement
- Identify opportunities and invite stakeholder groups to engage in activities that promote active engagement, accountability, and collaboration (i.e. community and school forums, parent academies and conferences, and advisory groups).
- Conduct on-going, needs-based, job-embedded professional learning activities for all staff (teachers, leaders, and instructional support staff) focusing on content knowledge, pedagogy, efficacy, how to teach students with varying academic, mental, emotional, physical and social needs as well as data driven instructional needs, and how to use instructional technology and implement programs (i.e. Mimio Certification) that support a healthy, active lifestyle for our at-risk students

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## Goal #1 Action Steps

- Conduct school and classroom observation walk-throughs to collect data that will be used to gauge and improve the implementation of district's curriculum, instructional practices and interventions for both core and non-core subjects
- Expand the use of various health, safety, and behavioral management supports that include Multi-tiered System of Supports (MTSS), Positive Behavior Intervention Support (PBIS) models at elementary, middle, and high schools to improve student discipline and attendance.
- Increase early literacy by developing opportunities for students and parents to engage in activities prior to enrolling in CCPS, i.e. 100 Wonderful Words that Work and early literacy workshops.

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## Goal #2 Action Steps

- Identify and conduct on-going, needs-based, job-embedded, professional learning for leaders. Professional learning includes but not limited to a strong focus on improving instruction (pedagogy), improving leadership competencies, evaluating staff, efficacy, how to teach and support students with varying academic, mental, emotional, physical and social needs as well as data driven instructional needs.
- Implement an evidence-based coaching model for novice and struggling school leaders and teachers that trains participants to better support, evaluate, and develop teacher quality.
- Conduct evidence-based instructional support practices, such as: ongoing professional development, extended learning opportunities (i.e. online language development programs, summer bridge), and provide supplemental instructional resources to enhance teaching and learning for the culturally and linguistically diverse population of English Learners.
- Train school leadership teams on how to establish and maintain norms and organizational structures that create and sustain: a positive school climate that fosters increased student learning and school safety.

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## Goal #2 Action Steps

- Develop a staff recruitment and retention task force to design a framework aimed at reducing and eliminating barriers to retaining effective staff who meet district professional qualifications.
- Train school leadership teams on how to analyze data and implement efforts that increase students' participation in world language, fine arts, STEM/STEAM, advanced learning opportunities including advanced placement, dual enrollment, language immersion, career pathways, International Baccalaureate, Cambridge Assessment International, credit recovery, remediation and enrichment courses, as well as provide school staff with technical assistance and professional development to implement courses and programs to promote grades K to 12 completion.




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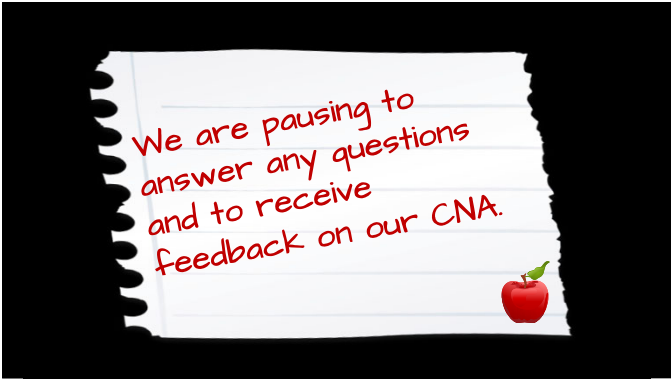
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## CCPS Federal Grant Programs



Title I, Part A

Title I, SIG

Title II, Part A

Title III, Part A

Title IV, Part A

IDEA

McKinney-Vento

ESSER

*Committed to High-Performance*

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## Title I, Part A

The intent is to help children have the opportunity to obtain a high-quality education and reach proficiency on challenging state and academic standards and assessments.

### Instruction

- Leveled Classroom Libraries
- Equipment (computers, graphing calculators, document cameras, Turning Point Clickers, etc.)
- Supplemental instructional supplies (paper, markers, toner, etc.)
- Manipulatives, Test-Prep Books, etc.
- After-school Tutorial (Year-round)
- Software (myON, IXL, AR, USA Test Prep, etc.)
- Teachers and paraprofessionals

### Professional Development

- Stipend payments (PD conducted at the school site after hours)
- Professional Learning libraries (book study, lending library, etc.)
- Consultants- providing professional development workshops at the school site
- Supplemental supplies for professional development (composition books, post-its, chart paper, etc.)
- Title I Academic Coaches (school-based)

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## Title I, Part A

### Parental Involvement

- Parent Resource Centers
- Computers/Printers- at least 3 computers and a printer in every center
- Supplemental supplies for parent trainings (markers, paper, manipulatives, etc.)
- Lending Library of resources for parents (books, videos, backpacks, etc.)
- Newsletters, brochures, flyers, mailings, etc.
- Consultants-conducting workshops for parents after school hours
- Language access services (interpreting/translating) to support parents

### District Set Asides

- Professional development (Coordinator summer content trainings)
- Administrator Set-Aside (Federal Programs Staff salaries and benefits)
- PI, N&D, Homeless, Private Schools



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## Title II, Part A

- The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified.
  - Professional development for Teachers (improve and increase teacher knowledge)
  - New Teacher Induction Program (Novice 0-3 years)
  - Mentors for Teachers (First 3 years of teaching)
  - Mentors for Principals (First 3 years of appointment)
  - Private Schools ~ Equitable Services (Clayton geographic boundaries only)
  - Recruitment of "PQ" Teachers

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## Title III, Part A

*The purpose of Title III, Part A EL Language Programs are a variety of supplemental services and activities provided to EL students, their teachers, and their families beyond the schools' legal obligations to English learners and their limited English proficient parents. Title III eligible English learners are those who receive ESOL services.*

- Language Instruction Educational Programs (LIEPs) supplemental instructional programs to support language and literacy of English learners
- Parent/family engagement sessions aligned to the LIEPs
- Supplemental books and instructional materials for English learners
- EL strategies platform, an instructional resources, for all teachers
- English learner instructional support and professional development



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## Title IV, Part A

Title IV, Part A, Student Support and Academic Enrichment (SSAE) grants are intended to improve students' academic achievement by increasing the capacity of States, LEAs, schools, and local communities to: provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. (*ESEA* section 4101).

- Summer STEM/STEAM Camps and Professional Development
- Dual Language Support
- SEL Professional Development and Supplies
- PBIS Professional Development and Support Staff



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## McKinney-Vento

Supports the academic success of students experiencing homelessness removes barriers to: enrollment, attendance, school participation, and engagement.

How are McKinney-Vento funds allocated in Clayton County?

- Graduation Fees
- School Supplies & Uniforms
- Afterschool and Tutorials Program
- Hygiene Items
- Medical Fees
- Data Clerk
- Transportation Support
- Community Referrals



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## IDEA

IDEA funds are used to support additional costs required for supporting students with disabilities specific to the needs outlined by the program goals and the student Individualized Education Programs (IEP) for the student we serve.

Allocations are spent on:

- Staffing and support staff, especially additional support required for students with disabilities
- Staff for supporting the management of the programming and student needs
- Contracted staff for specialized services (e.g. Speech & Occupational Therapy, Nursing, etc.)
- Support programs like Extended School Year, remediation and supplements for summer school
- Materials unique to disability needs
- Equipment specific to students with disabilities (e.g. changing tables, positioning equipment)
- Transportation for specialized services

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### Parent & Family Engagement Plan

*ESEA defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.*



- Parent Academy Workshops
- Parent Resource Centers
- Parent Input Meetings

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### Foster Care Transportation Plan

The Foster Care Transportation plan is developed annually in collaboration with child-welfare agencies (DFCS) to remove barriers for students who are placed in foster care.

This plan ensures the school district and DFCS collaborate to provide transportation for students to their school of origin, if it's in the best interest of the student. Sometimes the district collaborates with other local school systems to coordinate out-of-district transportation.



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# For More Information

Contact:

Katrina Thompson, Director of Federal Programs  
[katrina.thompson@clayton.k12.ga.us](mailto:katrina.thompson@clayton.k12.ga.us)  
678-817-3081 (office)

[www.clayton.k12.ga.us/federalprograms](http://www.clayton.k12.ga.us/federalprograms)

Georgia Department of Education  
<http://www.doe.k12.ga.us/Pages/Home.aspx>

<http://www.doe.k12.ga.us/Pages/Home.aspx>

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