



# District Improvement Plan 2021 - 2022



**Dade County**

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Dade County
Team Lead	Josh Ingle

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

### 3. DISTRICT IMPROVEMENT GOALS

#### 3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student achievement in the areas of ELA, Mathematics, Science, and Social Studies
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Students with attendance issues exhibit less academic growth and achievement.
Root Cause # 2	Staff depth of understanding of academic rigor in the classroom
Root Cause # 3	Students performing below grade level in the content areas of ELA, Mathematics, Science, and Social Studies
Root Cause # 4	Teacher and leader training and accountability in order to provide individualized instructional plans for students in need
Root Cause # 5	Teacher training and support with the implementation of interventions to assist those students in most need
Goal	Dade County Schools will improve student growth in core content areas for students in grades 3-8 as measured by MAP fall to spring assessment. Students will increase their growth goal by 3% as measured by MAP from fall to spring.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12

Equity Gap

Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	Train leaders, teachers and interventionists to utilize assessment results to ensure students' academic needs are addressed.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	MAP data, instructional rounds, grade level meeting agenda's / sign-in sheets
Method for Monitoring Effectiveness	MAP assessment data from August until May
Position/Role Responsible	Principals, Director of Academics, Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation      Quarterly

Does this action step support the selected equity intervention?      Yes

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NWGA RESA to ensure staff understand how to disaggregate data and better understand students' needs.
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Action Step # 2

Action Step	Provide professional development to all staff on implementation of MTSS and how formative / summative assessment data will assist in ensuring students are in the correct tiered instructional level.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observations, District Walk-throughs, meeting minutes and sign in sheets, assessment data, intervention lists
Method for Monitoring Effectiveness	Classroom walk-through and evaluations, achievement data
Position/Role Responsible	Director of Academics Director of Special Education Director of Federal Programs Principals Assistant Principals / Academic Coaches
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NWGA RESA MTSS Teams
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Action Step # 3

Action Step	Provide instructional support by funding Reduced Class Size (RCS) teachers at the elementary level grade bands.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	FTE enrollment numbers, Identification of EIP, Gifted, and SWD students, Walk through observations, instructional rounds
Method for Monitoring Effectiveness	MAP Diagnostic Growth data, USA Test Prep data, GA Milestone Data
Position/Role Responsible	Prinicpal(s), Assistant Principal(s), Instructional Coaches
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Support classroom instruction by funding paraprofessionals and/or other support personnel at the elementary level to improve student learning.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	FTE enrollment numbers, Identification of EIP, Gifted, and SWD students, Walk through observations, instructional rounds
Method for Monitoring Effectiveness	MAP Diagnostic Growth data, GKIDS Data, Teacher observation data
Position/Role Responsible	Principal(s), Assistant Principal(s), Instructional Coaches
Evidence Based Indicator	Demonstrate a Rationale



Action Step # 4

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Ensure K-3 phonemic awareness and phonics programs through Soudy System and Heggerty are implemented with fidelity to ensure consistent and equitable access for all students including continued professional development for teachers, interventionists and academic coaches.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Training agenda, itinerary, sign in sheets, walk-throughs, observations
Method for Monitoring Effectiveness	instructional rounds, assessment data

Action Step # 5

Position/Role Responsible	Teacher attending training, Principal, Assistant Principal, Academic Coach
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Dade County Schools will support a part time art teacher to be shared among two elementary schools to promote well-rounded educational opportunities and increase student learning.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 6

Method for Monitoring Implementation	Instructional schedule
Method for Monitoring Effectiveness	TKES
Position/Role Responsible	Dade Elementary Principal Davis Elementary Principal
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Dade First Family Connection - Martha Baker
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Action Step # 7

Action Step	DCS will provide professional development on the implementation of literacy strategies and establish a district wide literacy team to research, implement, and monitor evidence based literacy initiative aligned with the GA Standards of Excellence.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 7

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Formative / Summative Assessment Data Curriculum Maps Pacing Guides Unit / Lesson Plans PL Agenda / Sign in
Method for Monitoring Effectiveness	Walk through TKES Standards 4, 5, 6
Position/Role Responsible	Director of Academics Director of SWD Principals / Assistant Principals Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Maria Barnhardt - Sondag System Marjorie Bottari - Haggerty Phonics
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Action Step # 8

Action Step	Utilize online learning platforms in the content areas of ELA, Math, Science, Social Studies, Reading, & Writing to support and monitor student learning.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Assessment reports Observations Implementation Reports
Method for Monitoring Effectiveness	Observations lesson plans formative / summative / diagnostic data student access data
Position/Role Responsible	Principals / Assistant Principals Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Build capacity among students and staff to increase the use of student led technology activities across all content areas to promote and support STEM / STEAM initiatives.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plan Activities Student work samples
Method for Monitoring Effectiveness	Survey Data TKES Walk through Performance based projects
Position/Role Responsible	Principals / Assistant Principals Director of Innovative Technology Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

Action Step # 9

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>NASA Hunch RESA</p>
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### 3. DISTRICT IMPROVEMENT GOALS

#### 3.2 Overarching Need # 2

##### Overarching Need

Overarching Need as identified in CNA Section 3.2	Job embedded professional learning that includes, but not limited to: Learning Focused School (LFS) instructional model, MTSS leader and teacher training, Social / Emotional Learning and supports, PBIS, endorsements, etc.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teaching and learning strategies and interventions needed to assist Tier I, Tier II, Tier III, and Tier IV instruction
Root Cause # 2	Recruiting, retaining, and training teachers
Root Cause # 3	Use of assessment data to better understand students' current level and provide individualized instruction
Goal	Improve classroom instruction by providing job embedded professional learning to increase achievement for all students.

##### Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies Other : All Content Areas
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12



Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Leaders will provide training to school staff and provide parents information in the use of the MTSS model and how the framework will assist meeting the needs of students due to learning loss.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	The MTSS school teams, lead by state coaches, will provide information during monthly meetings.
Method for Monitoring Effectiveness	agendas, sign in sheets, MTSS progress monitoring forms
Position/Role Responsible	Director of Academics, Director of Special Services, MTSS lead personnel, administrators
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Action Step # 1

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	School personnel will attend various learning opportunities provided by GA's Tiered System of Supports.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	MTSS teams will document attendance for sessions each month.
Method for Monitoring Effectiveness	MTSS minutes, student progress monitoring forms
Position/Role Responsible	Administrators and MTSS lead personnel
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Provide job embedded professional learning on the implementation of a multi-tiered system of support (MTSS) framework to support PBIS strategies and streamline the RTI process.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Agenda's and sign in sheets Walk through and instructional rounds

Action Step # 3

Method for Monitoring Effectiveness	PL Feedback Walk through and instructional rounds MAP assessment data
Position/Role Responsible	Director of Academics Principals / Assistant Principals Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NWGA RESA MTSS Teams
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Action Step # 4

Action Step	Provide professional learning opportunities on the Learning Focused Schools (LFS) instructional framework. This includes Train the Trainer, creating opportunities for peer observations, vertical team planning sessions, additional PLCs to support the LFS model, purchase of LFS supplies to improve teaching quality and effectiveness, and any other professional learning opportunities provided by LFS.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A

Action Step # 4

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	PL Agendas / Sign In
Method for Monitoring Effectiveness	Walk through / instructional rounds formative / summative assessment data
Position/Role Responsible	Principals / Assistant Principals Director of Academics Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Don Marlet - Learning Focused Schools
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Action Step # 5

Action Step	Dade County Schools will provide high quality professional learning through the implementation a mentor / mentee program to support new, induction-level teachers.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	PL Agendas / Sign in Feedback from participants
Method for Monitoring Effectiveness	Feedback from mentors Feedback from mentees walk through / instructional rounds
Position/Role Responsible	Principals / Assistant Principals Mentors Director of Academics Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Provide professional learning opportunities that promote academic rigor will promote teachers to add endorsements to teaching certifiicates.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Course schedules
Method for Monitoring Effectiveness	PL trainings CPI Data Teacher certifications Endorsement applications
Position/Role Responsible	Principals / Assistant Principals Director of Academics
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA
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Action Step # 7

Action Step	Provide opportunities for school leaders and teacher leaders to participate in leadership development professional learning to improve teaching quality and effectiveness.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	PL Course Training Agendas PL Course Schedules
Method for Monitoring Effectiveness	TKES / LKES
Position/Role Responsible	Principals Directors
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly



Action Step # 7

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Build staff capacity that engages stakeholders through the use of technology and enhances two-way communication through school-based or district-wide PL opportunities
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Session agendas PL schedules
Method for Monitoring Effectiveness	PL feedback
Position/Role Responsible	Principals / Assistant Principals Director of Academics
Evidence Based Indicator	Strong

Action Step # 8

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Google Trainers RESA
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Action Step # 9

Action Step	Provide professional learning on trauma and mental health through face-to-face or virtual opportunities. This can be done through RESA and other local/state agencies for teachers, guidance counselors, social worker(s) administrators, and other relevant staff members.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Agendas / Sign in Presentations
Method for Monitoring Effectiveness	Feedback Redelivery of trainings
Position/Role Responsible	Guidance Counselors Social Worker Trained Teachers

Action Step # 9

Evidence Based Indicator	Strong
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Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Dade First Family Connection RESA Ga HOPE Lookout Mountain Community Services DFACS
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Action Step # 10

Action Step	Continue to support the one to one technology initiative and help provide internet connectivity solutions ot engage students virtually / remotely in the event of quarantine and/or isolation.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Internet Hot Spots

Action Step # 10

Method for Monitoring Effectiveness	Number of devices connected
Position/Role Responsible	Information Technology
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Verizon Wireless
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## 4. REQUIRED QUESTIONS

### 4.1 Stakeholders, Serving Children, PQ

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures 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 Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>The Director of Federal Programs for Dade County Schools worked with the District Leadership Team to plan and organize Stakeholder Meetings to be held throughout the school year. Stakeholders include community members, parents, students, school staff, and district staff. In addition, representatives from Higher Education (Georgia Northwestern Technical College and Covenant College) are included for stakeholder feedback. Throughout the year surveys are distributed to collect perception data. These survey's included: (1) Parent Surveys at all four schools, (2) Needs Assessment survey was offered to: administrators, teachers, media specialists, counselors, specialized support personnel, paraprofessionals, administrative assistants, parents, and community members, (3) Climate surveys for parents, staff, and students.</p>
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Serving Low Income and Minority Children

<p>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:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>With only two elementary schools, one middle school and one high school, DCS ensures that there is no disproportionate rate of ineffective, out-of-field, or inexperienced teachers through improved hiring procedures and practices and scheduling of balanced classes. The only Title I schools are Dade Elementary and Davis Elementary. Comparability is calculated using the data for both schools and DCS has always met those requirements. Our student demographics is 94% white, 2.3% Hispanic, 2% Multi-racial, and 0.7% or less for other ethnic groups. The free and reduced lunch levels between the four schools range from 53% - 68%.</p> <p>The Dade County School District will educate principals and assistant principals on the importance of ensuring that students who are at-risk academically are scheduled with highly effective, in-field, and experienced teachers. Administrators and Instructional Coaches will identify at-risk students and assign them to teachers who will effectively address their needs. The Dade County School District consistently monitors the balance between veteran, mid-level career, and new teachers. In addition, the district promotes the attainment of level 5, 6, and 7 professional certificates. Ineffective and inexperienced teachers are provided additional support from instructional coaches and school leaders are monitored through the TKES / LKES platform. Action is taken to improve or remove under-performing teachers as outlined by the Georgia Professional Standards Commission. In the event we have out-of-field teachers, direct guidance and support from the HR director and PSC will be provided in an effort to train and have the teachers become</p>
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Serving Low Income and Minority Children

	certified, in-field as quickly as possible.
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and what measures will be used to determine whether district and school efforts are resting in improvements in teaching and student outcomes.</p>	<p>The district uses the Strategic Plan, CCRPI, TKES data, stakeholder input during meetings and perception data through a Professional Learning/Title II-A survey to identify teacher and student needs to inform professional learning opportunities and strategies.</p> <p>The district also provides time by utilizing teacher in-service days, pre-planning days, post-planning days, stipends during off-contract days, substitutes for professional leave days, and after school time to provide training to teacher leaders, core content teachers, teachers of SWD, and teachers of gifted populations, support personnel, and paraprofessionals. The district provides training for principals, assistant principals, and academic coaches at designated meeting times during the school year.</p> <p>The district provides professional learning to leaders (principals, assistant principals, academic coaches, SWD leaders, and teacher leaders) by setting regularly scheduled meetings and prioritizing training according to identified needs. Training is threaded through meetings during the school year so that training sessions are not isolated events but building blocks toward professional learning goals. The district supports designated personnel in developing capacity to lead professional learning communities by promoting opportunities for out-of-district training, collaboration within the district, and training/mentoring for those who will be providing training.</p> <p>Per ESSA, the term professional development means activities that are "sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused". The district utilizes academic coaches to provide job-embedded training for teachers through grade level and department meetings and through modeling best practices and having observation/feedback sessions with teachers. During the FY20 school year, teacher leaders will lead professional learning communities to provide collaborative, classroom-focused professional learning focused on Multi-tiered Support Systems. Those who participate in conferences or out-of-district training are expected to participate in correlating PLCs to ensure that that work is sustained, on-going, and classroom-focused.</p>
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PQ – Intent to Waive Certification

<p>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? [ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Yes</p>
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## 4. REQUIRED QUESTIONS

### 4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student’s IEP), or</li> <li>2. 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).</li> </ol> <p>[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)]</p>	<p>The LEA intends to waive certification for all teachers except those not allowed under Georgia State law.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional 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)]</p>	<p>At minimum, Dade County Schools will require a Clearance Certificate.</p>
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State and Federally Identified Schools



State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>There are no state or federally-identified schools in DCS that need support. In the event DCS has a school identified for school improvement, a flexible learning plan will be established and will follow the criteria for such schools established by the Georgia Department of Education, Federal Programs Division.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>Career inventories are given to students beginning in elementary school and curriculum is provided at all levels to aid students in choosing career pathways. Dade and Davis Elementary Schools partner with the Dade County 4-H program which exposes students to different career possibilities. In addition, both elementary school received audio / video broadcasting equipment to begin introducing those skills prior to transitioning to middle school. Dade Middle School offers an Introduction to Engineering class, an audio / video broadcasting class, and a Business and Career Interest Class. These classes generate interest for students interested in pursuing the CTAE arena during high school. Dade County Schools officers the following college and career pathways for students:</p> <ul style="list-style-type: none"> <li>● Agriscience Pathway</li> <li>● Audio Video Technology and Communications</li> <li>● Business and Technology</li> <li>● Construction Pathway (Carpentry)</li> <li>● Construction Pathway (Electrical)</li> <li>● Manufacturing Mechatronics Pathway</li> <li>● Metal Technology Pathway</li> <li>● Nutrition and Food Science Pathway</li> <li>● Therapeutic Services - Allied Health and Medicine</li> <li>● Work-Based Learning</li> </ul> <p>Dade County Schools has established a partnership with Georgia Northwestern to provide dual enrollment options for students wanting to pursue post-secondary education opportunities and to offer transition programs for DCS students from high school to the post-secondary level of training and certification.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>The Dade County School District is fully implementing Positive Behavior Intervention Supports (PBIS) in all four schools. The goal is to keep students in their classrooms as much as possible. Dade County Schools has established a progressive discipline protocol, therefore, ISS and OSS are utilized as the last resort for possible consequences.</p> <p>A process is in place to ensure students with disabilities served through IDEA or Section 504 are not disciplined for acts that have a significant relationship to their disability. When students begin to accumulate disciplinary office referrals, the guidance counselors reach out to parents to discuss different strategies to change negative behaviors.</p>
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## 4. REQUIRED QUESTIONS

### 4.3 Title I A: Transitions, TA Schools, Instructional Program

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Transition programs are coordinated between the elementary schools and middle school, and the middle school and high school. Student success is the focus of the transition initiatives for DCS. Due to COVID-19, many of these initiatives were put on hold last year but we are looking forward to beginning with them again. The following strategies are in place to facilitate effective transitions for students:</p> <ul style="list-style-type: none"> <li>● Project Christopher: a peer mentoring focus where high school students are paired with middle school students to help them with issues and concerns that they themselves had in transitioning to high school. These students meet with their assigned mentee groups quarterly to dialogue concerning social issues, course choices, CTAE Pathways, the high school culture, extracurricular opportunities, planning for college or career paths, and academic focus</li> <li>● Transition Day: all middle school students are provided an on-campus, up-front view of the high school facility and meet the administrative staff, teachers, and visit classrooms. Student ambassadors provide these students with transitioning helpful hints</li> <li>● Roll-Up Day: the DES and Davis fifth grade students are provided an on-campus, up-front view of the middle school facility and meet the administrative staff, sixth grade teachers, visit connection course classrooms. Student leaders from seventh and/or eighth grade provide the rising sixth grade students with transitioning helpful hints</li> <li>● College Visits: coordinated by the guidance counselor(s) and provided to juniors and seniors who are contemplating post-secondary education; select SWD students are also provided college visit opportunities for work training observations</li> <li>● FAFSA / HOPE Meeting: provided by high school counselors for parents and students and facilitated with community volunteers, board members, teachers, and employees who can help in accessing completing the applications for financial aid</li> <li>● GNTC (Georgia Northwestern Technical College) Partnership: provides for dual enrollment opportunities in English, math, and psychology. Will also provide opportunities for adult education classes</li> <li>● College Fairs: In October of each year, Dade County High School has hosted a Probe Fair where college recruiters from the South East set up information booths in the gym and provide opportunities for juniors and seniors to gather information during the school day. In addition, college recruiters set up information booths for solicitation of DCS students during lunch throughout the school year</li> <li>● Career Fair: DCS is working with Alliance For Dade (Chamber of Commerce) to host a Career Fair each spring. This will involve local business and industry providing our students with information that they have to offer</li> </ul>
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Middle and High School Transition Plans

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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Headstart provides a program within the Dade County School District for infants through 4 year olds. A partnership between Dade County Schools and the federally funded Headstart program was established with the goal of transitioning students from Headstart directly to the Dade or Davis Elementary PreK programs. DCS and the local Headstart also partner to provide needed services and interventions appropriate for children having difficulties with physical, social, or cognitive development. DCS speech therapists work with Headstart students and therefore are ambassadors to aid these students in their transition to DCS elementary schools. Early registration for both elementary schools for preschool and pre-kindergarten students is held in early spring of each school year. The Babies Can't Wait program also provides transition for children into the education setting closing developmental gaps for learning before entering a preschool program. Child Find for Special Education is used in securing referrals from anyone knowing of a special needs situation and in need of early interventions.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the mti-criteria selection to be used to identify the students to be served.</p>	<p>Dade County Schools District does not have any schools with target assisted schools.</p>
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Title I, Part A – Instructional Programs

Title I, Part A – Instructional Programs

<p><b>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</b></p>	<p>The Dade County School District does not have any Targeted Assistance Schools, nor does it have any Neglected or Delinquent Facilities located within its geographical boundaries.</p> <p>Dade County has four schools, two elementary schools, one middle school, and one high school. The two elementary schools are both Title I school-wide schools. Title I money is used to implement evidence-based interventions based on each school's comprehensive needs assessment and school improvement plan. Strategies and programs that are selected by schools must be evidence-based interventions following the Non-Regulatory Guidance for Using Evidence to Strengthen Education Investments (strong, moderate, or promising). Academic coaches are employed at each of the elementary schools to provide job-embedded professional learning and to work with students on closing achievement gaps. Additional instructional personnel or contracted services are used to provide supplemental instructional support through small group push-in and pull-out activities in the academic content areas. Remediation strategies is offered at both Title I schools through flexible scheduling activities to provide needs based interventions and support. Dade Elementary School has a self-sustained after school program in which additional tutoring opportunities are provided for students that may struggle academically. Computer software will be purchased to support instruction in the four content areas which will be accessible before, during and after school, during intervention time, small groups activities, personalized learning time, and to extend the core curriculum. Technology, supplies, and materials will be purchased to support activities that coordinate with evidence-based interventions. Parent Involvement funds are used for family engagement activities that support the Title I goals and instructional programs at each Title I school. Funds may be used to pay to purchase supplies for the parent resource center and to coordinate parent involvement activities.</p> <p>The Dade County School District does not have any Targeted Assistance Schools but should any school become targeted assistance, all monies will be spent in compliance with ESSA regulations governing such school status.</p>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

#### Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>The Dade County School District uses the Occupational Survey provided by the MEP to identify migrant students. This survey is provided to parents of all students at the beginning of the school year and to students who enroll later in the year.</p> <p>In the event there are migratory students identified, they are referred to the designated MEP office for contact and assessment of need. Migrant students are evaluated academically like other students in the school system to determine academic needs. Parents of migrant students are invited to be involved in school parent activities and the student services department works with migrant families when referred by the school. Translation of language needs would be met through language consultants. The MEP Coordinator / Title II Director will organize the Parent Advisory Council and engage activities to ensure communication of all school programs and services. In addition to local resources, the district will coordinate through the MEP Consortium to provide services to eligible migrant participants.</p>
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#### Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA shod describe how it facilitates collaboration with ABAC consortium staff to ensure that these vnerable popations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA shod describe how it facilitates collaboration with ABAC consortium staff</p>	<p>Currently, the Dade County School System has no identified migratory students. However the school district will plan to collaborate with the MEP Consortium to ensure that services are provided to all eligible migratory participants to include participants who are enrolled in school, preschool age, and out-of-school youth.</p> <p>The Dade County School System holds informational sessions throughout the school year and summer terms to provide information and resources with students and parents including how to access content standards, student performance data regarding their child, health, nutrition, and social services. Teachers and administrators will also work with families and students on an as needed basis to provide relevant information about their children as it relates to education, health, nutrition, performance data, social services, etc. In addition, the Dade County School District will consider having these meetings through an online platform to accommodate parents that might not be able to attend.</p>
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Title I, Part C – Migrant Supplemental Support Services

to ensure that these vnerable popations receive appropriate non-academic support services.)	
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</b>                  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 activities                  Plan to monitor implementation with fidelity</p>	<p>Dade County Schools will utilize the ASPIRE curriculum to educate Students with Disabilities on their specific disability and its impact on their performance and to promote self-advocacy skills. Students with Disabilities will actively participate in their IEP meetings to the extent appropriate for each student.</p> <p>Prior to the development of initial transition plans when students turn 14 years old or enter the 8th grade, a transition interview will be conducted by IEP case managers with students with disabilities and their parents. Students' elective courses in high school will be aligned with their interests and aptitudes.</p> <p>Dade County Schools will continue to utilize the Practical Assessment Exploration System (PAES) lab at the high school, middle school and elementary levels. Students will be taught job-specific technical skills and soft skills related to work in general. Additionally, all functional specialized program teachers and some interrelated special education teachers will receive training on the program. Labs will be available to students in the Functional Curriculum GAA Program and to students receiving Interrelated Pull-Out instruction. PAES data will be incorporated into student IEP's and transition plans. PAES lab open houses will be scheduled twice per year to include community employers, who will be interviewed to determine their employment needs and job skills necessary for employment in their companies.</p> <p>All 11th and 12th grade students will be referred to Georgia Vocational Rehabilitation Agency for services. Dade County Schools staff will work closely with GVRA to help transition students with disabilities from school to work through job training and placement or transition to Cave Spring Center or Roosevelt Warm Springs Institute to continue education in employment and life skills. GVRA counselor will attend IEP meetings for 11th and 12th graders and younger students if requested either in person or virtually.</p> <p>Dade County Schools will work with the Georgia High School High Tech Program to provide access to industries and post-secondary programs in the local area, including more urban areas. Students with Disabilities enrolled in 11th and 12th grades will be given the opportunity to participate in in-school and community training and on-site visits.</p> <p>Dade County students and their parents will be provided opportunity to attend a yearly Transition Fair that is organized through collaboration of multiple North Georgia school systems at the Northwest Georgia Technical College in Rock Spring, Georgia. Post-secondary institutions and employers provide information to students and their parents. The Director of Special Programs and the Parent Mentor will provide information to high school teachers and administration regarding dates and times and will secure bus transportation for students to the transition fair.</p>
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IDEA Performance Goals:

	<p>Dade County Special Education Program will work with community businesses and vendors to implement a Community-Based Instruction Program for middle and high school students in the Functional Specialized Program. Transportation and job coaching will be provided by program staff. Students will have opportunities to perform job tasks in various local businesses.</p> <p>The Dade County Schools Assistive Technology Team will continue to work with special education teachers to analyze specific student needs and provide resources to meet those needs. The AT Team will include one teacher from each school, a Speech and Language Pathologist and an Occupational Therapist. Assistive Technology needs will be considered at each annual review. Students determined to possibly need AT services and/or devices will be referred to the AT Team for screening.</p> <p>Dade County Schools will continue to utilize credit recovery opportunities for students with disabilities who need to retake classes in which they do not earn a passing grade. Specifically, a computer-based instruction called <i>Apex Learning</i> will be used. Students will be allowed to work at a pace that is appropriate for their specific needs. Students can access the program at school, home or any place that has internet connection. Credit recovery will occur on an on-going and as-needed basis and will be documented in students' IEP's.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</b>          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 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>Dade County Schools will collaborate with Babies Can't Wait Program to ensure children being served by them are evaluated and eligibility determination meetings are held before the child's third birthday. Upon receipt of referrals on students, the Director of Special Programs will attend transition meetings that include parents/guardians and BCW Coordinator.</p> <p>Dade County Schools will engage in Child Find activities that include collaboration with area Day Cares, Head Start Program, Children First, DFCS, therapists, medical providers and other agencies in an effort to identify children ages 3 to 5 that may be in need of special education services. Child Find information will be provided to local providers and will be made accessible on the district website and will include Early Screening Project materials and checklists and Strength and Difficulties Questionnaire. The Director of Special Programs will serve as the point of contact for Child Find.</p> <p>Both Dade and Davis Elementary Schools have Bright from the Start Pre K classes. Staff will make referrals as appropriate when learning, speech &amp; language and/or social/emotional/behavioral concerns arise. One of the elementary schools will continue to serve three and four-year old students who have been deemed eligible for special education and who need services outside of the general education environment. The school will also continue to serve four year olds who have been deemed eligible for special education in a coteaching/supportive instruction model in a Bright From the Start Pre-K inclusion class. IEP compliance will be monitored by the Director of Special Programs on an on-going basis.</p> <p>All special education staff providing services in Pre-K classes will attend Bright from the Start Lead or Assistant Teacher Training and will be certified through</p>
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IDEA Performance Goals:

	<p>Georgia Professional Standards Commission with professional goals in the TKES platform.</p>
<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</b>          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</p>	<p>All current special education teachers have been trained on IEP and eligibility procedures including timeline requirements, data collection and due process using the Georgia Online IEP platform. Newly hired special education teachers will receive training and will be assigned a mentor who will participate in the development and implementation of IEP processes and paperwork. All special education teachers will receive ongoing training during pre-planning with additional updates provided through the Special Education Program Leadership Team, which meets once per month and is comprised of Lead Teachers from each school, Lead SLP, School Psychologist, Administrative Assistant to the Director of Special Programs, Parent Mentor and the Director of Special Programs.</p> <p>At each annual review, the IEP committee will consider all service options that might be appropriate for students with disabilities. Each school provides services that include direct and indirect consultation in general education, supported instruction (paraprofessional) in general education, co-teaching in general education, pull out (resource) classes outside of general education, and specialized instruction classes. Additionally, Speech &amp; Language and other related services are provided both inside and outside of general education as determined necessary by the IEP committee. General education with supports is the first option considered by IEP committees.</p> <p>Ongoing training on FAPE will be provided using training materials and modules provided on the GaDOE website.</p> <p>Case managers for each student will share IEP information including accommodations and modifications to all teachers who will work with each student by updating the Team Members in the Georgia Online IEP platform. The Director of Special Programs will conduct regular audits of IEP's to determine if services option consideration is evident in IEP meeting notes. FAPE requirements will be discussed at each monthly Special Education Leadership Team meeting.</p> <p>Dade County Schools Director of Special Programs will conduct a Proportionate Share meeting once per year that will include parents of students on the DCS home school list and who have been identified as a student with a disability or who are suspected of having a disability. The meeting will be advertised in the local paper, on the local radio and television stations and posted on the Dade County Schools website at least two weeks in advance of the meeting.</p>

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b>          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 &amp; accurate data submission, and correction of noncompliance          Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Dade County Schools Special Education Department uses the Georgia Online IEP platform for eligibility and IEP development. The program monitors timeline compliance through a dashboard. IEP casemanagers can view information on their caseload students, and individuals with administrator access can view all students. The Director of Special Programs and School Psychologist will monitor the GO IEP dashboard weekly for event completion timelines to ensure compliance.</p> <p>All special education teachers have been trained on the GO IEP system and newly hired teachers will be trained when hired and will be paired with a mentor teacher for coaching. In addition, the five IEP development modules on the GaDOE website will be used for training.</p> <p>IEP casemanagers will use the GO IEP review checklist when developing IEP's and conducting meetings. The checklist was developed from the GaDOE modules with GO IEP staff guidance and will increase the likelihood of compliant IEP's.</p> <p>The Director of Special Programs will conduct monthly IEP audits throughout the year to ensure compliance. Additional training will be provided to casemanagers for whom it is determined necessary. Available resources include a "Help" feature in GO IEP that includes video tutorials and screenshots of program components, GaDOE IEP modules and the Dade County Schools Special Education manual.</p> <p>The Dade County Schools Special Education Department has an online manual that outlines Confidentiality and Compliance, Job Descriptions, Identification Process for children ages 3-21, Eligibility Process, Redetermination/Reevaluation Process; IEP Development Process, Progress Monitoring requirements, Attendance and Discipline of SWD's, document samples and other information to ensure that casemanagers and leaders provide opportunity for academic, behavioral, and social/emotional growth for students with disabilities. The manual was developed and is updated as needed by the Special Education Leadership Team using the Georgia Department of Education Special Education manual as a guide.</p> <p>To receive updates on state and federal rules, regulations and policies, the Director of Special Programs will attend state level conferences, such as Federal Programs Conference, Data Conference, G-CASE fall and spring conferences, and GAEL Summer Leadership Conference. Additionally, the Director will attend monthly Special Education Administrator Consortia meetings led by the Northwest Georgia Regional GLRS and participate in monthly Directors' Webinars presented by the State Director of Special Education. Upon receipt of the weekly email blast from the State Director of Special Education, the Director of Special Programs will view all information and disseminate to the Special Education Leadership Team and other appropriate district personnel.</p> <p>The Dade County Schools Special Education Leadership Team consists of the Lead Special Education Teacher from each school, the Lead Speech &amp; Language Pathologist, the School Psychologist, the Administrative Assistant to the Director of Special Programs, the Parent Mentor and the Director of Special Programs. The team will meet monthly during the school year and during summer break as needed. The lead teachers and SLP will disseminate</p>
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IDEA Performance Goals:

	<p>information to their school-based teams and will share questions and concerns from their teams with the leadership team. Monthly school-based special education team meetings will be conducted by lead teachers. The Director of Special Programs will attend monthly District Administration meetings and will deliver information and updates to the Superintendent, Program Directors and Principals.</p> <p>Dade County Schools will renew subscription to LRP Special Education Connections. This is a publication of federal and state Special Education laws and regulations provided by attorneys who specialize in Special Education litigation. Information will be made available to all Dade County Schools employees.</p> <p>Parents/guardians who have concerns/complaints regarding FAPE for their child will be provided information on dispute resolution included on the GaDOE website if the concern/complaint cannot be mitigated at the school and/or district level.</p>
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## 4. REQUIRED QUESTIONS

### 4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p><b>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</b></p> <ol style="list-style-type: none"> <li>1. In support of well-rounded educational opportunities, if applicable</li> <li>2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> <li>3. In support of safe and healthy students, if applicable</li> <li>4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> <li>5. In support of the effective use of technology, if applicable</li> <li>6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> </ol>	<p>Well-rounded educational opportunities:                  The Dade County School District intends to use funds to pay opportunities and/or activities that include the following: pay for half-time art teacher to serve elementary grade students at both elementary schools, provide job embedded professional learning on differentiated instructional strategies, provide support for the New Teacher Induction Program (mentor / mentee teachers), provide professional learning opportunities to support teacher endorsements for overall instructional improvements, and provide enrichment opportunities through summer camps to increase student readiness skills through summer reading, math, science, and/or STEM / STEAM activities. The activities identified are designed to increase academic rigor by educating the "whole child" as aligned with Georgia's System of Continuous Improvement. The intended outcome is that we will build staff capacity across the Dade County School District and strengthen Professional Learning Communities (PLCs) in ALL schools, engage students, families, the community, and/or other partners, in concert with increasing academic rigor for the students of Dade County.</p> <p>Safe and healthy students:                  The Dade County School District intends to use the funds to pay for professional learning opportunities in the areas of trauma and mental health needs through face-to-face and/or online training provided by RESA and other local/state agencies, provide professional learning opportunities for the district PBIS director, school level PBIS coaches, and/or additional PBIS team members, in addition to purchasing materials, supplies, and/or curricula to promote school readiness, proper nutrition, and healthy lifestyle activities, among our students to promote academic success. The intended outcome of these district-wide initiatives will be to ensure that our students and staff across the Dade County School District are safe and healthy learning environments and that the climate ratings among our schools will yield positive gains.</p> <p>Effective Use of Technology:                  The Dade County School District intends to utilize the funds to pay for district level staff, school-level staff and/or administrators, academic coaches, media specialists, guidance counselors, and/or teachers to participate in professional learning focused on technology. For the past two years, this has been done through summer PL (EdTech Cam) and/or by supporting teachers to add levels of Google certifications. The activities listed here will support the</p>
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Title IV, Part A – Activities and Programming

	<p>district-wide 1:1 initiative – A Computer for Everyone (ACE) and will encourage students and staff to "think outside the box" when engaging families. The intended outcome is that instructional technology will be utilized to support student achievement while engaging students, staff, and families.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p><b>Describe how and when the LEA will const any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</b></p>	<p>The Dade County School system with engage the stakeholders throughout the year to collect feedback on the effectiveness of the programs designed to support:</p> <ul style="list-style-type: none"> <li>● well-rounded educational opportunities</li> <li>● safe and healthy learning environment</li> <li>● effective use of instructional technology</li> </ul> <p>In addition, Dade County Schools will work collaboratively with Northwest GA RESA, Institutions of Higher Ed, the local Board of Education (Strategic Planning / Governance Team) and local business and industry to help evaluate the effectiveness of our programs.</p>
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## 4. REQUIRED QUESTIONS

### 4.7 Reducing Equity Gaps

Required Questions

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

<p><b>Equity Gap 1</b> 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</p>	<p>Intervention Not Effective - Adjust Activities / Strategies</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>COVID-19 placed limitations on being able to provide targeted teacher development, therefore Dade County Schools will adjust interventions for FY’22.</p>
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<p><b>Equity Gap 2</b> 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</p>	<p>Intervention Effective - Equity Gap Eliminated</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>During 2019, all Dade County Schools received 5 star climate ratings as measured by the CCRPI. This was a result from the successful implementation of a local Character Education Plan as well as implementation of PBIS initiatives.</p>
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## 4. REQUIRED QUESTIONS

### 4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	No participating private schools
Title II, Part A	No participating private schools
Title III, Part A	No participating private schools
Title IV, Part A	No participating private schools
Title IV, Part B	No participating private schools
Title I, Part C	No participating private schools
IDEA 611 and 619	No participating private schools