

FY25 Consolidated LEA Improvement Plan (CLIP)

The FY25 Consolidated LEA Improvement Plan (CLIP) will open on March 8, 2024, and will be due on June 30, 2024.

SELDA

April 24, 2024

Consolidated LEA Improvement Plan

TIPS FOR CONSOLIDATED LEA IMPROVEMENT PLAN (CLIP) IDEA (INDIVIDUALS WITH DISABILITIES EDUCATION ACT) PERFORMANCE GOALS

***The responses to the CLIP IDEA Performance Goals
should be completed as a TEAM and
not in isolation.***

What is the CLIP?

- Consolidated LEA Improvement Plan (CLIP)
- Page 2 of the CLIP Guidance document provides information about why LEAs complete the CLIP. Here is an excerpt:

“The CLIP fulfills the need for a plan from LEAs to be collected by the Georgia Department of Education (GaDOE) to define how the LEAs will support their students when accepting federal funds under The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) o 2015.”

- The CLIP outlines how LEAs will coordinate their supplemental federal fund sources to meet identified student needs in the district.
- The Georgia Systems of Continuous Improvement (GSCI) is the common framework that GaDOE uses to communicate with LEAs about their coordination efforts.

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General TIPS for ALL IDEA Performance Goals

1. Outline the ***specific activities*** for each IDEA Performance Goal to include:

- How is the activity completed?
- By whom?
- How often?
- How does the Special Education Director monitor to ensure completion?
- How is professional learning offered for this activity?

2. Maintain ongoing documentation throughout the school year to include:

- Identify two to three tasks implemented and/or completed to address each goal.
- Create a schedule to monitor the above throughout the school year (e.g., Quarterly Fidelity Checks)
- How is the activity completed?
- By whom?
- How often?

3. Utilize your data to drive the needs of your district.

4. Schedule critical planning time with small and large stakeholder groups to review and discuss the CLIP prior to submission.

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TIPS for IDEA Performance Goal One:

Improve graduation rate outcomes for students with disabilities

1. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your Local Education Agency (LEA) to improve graduation rates? You may include a brief description of your district's procedures.

- How is the activity completed?
- By whom?
- How often?
- How does the Special Education Director monitor to ensure completion?
- How is Professional Learning offered for this activity?

2. How are post-secondary outcome activities monitored by the Special Education Director to ensure fidelity?

3. What professional learning is offered to assist with improving graduation rates (to include school completion, school age transition, and post-secondary transitions)?

- How does the Special Education Director offer technical assistance with those professional learning opportunities?
- How is staff identified that require additional technical assistance?

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TIPS for ***IDEA Performance Goal Two:*** Improve services for young children (3-5) with disabilities

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

- How is the activity completed?
- By whom?
- How often?
- How does the Special Education Director monitor to ensure completion?
- How is Professional Learning offered for this activity?

What current procedures are being implemented to improve services for young children (ages 3-5)?

Include a list of 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)

2. Include all staff that will be designated to support the 3-5 population.

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3. Include all professional learning your district provides to the district's staff as well as to outside agencies. To demonstrate collaboration between the district and outside agencies, document all invitations from outside agencies to attend trainings. Document all collaborative activities and be specific.

- When and how often does your District meet with these outside agencies?
- List the transition activities for students, future teachers, and parent support.

What professional learning is offered to assist with improving services for young children?

- How does the Special Education Director offer technical assistance with those professional learning opportunities?
- How is staff identified that require additional technical assistance?

4. Include any parent trainings and/or informational sessions that are provided by the district such as

- When do these activities occur?
- What are the universal screeners utilized for Child Find activities?
- How is this information advertised to the public?

5. Include detailed descriptions for proposed activities for young children with disabilities, (e.g., The types of support to be offered)

Review and address district policies and procedures related to teacher/instructional support.

- How are young children (ages 3-5) activities monitored by the Special Education Director to ensure fidelity?

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TIPS for <i>IDEA Performance Goal Three:</i>	
Improve the provision of a free and appropriate education (FAPE) to students with disabilities	
1. Describe activities to improve the provision of FAPE for students with disabilities (SWD).	<ul style="list-style-type: none">• How are teachers trained on Individualized Education Program (IEP)/eligibility procedures?• How is the Least Restrictive Environment (LRE) ensured?• What is the continuum of service options for all SWDs (students with disabilities)?• How are IEP (Individualized Education Program) accommodations/modifications shared with teachers who are working with SWDs?
2. Outline activities that align specifically with how you are providing FAPE to children with disabilities.	
3. What supervision and monitoring procedures are being implemented to ensure that FAPE is being provided?	
4. How is professional learning for FAPE offered in your district?	<ul style="list-style-type: none">• By whom?• How often?• How does the Special Education Director monitor to ensure completion?
5. Are there district procedures and practices in place that summarize how students' needs are being met?	<ul style="list-style-type: none">• What are the procedures and practices?• Who is responsible for implementation?
6. What data are you utilizing?	

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TIPS for <i>IDEA Performance Goal Four:</i> Improve compliance with state and local laws and regulations
1. All Performance Goals should include documentation of monitoring and supervision but Performance Goal Four should focus on monitoring and supervision to ensure that state and federal laws and regulations are followed. TIPS for this Performance goal can include:
2. How the Special Education Director will redeliver professional learning and technical assistance by Georgia Department of Education (GaDOE)?
3. How procedures and practices are implemented in your district to ensure overall compliance? <ul style="list-style-type: none">• What procedures are in place to address timely and accurate data submission?• What procedures are in place to address correction of noncompliance (IEPs (Individualized Education Program), Transition Plans)• How is professional learning offered for overall compliance, timely & accurate data submission, and correction of noncompliance?• How is the activity completed?• By whom?• How often?• How does the Special Education Director monitor to ensure completion?• How is professional learning offered for this activity?

As a reminder, these are just a few TIPS to assist with your responses to the IDEA Performance Goals and does not serve as an exhaustive list of what information can be included.

Will CLIPS be returned to the LEA for revisions?

- Yes, if revisions are required, the LEA is asked to revise and resubmit the documentation.
- An LEA may also receive recommendations from the CIT/DL. Recommendations are designed to help the LEA enhance their federal program implementation.
- In most situations, the CITs/DL will call the LEA if questions arise.

How will LEAs know if their CLIP is approved or needs revisions?

Page 7 of the CLIP Guidance document explains that CLIP communication between GaDOE and the LEAs occurs in the SLDS application.

CLIP Resources

- [LEA Consolidated Application](#)
- [FY25 Consolidated LEA Improvement Plan \(CLIP\) Guidance](#)
- [FY25 GaDOE CLIP Teams](#)
- [FY25 Streamlined CLIP \(S-CLIP\) Questions Template](#)
- [FY25 CLIP Review Criteria](#)
- [FY25 Parent and Family Engagement Policy Template](#)
- [FY25 Equity Action Plan Template](#)
- [FY25 Foster Care Transportation Plan Template](#)

CLIP Resources cont'd

- [FY25 Title I Part C ID&R Plan Template](#)
- [Progress Monitoring Application - Navigation Guide](#)
- [Components of the CLIP – Equity Action Plan](#)
- [LEA CLIP Stakeholder and Team List](#)
- FY25 CLIP Online Blank Copy (CHECK BACK SOON!)
- [FY25 CLIP IDEA Performance Goals Tips](#)



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