

**1. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A and Part D; Title III; Title IV; Title V, Part A; IDEA; Perkins; EHCY**

A description of the process the LEA used to determine the academic needs of its student body including the unique needs of students served through each applicable federal program. An analysis of the results should be included.

In preparation for writing the system improvement plan for the coming year, Hall County Schools principals, assistant principals, and central office leaders collected data from various sources that would assist in evaluating student, school, and system needs.

To begin this process, leaders reviewed the System Profile, the current system improvement plan, available student assessment data, perception/survey data, SACS reports, results from Georgia School Performance Reviews (GSPR) from select schools, as well as special education and other program review and needs assessment data.

Through this analysis process, leaders were able to determine the current organizational and instructional practices that had a positive impact on student achievement, as well as those that were not effective. This analysis also allowed the system to determine which practices, programs, and initiatives failed to address targeted areas in the LEA needs assessment.

Sources of information included:

- Student Demographic data (by grade, ethnicity, and gender): enrollment data, free/reduced lunch, program enrollment in Special Education, English Speakers of Other Languages, Migrant Education, Early Intervention Programs, Title I, Technical/Career Education, and Gifted Education, retention rates, student mobility rates, attendance, graduation data (including diploma type), graduation rates, and dropout rates.
- Student Learning data, such as various standardized assessment data (e.g., CRCT, ITBS, GHS GT, SAT, EOCT), and formative assessment data (Hall County formative assessments for K-12).
- School Process data, such as Advanced Placement (AP) courses offered, afterschool programs, faculty and administrator attrition rates, highly qualified teachers, and instructional methods and assessment processes data.
- Perception data from students, parents, staff (National Staff Development Council survey, Migrant parent, teacher, and student surveys, and community (e.g., Vision 2030).

The system completed the GSHS II (Georgia School Health Survey II needs assessment) to determine the needs of students related to safety, drug abuse and violence, all of which are barriers to learning impacting student achievement. Documented areas of need include drug use, bullying, tobacco use, and participation in illegal gang activities based on the results of the spring GSHS II. Scientifically-based Research programs utilized in our system include Too Good for Drugs II (C. Mendez), Life Skills (Dr. Gil Botvin), Reconnecting Youth (Dr. Leona Egger), Olweus Bullying Prevention Program, Gang Resistance Education Training (GREAT), and Peer Mediation Program.

The system also reviewed various instructional practices, including:

- Alignment of curriculum (e.g., GPS)
- Standards (Professional Learning Standards, GPS, Georgia Standards for School Performance)

- Major initiatives (e.g., Instructional Coaches, Georgia Leadership Institute for School Improvement, National Career Clusters, Math and Science Partnership Grant, and Hall County Formative Assessments)

The (draft) Teaching and Learning Balanced Scorecard provided an organizational framework by which schools might assess themselves in areas of “competency” and “rigor”, as well as internal process predictors of improvement.

### **Title II Needs Assessment Description:**

**As part of the improvement planning process described above, the following sources of data are reviewed each spring for information relating to Title II and the LEA’s Equity Plan.**

- **Hi-Q teacher and parapro data**
- **Teacher experience by school**
- **Schools’ Demographic Data**
- **AYP reports**
- **Student achievement test data**
- **School Improvement Plans**
- **Job fair numbers and recruitment information**
- **Chart of those leaving the district by school and the reason**
- **Professional Learning records (PDExpress)**

**Review of the above data indicate no trends in inequity across the district. Equitable opportunities for students in the areas of teachers quality and teacher experience is addressed at the school level with attention to class rolls and teacher assignments. This is monitored at the system level through school improvement conferences that take place with each principal three times each year. Title I schools currently have a higher percent highly qualified teachers than non-Title I schools (99.5% at Title I schools and 98% at non-Title). Currently, 100% of our paraprofessionals are listed as being highly qualified. Recruitment numbers have soared with a reported 931 applicants in attendance at the 2008 Hall County Job Fair. 2007 numbers show 500 applicants in attendance. Class size data review indicates that the class size ratios at high poverty, high minority schools are significantly lower than state requirements. Teacher allotment is addressed and adjusted each spring as part of the personnel/school administrator conferences. Professional learning opportunities to help teachers meet the differing needs of students are addressed through system level professional learning days. Recent topics include: Authentic Intellectual Work, Standards Based Classrooms, and Response to Intervention.**

**Based on the completed needs assessment the following list of prioritized needs was created.**

- 1. On the job professional learning to address student needs with particular attention in the areas of standards based classrooms and early intervention.**
- 2. Ensure that all staff is highly qualified (efforts include assessment, recruiting, and retention)**
- 3. Continue recruitment and teacher retention efforts (i.e., job fair, new teacher orientation, advertisements)**

### **FY09 Needs Assessment:**

As part of the improvement planning process described above, the following sources of data are reviewed each spring for information relating to Title II and the LEA's Equity Plan.

- Hi-Q teacher and parapro data
- Teacher experience by school
- Schools' Demographic Data
- AYP reports
- Student achievement test data
- School Improvement Plans
- Job fair numbers and recruitment information
- Chart of those leaving the district by school and the reason
- Professional Learning records (PDEExpress)

### **Data Overview:**

- **Highly qualified status of all content area teachers and paraprofessionals:** Current data show that fewer than 1% of Hall County content area teachers are non-highly qualified (99.5% highly qualified at Title I schools and 99.2% highly qualified at non-Title I schools.) There is only one paraprofessional who is considered non-highly qualified.
- **Teacher Experience data** has been analyzed by school and by grade or content area. Review of the data indicates no trends in inequity across the district.
- **Teacher training to meet student diversity needs:** A review of professional learning data indicates that 46% of the PLU courses offered in our district between the dates of 1/1/2008 and 1/1/2009 were specific to training teachers to meet student diversity needs. Additionally, two cohorts of Hall County teachers participated in Gifted and ESOL endorsement courses offered through Pioneer RESA.
- **Class size data** is reviewed each year during personnel conferences with each school administrator. Class size ratios at high poverty, high minority schools continue to be significantly lower than state requirements.
- **Recruitment Needs-** With the difficult economic times we are faced with our district has non-renewed approximately 100 teachers for the 2009-2010 schools year. We canceled our annual job fair and find that our recruitment needs at this time are minimal.
- **Retention Needs-** Because of the cuts being made due to the current economic condition, there will be many more staff members not returning than in past years. However, we have had fewer teachers choose to retire or resign based on family obligations.

### **List of Prioritized Needs:**

1. **Comprehensive on-the-job professional learning** that will support the retention of highly qualified teachers, student academic success, and classroom equity to meet diverse student needs.
2. **Highly Qualified Teachers-** providing assistance for teachers currently listed as not being highly qualified in core content areas
3. **Leadership development**
4. **Recruitment of teachers for critical needs areas (Math, Science, and SPED)**

**System Equity Needs:**

- **Highly Qualified Teacher Equity:** We do still have a minute number of classrooms in which the teacher is not highly qualified.
- **Teacher Preparation and Ability to Meet Diverse Needs of Students:** It is a goal to consistently meet the diverse needs of all students. Professional learning workshops and endorsement classes are offered each year through RESA and at the district and school levels.
  - **Recruitment and placement of Highly Qualified, Effective Teachers:** System recruitment to ensure highly qualified, effective teachers and placements so that all students in all schools, all classrooms and all programs have highly qualified, effective teachers with equivalent teaching experience is a continual goal within the district.

**CURRENT LEVEL OF ACADEMICS:**

Targeted student needs as outlined and addressed in the system’s implementation plan are:

All students will increase their achievement in Reading/English Language Arts and Mathematics on both the CRCT and GHS GT as follows:

<i>Group</i>	<i>Test</i>	<i>Domain</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
ALL	CRCT	Math	78%	77.6%	77.9%	80%	82%	84%
ALL	CRCT	Reading/Lang Arts	79%	80.5%	78.9%	81%	83%	85%
SWD	CRCT	Math	41%	49%	50.3%	55%	60%	64%
SWD	CRCT	Reading/Lang Arts	42%	54.1%	55.7 %	60%	64%	68%
ELL	CRCT	Math	57%	56.3%	56.0%	60%	64%	68%
ELL	CRCT	Reading/Lang Arts	51%	55.2%	48.9%	54%	59%	63%
ALL	GHS GT	Math	50%	75%	85.6 %	87%	89%	91%
ALL	GHS GT	English/Lang Arts	68%	88.4%	94.4%	95%	91%	97%
SWD	GHS GT	Math	5%	37.6%	63%	67%	70%	73%
SWD	GHS GT	English/Lang Arts	20%	69.0%	92.6%	93%	94%	95%
ELL	GHS GT	Math	N/A	32.9%	51.3%	56%	60%	64%
ELL	GHS GT	Reading/Lang Arts	N/A	41.8%	63.2%	67%	70%	73%

ELL students will increase their achievement in Reading/English Language Arts and Mathematics on both the CRCT and GHS GT as follows:

<i>Group</i>	<i>Test</i>	<i>Domain</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
ELL	CRCT	Math	57%	56.3%	56.0%	60%	64%	68%
ELL	CRCT	Reading/Lang Arts	51%	55.2%	48.9%	54%	59%	63%

100% of students will be taught by highly qualified teachers.

	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
Highly Qualified Teachers	97.8%	99%	98%	100%	100%	100%

Educate all students in learning environments that are safe, drug free, and conducive to learning.

	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>Number of Persistently Dangerous Schools</i>	0	0	0	0	0	0

**All Students will graduate from high school.**

<b>Graduation Rate</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>All</i>	62.7%	61.5%	66.2%	69.9%	72.6%	75.3%
<i>Hispanic</i>	41.5%	44.5%	50.6%	55.5%	60.0%	64.0%

**2. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part D; Title III; IDEA; EHCY**

A description of high-quality student academic assessments that the LEA and schools will use:

- a. To determine the success of children in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards;
- b. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under applicable federal programs to meet State student achievement academic standards and do well in the local curriculum;
- c. To determine what revisions are needed to projects so that such children meet the State student academic achievement standards;
- d. To effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments;

Our school system uses a variety of assessments, formal and informal to guide and differentiate our instruction to meet the needs of the individual learner. At the system level Formative Assessments aligned with the CRCT are scheduled and administered throughout the system to provide benchmark data to schools, parents, and students. The results are utilized to provide instructional interventions for students not yet mastering the standards. The multiple-choice Formative Assessments are administered grades 3-8 in Math, Language Arts, and Reading. The assessment system is currently in the process of revision to align itself with the system 9 week reporting period. While grades K-2 utilize benchmark assessment, they do not use the multiple choice format. The system assessments used include the DIBEL, DRA, Running Records and GKAP. They offer diagnosis of weaknesses at an early age and work especially well with low achieving students. These assessments offer the teachers specific areas of weakness according to the research on reading, allowing for pinpoint interventions to rectify the difficulty.

In addition, the schools have been working on performance assessments aligned with the Georgia Performance Standards in math, language arts, and reading. System-wide mapping of the assessments have been created limiting the gaps students may have moving between schools.

The previously mentioned assessments DIBEL, DRA, and Running Records offer a diagnostic view of the student in the critical areas of reading, Phonemic Awareness, Phonic, Fluency, Vocabulary, and Reading Comprehension. The results of the assessment allow the teachers to utilize the skills acquired in the RISE training. We are able to identify weaknesses at an early age and intervene while their language is in the critical developmental stage.

As a system, we are continuing to explore ways to improve our early intervention. Teachers are in the process of training to implement more leveled reading instruction utilizing the RISE strategies. The use of the Running Record on a regular basis in the classroom will certainly assist in guiding the use of strategies and providing appropriate reading materials. We will continue to explore the research and look for better ways to meet all of the needs of our children.

~~The Home Language Survey is on the Hall County Registration Form and is administered to every student upon enrollment in Hall County. Based on the results of the Home Language Survey enrolling students are determined to be Primary English students or Primary Language Other Than English (PHLOTE) students. The Language Assessment Battery is administered to all PHLOTE students to determine their eligibility for ESOL or other language assistance.~~

Progress is shared with all stakeholders through:

- Monthly leadership meetings
- PTO meetings
- School council meetings
- Newsletters
- System website
- School websites
- System report card
- Demonstrations, displays, and presentations to the school board, outside community groups, and parent groups

**3. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; IDEA; EHCY**  
**A description of how the LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics of the National Education Statistics Act of 1994 and how the results will be used in the local educational agency.**

Schools participate in NAEP based on notification from Georgia's Department of Education that they have been randomly selected to participate. NAEP's personnel administer the tests at each selected school. Since results for NAEP are not provided at the local district level (state results are provided), the local district is unable to meaningfully use the data.

**4. Title II, Part D**

**A description of strategies to share system progress, disseminate evaluation results, encourage broad stakeholder involvement, and market the role technology can have in helping students achieve in innovative ways.**

There is no need in Hall County to market the role technology can have in helping students achieve in innovative ways. After four years of revamping all of technology in this district, Pandora's technology box has been opened! Parents, students, teachers and administrators are begging for more technology as they develop wonderful plans for its use. A needs assessment and communication plan is needed that will address technology needs, successes, problems and the sharing of ideas from all stakeholders. Technology goals, objectives, strategies and evaluation methods are included in LEA Implementation Plan Hall County is doing a good job of identifying needs, but the funding is never adequate. We are aware of the NCLB requirement to assure that all 8th graders are technologically proficient, and to that end, Hall County schools will implement the Technology Integration Standards in concert with the Georgia Performance Standards once the State Board has approved an infusion plan.

## Increase parent involvement in student academics

### **Strategies:**

- Increase/Inform parent/guardians of variety of ways to access their student(s) school-related achievements and challenges as well as system information.

### **Benchmarks:**

- Anecdotal commentary from individual schools.
- Survey results provided via Infinite Campus.

### **Evaluation Plan:**

- Perception surveys given annually will be used to determine the success of the information provided.

### **Funding:**

- There is currently no known local, state, or federal funds which are needed to allocated for this strategy.

### **Person Responsible:**

- Executive Director for Technology
- Director of Community Public Relations

## Communication and Marketing Plan

Effective communication is the key to the successful integration of technology into the classroom instruction. It is also important to include our stakeholders with information related to system progress and evaluation of both individual school and system results. The following components must be identified in order to achieve useful communications:

- The source - The source must be knowledgeable and skilled in the delivery of information using a variety of (non)technological mechanisms. Examples; any key stakeholder or groups of stakeholders.
- The target – A well defined audience or recipients with training necessary to interpret the message and to use the technology associated with the retrieval process. Examples; any key stakeholder or groups of stakeholders.
- The message - A message that is concise, easily understood and focused on the target audience. Examples; plans for technology implementations, scheduled and/or emergency network down-time hardware failure, new technologies, applied technologies - best practices, lessons learned training schedules, technology support contacts, timelines, technology related budget proposals, or technology acquisition resources.
- The mechanism(s) for delivery and/or receipt. Examples; power point (or other) presentation software, meetings, newsletters, web sites, Infinite Campus messenger, telephone, e-mail, bulletins, video/broadcast, or the district's document library.

- Frequency - As needed.

It is with these communication tools that the system may encourage broader stakeholder involvement in student achievement, future roles in the workforce (utilizing site work-based initiatives), and the partnership with outside companies which provide community-based learning (hands on) activities. This communication and partnership provides opportunity to weave relationships with the system and current/future market roles for the students.

**5. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA**

**A description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards. The description must include the following:**

- a. Specific mention of disadvantaged students, migrant students, limited English proficient students, and students with disabilities.**
- b. Specific steps the LEA will take to ensure that all students and teachers have increased access to technology.**
- c. Specific steps on how the LEA will utilize available funds to support after school programs (including before and after school and summer school) and school-year extension programs.**

Hall County offers a number of opportunities for students to receive additional assistance in meeting achievement standards.

The Home Language Survey is on the Hall County Registration Form and is administered to every student upon enrollment in Hall County. Based on the results of the Home Language Survey enrolling students are determined to be Primary English students or Primary Language Other Than English (PHLOTE) students. The ~~Language Assessment Battery~~ WIDA-ACCESS Placement Test (W-APT) is administered to all PHLOTE students to determine their eligibility for ESOL or other language assistance. Identified English Language Learners in all schools receive services in the ESOL or other language assistance programs. Reading Intervention targets struggling first and second grade students in Title I schools. Reading Boost provides tutorial assistance for at risk first graders. Team Time allows for flexible grouping in grades 3-5 providing students with additional opportunities to achieve performance standards. Reading Enrichment assists at risk middle school students transitioning to high school. Funds from State Instructional Extension, the Statewide K-8 Reading and Mathematics Program, Title I, Migrant Education and Special Education will be utilized to provide instructional opportunities for students at risk of scoring below competency on the CRCT in grades 3, 5 and 8. Extended School Year Opportunities will be provided through special education, instructional extension and Migrant and Title I summer school to students who score at Level I on the CRCT. Students who have not passed the Georgia High School Graduation Tests (GHSGT) are provided with before and after school tutoring through Instructional Extension funds. The school system also provides one month of free summer tutorials and GHSGT-prep activities through the high school summer school program.

**6. Professional Learning; Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III; Title V; Title VI, Part B; IDEA**

**A description of the strategy the LEA will use to coordinate programs under Titles I, II, III, IV, V, VI, Part B, Perkins, and IDEA to provide professional learning on the integration of technology into the curriculum and instruction to improve and support teaching, learning, and technology literacy. The description should include purchasing technology, available technology tools, distance learning opportunities, and professional learning for teachers, administrators, pupil services personnel, any other staff, and parents.**

The system will coordinate Title, Perkins, IDEA, and professional learning funds to

provide the following professional and student learning with an emphasis on technology. • InTech • Career Tech Software • El-line • Distance Learning Opportunities • LCD Projectors and other equipment in each school • Scantron machines for scoring formative assessments • Computer Labs • Compass Learning • Instructional technology: smart boards, interactive white boards, TI Navigator, PASCO Science Probes, Promethias Boards • Palm Pilots for administrators • QCIS • GA College 411 • Career Cruising • Hall County GPS Website for teachers The Hall County School System has not qualified for the “competitive” Title IID funding for the 2006-2007 school year. However, the Title IID non-competitive funding has proven to be a very important source for the acquisition of technology dedicated to teaching and learning that would otherwise be unattainable. The requirement that at least 25% of the total grant be used for teacher training follows the district’s philosophy and practice of assuring that all technology implementation will be accompanied by appropriate training. The training portion of the Title IID non-competitive funding has helped each year to continue the State’s InTech training project. Over the past few years, Title IID non-competitive funding has been used to purchase: ? A mobile cart with laptops for one Title I school for two consecutive years. These mobile laptop carts have been successfully used for students as well as teachers engaged in Internet research and general instructional productivity. Training for teachers in the use of laptops and in the integration into daily instruction of electronic based information, was provided by the local RESA. ? Laptops for teacher leaders in some Title I Schools to support the effort to convert the instructional focus from the Quality Core Curriculum to the Georgia Performance Standards. Funding for this effort was heavily augmented by SPLOST and general funds to expand the implementation. ? Scanners for some Title I schools. The district implemented a formative assessment system dedicated to giving teachers proactive “just in time” assessments aimed at targeting instructional needs before CRCT or other standardized tests are administered. A scanner-based system was chosen as opposed to an on-line system, due to the lack of computer labs in elementary schools and low numbers of student computers district wide. This system was heavily augmented and expanded through SPLOST and general funds. If Title IID non-competitive funding continues for 2006-2007, the Hall County School System will target 25% of the grant to train teachers in the use of electronic white boards in the classroom and will purchase electronic white boards, LCD projectors and response units for Title I schools with the remainder of the allocation. The Technology Department will acquire and install all hardware. This initiative is totally dependent on the availability of Title IID funding. The actual plan describing how many of each device will be purchased and how many schools will participate will depend on the amount of the Title II allocation. SPLOST funds will be used to expand this project if the initiative is approved and funded.

## Planning Process

The development of the 3 year technology plan incorporates information from stakeholders in all areas of the community. The following individuals and groups participated in review, input, and analysis of the information and plan submitted:

**Media Specialist** meet on a monthly basis to discuss, among media center items, items related to instructional technology and trends. Information and input from these meetings are noted and given value on a broader scale. Media Specialist also provided a clear point of view regarding the educational technology needs of the instructional media program and the depth and breadth of collaboration with the media program and the classroom instructional programs.

**Students** were given an opportunity to provide their insight on the needs which classrooms were in need of development of technological instructional tools and methods. This insight came in the form of anecdotal commentary from personal experience, through directed questions, and conversations.

**CTAE Director and CTAE Coordinator** acted as a liaison between the high and middle school CTAE, shared the needs of the CTAE department as they relate to the technology in place in the K-12 program.

**ESOL Teachers** acted as a liaison between the ESOL department and the content area educators, shared the special needs of the ESOL department as they compared to the needs of the content area classes.

**Special Education Teachers** acted as a liaison between the special education department and the content area educators, shared the needs of the special education department as they compared to the needs of the content area classes.

**Parents and/or Guardians** of county students were able to provide their perspective of technological needs and successes in the classrooms through directed questions and anecdotal commentary, and a touring the selected schools within the county.

**School Advisory Committees** whose members include, parents, teachers, and school administrators meet quarterly to discuss needs and concerns of each individual school. These parent-driven councils work with the local school administration to develop instructional structures, including technology-related, which are unique to each schools.

**Business/Technology Vendor/Representatives** provided both written and presentation to groups of instructional leaders to be considered for implementation within the school system. A technology vendor provided insight to the trends of the overall state of instructional technology to a group of business leaders, teachers, administrators, students, and board members.

**Adult Literacy** providers provided a clear forum for promoting educational technology and community involvement in the support and continuance of high-quality educational technology in Hall County.

**Pioneer Regional Educational Service Agency (Pioneer RESA)** provided a monthly technology development time for identified personnel to work, collaborate, and discuss regional instructional and infrastructure issues.

**Business and technology teachers** acted as a liaison between the business education department and the content area teachers which shared the special needs of the business education department as they compared to the needs of the content area classes.

### **Integration/Coordination with other planning initiatives**

Hall County School System (HCSS) Balanced Scorecard provides for 2007-2013 learning goals for Teaching and Learning. These goals state:

Elementary: 90 percent of students will read at or above grade level by the end of

the third grade, 90 percent of elementary students will meet or exceed state standards in mathematics.

Middle: 90 percent of middle school students will meet or exceed state standards in reading and mathematics. 50 percent of middle school students will enter high school with Carnegie Unit credit.

High: 90 percent of students will graduate (traditional, special education diploma, or GED with enrollment in a post-secondary institution). 50 percent of high school students will graduate with post-secondary credit earned.

The technology department meets cyclically with the leaders from professional learning, curriculum and instruction, special education, ESOL, Title I, and with media specialists to assess the progress toward the Teaching and Learning goals mentioned above. Each department's plan is fully aligned and integrated with the above learning goals with measurable benchmarks found at 6 month intervals. Integrating and coordinating these system goals into instructional technology provides a seamless transition to what HCSS desires, educating our students with the most current and valued instructional technology available (based upon yearly budgetary information). One such important factor with this integration is professional development. Professional development for our staff members continues to play a critical role in the integration of instructional technology and the daily classroom. The use of both HCSS Technology Department and technology vendor-based staff instruction will continue to be a vital bridge between the "digital natives" and "digital immigrants." With current consideration of providing video conferencing capabilities at each school location, professional development from in-county trainers, as well as those vendor-based trainers, it will allow for flexibility in training multiple numbers of personnel at multiple locations at the same time. It is the intent of the HCSS is to continue to strive for innovative ways to provide technology instruction for students, staff members, and the community.

## Student Needs

### Student Academic Needs

When continuing to advance with both administrative and instructional technology, careful attention must be made to ensure that students, regardless of the academic prowess, be provided with the opportunity to utilize instructional technology in their learning experience. As we continue to seek out instructional technology that is current and useful, we must also continue to seek a balance between access and opportunity. We must continue to review, revisit, and readjust our funding for these instructional tools. Our students vary in ability in many aspects, it is our goal to ensure that all stakeholders are heard and have a voice. True assessment of the use of technology by local school groups must include academic assessments along with input from parents, teachers, special instruction personnel who would be considered subject matter experts, and other key stakeholders. Surveys will be included to assess what works and what does not and where student challenges arise. These surveys will be administered through the system's Infinite Campus (IC) student information system.

Results from state and/or federal academic tests will provide insight to the direction which HCSS must focus on. It is imperative that disaggregation of these results also provide system, school, and classroom personnel with focused direction on the needs of our students. Each testing cycle may bring about new information to what instructional

technology tools, working in concert to good teaching strategies, are successful.

### Academic Needs of Special Populations

HCSS attends to all students regardless of gender, nationality, academic, or physical capabilities. Close attention must be paid to all students, especially those students in the special population categories. Those students who participate in special needs classes, based upon eligible criteria, must be provided with the same opportunity for access to technology within the school, and at times, at their home, based upon decisions from the student’s Individual Education Plan (IEP) committee members. Those students who are English language learners must also have the opportunity to utilize and have access to technology which will provide them with additional instructional tools to assist them with initial language instruction. Access and opportunity for these special population groups to technology continues to be at the forefront when funding is available and both hardware and software are in the students’ best educational interests. HCSS will provide our most fragile students and those with language barriers, with the instructional technology which is best suited for their individual needs. HCSS will not make pre-determined selections of hardware and software based upon the newest and most technological, the most appropriate will be selected/purchased.

### Hall County School System Student Information

#### System Enrollment by Ethnicity

Year	Total Enrollment	% Black	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial
2007-2008	25,241	5.3	56.5	33.6	1.6	.03	2.4
2006-2007	24,665	5.1	57.9	32.5	1.5	.01	2.5
2005-2006	23,949	5.3	59.7	30.9	1.3	.01	2.4

#### System Free and Reduced Lunch

Free / Reduced Lunch	Number	Percent of Student Population
2007-2008	11,653/2,654	50.2
2006-2007	10,584/2,321	46.0
2005-2006	10,469/2,033	46.2

#### System Special Needs Student Population

Special Education	Program Enrollment	Percent of Student
-------------------	--------------------	--------------------

		Population
2007-2008	3,518	13.9
2006-2007	3,457	14.0
2005-2006	3,267	13.6

### System English Language Learner Student Population

English to Speakers of Other Languages (ESOL)	Program Enrollment	Percent of Student Population
2007-2008	5,277	20.9
2006-2007	5,483	22.2
2005-2006	5,308	22.1

### System Title I

Title I	# of Eligible Schools	# of Schools Served Targeted Assistance	# of Eligible Schools
2007-2008	12	0	12
2006-2007	12	0	12
2005-2006	12	3	9

### System Gifted and Talented Population

Gifted Education	Program Enrollment	Percent of Student Population
2007-2008	1,930	7.6
2006-2007	1,825	7.3
2005-2006	2,312	9.6

### System Data by Elementary Schools

#### System Retention Rates for Elementary School Students

Retention Rates	% White	% Black	% Hispanic	% Other Ethnic Groups	% Male	% Female
2007-2008	37.61	4.12	55.04	3.21	61.5	38.5
2006-2007	30.27	3.66	62.38	3.66	61.0	39.0
2005-2006	38.07	3.21	57.33	1.37	62.3	37.6

#### System Mobility Rates for Elementary School Students

Mobility* Rate of Students	Number of Transfers Out of the System	Percent of Elementary School Student Transfers Out of the System
2007-2008	919	65.69
2006-2007	1611	78.13
2005-2006	1559	78.07

Mobility* Rate of Students	Number of Transfer within the System	Percent of Elementary School Student Transfers Within the System
2007-2008	480	34.31
2006-2007	451	21.87
2005-2006	438	21.93

### ventions Program for Elementary School Students

Early Intervention Program (EIP)	Program Enrollment	Percent of Elementary School Student Population
2007-2008	1,887	14.84
2006-2007	1,478	11.77
2005-2006	1,603	13.17

HCSS believes that the use of online curriculum providers will also provide those students who require special course options with the opportunity for the independent course work. This course work will provide those students who require content which are not currently provided at their own school. There are also courses which students are taking for initial credit (at HCCS's Alternative Learning Center) and credit recovery at all of our high schools. Online curriculum for special needs students, those on hospital homebound may also be available. Potential usage of online curriculum in the middle schools is currently being considered.

HCSS envisions the use of video conferencing in many aspects of student learning, staff development, and partnerships. The video conferencing aspect of the student learning will provide our students with instructional opportunities from off site locations and with partnership with universities and other learning institutions (from K-12 to research institutions). Staff development will utilize video conferencing as a means to an efficient and cost effective way to provide staff members with face to face training and meeting capabilities (virtually).

### Establish or maintain equitable technology access

#### **Benchmarks:**

- Specific technologies will be selected and possibly purchased. Examples: applications, virtualization, virtual computing environments.

#### **7. Title II, Part D**

**A description of how the LEA is addressing 8th grade technology literacy by including:**

- Evidence of the tools or strategies used to determine an estimation of student**

**technology literacy at all grade levels (or bands of grade levels, such as PreK-2nd, 3rd-5th, 6th-8th, 9th-12th);**

- b. An estimation of the students' school-based experiences with developing technology skills and technology literacy at all grade levels (or bands of grade levels);**
- c. Evidence of the tools or strategies the system is implementing to ensure that all students are technologically literate by the end of 8th grade.**

Through Connections programming all students are scheduled into several technology-centered courses during their three years in the middle schools. The Explorations in Technology program focuses on the use of computer technology to support student learning by accommodating the full range of learning styles, responding to special needs, and integrating technology into the curriculum. During the semester, students work in several learning modules designed to help them understand how technology is used in their lives. The modules challenge students to reflect on classroom practice and philosophy so that technology is used effectively and with vision. Students use computers to organize data, to promote collaborative problem solving, to encourage learning, communication and research, and to support the creative process. Computer Connections classes offer grade-differentiated programming as follows. Sixth grade students will recognize the parts of the computer commonly called hardware. They should be able to distinguish between hardware and software. Sixth grade students spend the bulk of their time learning proper keyboarding techniques. We then move on to word processing documents and learn to format them properly. We touch on ergonomics and health-related issues as apply to computers. Seventh grade students review and practice proper keyboarding technique. They will identify the basic parts of a computer system and distinguish between hardware and software. Students create, edit, and format electronic presentations using HyperStudio software. Seventh graders will define and explain applications of e-mail, electronic searches, Internet, etc., in personal and professional life. Eighth grade students review and practice proper keyboarding technique. Students will apply, understand, or assess computer ethics. They will apply, understand, or assess the components of Microsoft Office. Eighth graders will apply knowledge of computers in the academic classroom. Students in the Computer Connections class will: 1. Understand, apply, and assess the use of the computer in personal and professional applications. 2. Understand, apply, or assess proper keyboarding techniques. 3. Understand, apply or assess word processing and presentation applications in the business environment. 4. Understand, apply or assess computer applications in the academic classrooms. In addition to the Connections class programming, regular academic courses require students to use technology to research, develop and present intellectual products on a regular basis. Students routinely visit three computer labs which are dedicated to specific grade levels. Media centers require students to use technology to access the catalog of materials and to access other media. The balanced scorecard assessment tool that Hall County is currently developing contains a dimension to assess the integration of technology in the instructional process. Hall County continues to provide InTech training for all grade level staff members twice a year. We also will use a State Board of Education approved plan to infuse Technology Integration Standards into the GPS once the State Board has approved that plan.

Through the new Lanier Charter Career Academy (LCCA), high school students now have access to a Digital Media pathway where courses include e-Marketing and Web Design. LCCA, along with partner Lanier Technical College, are currently developing courses for dual enrollment credit that will lead to post-secondary certificates in Web Site Designer & Web Site Assistant.

## 8<sup>th</sup> Grade Technology Literacy

## Increase/Maintain technical support

### **Strategies:**

- Define technology benchmarks at each grade level based on ISTE and state technology performance standards
- Support teachers in the instruction and implementation of these skills in their standards based curriculum.

### **Benchmarks:**

- Technology benchmarks at each grade level based on ISTE and state technology performance standards.
- Review of teacher participation in professional development opportunities.

### **Evaluation Plan:**

- Data collected from the Technology work-order system will be analyzed to determine the staff's ability to diagnose simple technology problems.
- Principal generated anecdotal documentation of technology use in the classroom.

### **Funding:**

- The superintendent and board of education include provisions in the district's annual budget for equitable system technology access utilizing general funds, grants, and E-Rate (when applicable).

### **Person Responsible:**

- Executive Director of Technology, Information, and Assessment
- Technology Support Coordinator

### **8. Professional Learning; All federal programs**

A description of how the local educational agency will ensure that funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchase of technology and technology tools. Where applicable include how the practices and products will impact student technology literacy.

Each federal program is required to document that professional learning activities are based on scientifically and/or evidence-based practices and products including the purchase of technology. In addition to the required documentation, the system professional learning advisory committee must review and approve each professional learning plan submitted for PLU credits. Plans are checked for alignment to school/system improvement goals and scientifically and/or evidence-based practices. The Safe & Drug-Free Schools Program complies with the Principles of Effectiveness by selecting and implementing scientifically and/or evidence-based practices and products targeting assessed needs.

**Funds are dedicated to the purchase of scientifically or evidence-based products that have been identified in the system and/or school improvement plans. The request to purchase these products is addressed in committee meetings at both the school and system level as part of the improvement plan development phase.**

**Purchases must be approved at the district level. Program coordinators offer technical assistance to ensure that purchased items meet specific program requirements, that they are evidenced based, and that they specifically address the identified needs of students.**

## **9. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA, EHCY**

A description of how the LEA will use federal funds to coordinate and integrate services with other educational services at the LEA or individual school level such as:

- a. Technology, professional learning, curriculum, media, Title I, special education, and ELL programs;
- b. Even Start, Head Start, Reading First, Early Reading First, IDEA preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs;
- c. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program

Coordinators of Title I, Title II, Title III, Title IV, Title V, Title VI, and Professional Learning meet during monthly Teaching and Learning meetings. This affords the time to coordinate timelines, budgets, and programming. Additionally as part of Hall County Schools' 0-8 Literacy initiative, meetings are taking place with community representatives (i.e. Head Start, Northeast Georgia Medical Center, Literacy Alliance, Hall County Library Association, etc.) to create a community-wide plan to have all students reading by age 8.

The district is currently in partnership with Gainesville City School in two grants to better serve the student population and community. HOPE Resource Center is funded jointly through McKinney-Vento and each school system. 21st Century Learning centers are based in two schools in each school system and is coordinated in partnership with the Hall County YMCA.

The IDEA preschool program, Head Start and Community Based programs are collaboratively providing professional learning opportunities for staff members. The Hall County School System provides therapy (speech, occupational and physical) at all Head Start and community-based sites to assist with developmental delays. Transition services include parent orientation meetings and a preschool visitation day. Two elementary schools are hosting summer programs as an aid in transitioning at risk Kindergarten students. Hall County collaborates with Catholic Charities and MALDEF for parent liaison training for the Parent to Parent program and with CLASE at UGA for **teacher and** parent education training.

### **Coordination of services for migrant students:**

~~All supplemental services are available to Migrant students based on their needs, just as to non-Migrant students. Some Migrant students are eligible to receive ESOL services, but others are not. All Migrant students may receive additional supplemental services based on the Priority for Services information provided to Hall County by Piedmont MEA. Migrant and formerly migrant students are selected to receive Title I, Part A services on the same basis as other students. Migrant students who are limited English are selected to receive Title III services on the same basis as all other limited English proficient students. Hall County coordinates with programs that provide services that meet the identified needs of migrant children.~~

Migrant students may receive supplemental services based on the Priority for Services (PFS) information provided to Hall County by Piedmont MEA. After assuring that PFS

students receive needed services, the district provides tutorial services to eligible Migrant students. Hall County coordinates a variety of programs that provide services that meet the identified needs of Migrant children, as well as the needs of non-Migrant students. Migrant students who have limited English are eligible to receive Title III services on the same basis as all other Limited English Proficient students. Migrant and formerly migrant students are selected to receive Title I, Part A services on the same basis as other students.

#### **10. Title IV**

**A description of how the LEA will develop strategies that prevent violence in and around schools and the illegal use of alcohol, tobacco, and drugs including how the prevention activities meet the Principles of Effectiveness; involve parents; and coordinate these efforts and resources with other federal, state, and community entities. In addition the LEA must explain how evaluations of effectiveness will be used to refine, improve, and strengthen the program strategies.**

The system is using the Olweus Bullying Prevention Program, Life Skills (Dr. Gil Botvin), Gang Resistance Education Training (GREAT), Peer Mediation Program, Reconnecting Youth (Dr. Leona Eggert), and the Parent to Parent program, all of which meet the Principles of Effectiveness, based on assessment data and thereby assuring a safe/orderly and drug-free learning environment. The SDFSCP collaborates with various community entities (including parents, federal, state and community leaders and school officials). Community entities help provide direction and focus for the Safe & Drug-Free Schools program by targeting proactive, scientifically-based programs to help reduce the illegal use of alcohol, tobacco, and other drugs. A primary focus for this representative team is strength-based programming initiatives in order to develop healthy, resilient youth. Performance indicators are established within the plan to support measurable objectives in order to monitor progress toward meeting individual program goals and objectives. In addition, professional learning opportunities will be used to refine, improve and strengthen each implemented research-based program, strategy, or activity. It is through this process that the Hall County School System Safe & Drug-Free Schools program adheres to the Principles of Effectiveness guidelines.

#### **11. Title I, Part A; Title II, Part D**

**A description of the poverty and school eligibility criteria that will be used to select attendance areas for schools eligible for funding through Title I, Part A and school eligibility for grant opportunities through Title II, Part D.**

Hall County Schools uses grade span grouping to rank its schools based on free/reduced lunch percentages.

#### **12. Title I, Part A; Title I, Part C; Title IV**

**A description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools.**

I. Students identified with targeted assistance students and receiving reading intervention have been identified using the following method: • Before school's end: Kindergarten teachers rank upcoming first graders by reading ability level as measured by the DRA. We use those rankings and test students just below the middle with the Observation Survey. We will begin pulling students who are below level 4 and whose CAP stanine is around 4. • Economically disadvantaged, migrant, LEP, and homeless students have equal opportunities to participate in reading intervention based on the above criteria. When first round students have exited the program the intervention teacher uses the same process to select new students to enter the program. • Parents are notified and asked to become partners with school personnel by supporting the intervention program through allowing the child to read homework books and by meeting with school personnel to discuss student progress. II. Students who are identified as at-risk based on CRCT test results and whose teachers recommend them for targeted assistance are listed. Students have equal opportunity for service. These students will receive services through an instructional coach whose role is to work specifically with the classroom teacher to plan interventions to best meet students' individual academic needs. Their progress is monitored throughout the year through district-developed formative assessments aligned to the GPS and performance standards. Parents are informed of the academic needs of their child and are kept informed through the use of formative assessment data. Parents are active participants in the school improvement process through meetings of the school council, PTO, and parent liaison. Parent input is requested annually prior to an update in the school plan. III. The services provided by SDFS to students in Title I targeted schools will be based on the specific needs of students in that school just as services are provided to all other students in our system.

### **13. All Programs**

**A general description of the instructional program in the following:**

- a. Title I schoolwide schools,**
- b. Targeted assistance schools,**
- c. Schools for children living in local institutions for neglected or delinquent children, and**
- d. Schools for children receiving education in neglected and delinquent community day programs, if applicable.**

a. Title I schoolwide schools – Schoolwide Title I schools use federal funds to reduce class size, provide instructional support, and develop interventions for identified students. The focus is on creating differentiated learning environments so that students can reach proficiency and beyond. Instructional coaches are provided to these schools to help support teachers and students. b. Targeted assistance schools – Targeted assistance students are identified in the ways listed in section 12. These students are provided with reading intervention and with an instructional coach who works specifically with the classroom teacher to plan differentiated instruction to meet the needs of the individual learners. c. Schools for children living in local institutions for neglected or delinquent children – Eagle Ranch provides a faith-based home for children aged 6-18 who are in need of a stronger family support system. Their goal is the spiritual, intellectual, emotional, social and physical development of their children and the eventual reunification with their natural families whenever possible. Currently they have an on-campus middle school, which can educate 36 children. The remaining high school and elementary residents attend Hall County Public Schools. The house parents, counselors, and Director of Education work closely with the local schools to ensure that residents are putting forth their best effort and are receiving any special education services they may require. Eagle Ranch School is staffed with three certified teachers along with a director. The school operates very much like a special education program in the local public school. A teacher and paraprofessional work with twelve students at a time in each subject area making every effort to individualize the content based upon the needs of each student. Their educational philosophy is based upon meeting each child at his/her academic need. d. The Safe & Drug-Free Schools (SDFS) programs are available to all. The SDFS programs/activities as referenced below are available to all schools for all students including those in alternative school settings, After School Programs, or other settings addressing high risk youth. Specific Programs include: Olweus Bullying Prevention Program, Life Skills (Dr. Gil Botvin), Gang Resistance Education Training, Peer Mediation Program, Reconnecting Youth (Dr. Leona Eggert), Parent to Parent, and Signs of Suicide. e. Elementary Education: The curriculum includes the Georgia Performance Standards. A concerted effort is made to recognize unique differences among students in all subject areas. Language Arts is taught using a systematic, multilevel, and multi-method approach. Students receive at least 90 minutes of reading and writing instruction each day. Instruction includes the four essential components of a balanced literacy program: Guided Reading (comprehension), Working with Words (phonics), Writing, and Leveled Reading. Our mathematics instruction focuses on big ideas at each grade level. Our goal is that students will understand these major concepts in order to apply them to new situations. Teachers have implemented a short verbal drill segment lasting no more than 5-10 minutes over those facts that must be memorized for instant recall. Other curriculum offerings for elementary students include science, social studies, and health. Specialists in physical education, art and music provide instruction in those areas. Students receive report cards every nine weeks, and a progress report is given midway through the nine weeks grading period. f. Middle and High Schools: Among the approximately 225 course offerings, the curriculum includes: Mathematics courses to help meet career preparation goals and college preparatory math from algebra through calculus, computer programming and statistics. A science course sequence that culminates with advanced biology, chemistry, and physics. Language arts courses in American and English literature, in grammar, composition and business English. Foreign language study in French, Spanish and German. Skills courses in construction trades, metal fabrication, auto mechanics, graphic arts, health care, computer technology applications, (CAD) Computer Aided Drafting, and Integrated Manufacturing Technology. Youth Apprenticeship Program to teach more in-depth, on-the-job skills coupled with post-secondary technical training.

### **14. Title I, Part A; IDEA; EHCY**

**A description of the services the LEA will provide homeless children who are eligible to receive services under applicable federal programs. The description should include the following:**

- a. An assessment of the educational and related needs of homeless children and youths;**
- b. A description of the services and programs for which assistance is sought to address the needs identified;**
- c. A description of policies and procedures, consistent with section 722(e)(3), that the LEA will implement to ensure that activities carried out by the agency will not**

## **isolate or stigmatize homeless children and youth.**

I. Hall County has assigned a social worker to serve as our Homeless Liaison. This person stays in touch with individual schools. School counselors, administrators, and nurses are key personnel in the identification of homeless students. These people stay in contact with the assigned social worker to assure that needed services are provided to students. District level personnel additionally work in helping support these efforts. Our student services coordinator and Title I coordinator meet to discuss the needs of homeless students. There is money set aside in the Title I budget to support the individual needs of the students. II. In addition to the efforts of our district alone, we are also in partnership with Gainesville City Schools through the McKinney-Vento Act. The HOPE partnership provides the following services to homeless students to ensure school enrollment, attendance, and success: a. Transportation b. Support Services c. Tutorial Services d. Assistance with personal needs including: i. Health services ii. Emergency housing iii. Clothing iv. Food v. School supplies

### **15. Title I, Part A; Title I, Part C; Title II, Part D; Title III; Title IV; IDEA**

A description of the strategies the LEA will use to implement effective parental involvement in all programs. The description must include the following

- a. How the LEA included state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement.
- b. How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities.
- c. How the LEA will build school and parents capacity for strong parental involvement including how the LEA builds capacity to support a partnership among the school, parents, and community.
- d. How the LEA will coordinate and integrate parental involvement strategies under NCLB with other community based programs such as Head Start, Reading First, Even Start, State operated preschool programs, etc.
- e. How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.
- f. How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.
- g. How the LEA will involve parents in schoolwide activities.

The Comprehensive Plan for Improving Student Academic Achievement was developed through a series of planning sessions with input from a parent representative, teachers, principals, and directors representing elementary, middle and high school, coordinators and directors of federal programs including Title I and IDEA, and a representative of the Hall County School Board. Small group sessions were held to analyze data and share insights with all members of the committee.

Coordination and technical assistance for parent involvement activities will be provided through support personnel including the parent liaisons and parent liaison facilitator, as well as the parent mentor and the parent support specialist in the Special Education department. Each school in the district is assigned a parent liaison on a **full-time, part time or on-call basis**. The bilingual parent liaisons assist parents of second language learners by designing mini-workshops to address issues of importance to parents and schools, accompany school staff on home visits with non-English speaking Hispanic families, coordinate among community agencies and Latino parents and consult on cultural issues and concerns. A parent mentor works with special education parents to connect them with community resources and state and federal programs such as Katie Beckett, Medicaid waivers and state aid and grant funds. Informational meetings are held monthly on such topics as Transition, Inclusion, IEPs, etc. All information regarding

parent involvement opportunities are provided to parents of school age children with disabilities, Head Start, IDEA preschool and community based preschool special education students. Parents are involved in multiple areas of the SDFSCP which may include but are not limited to Consolidated Application, Red Ribbon Week Activities, Community Service Projects, Advisory Boards and School councils and school/community workshops. A Latino parent support specialist with GLRS works with Hall County to assist parents in understanding all aspects of the school system including special education services. These efforts are targeted in six low performing schools.

The effectiveness of the parent education program will be evaluated annually through parent surveys, anecdotal records and improvement toward state performance goals. The data gathered will be analyzed utilizing a collaborative approach between departments seeking input from schools, parents and community members to strengthen the parent involvement component. **The LEA parent involvement policy is part of the Hall County Student Handbook and is distributed to all parents each Fall.**

## **Updated LEA Parent Involvement Policy:**

### **Parent Involvement Policy**

It is the goal of the Hall County School System to develop strong partnerships with the home. Parents and schools working as partners increase student achievement and develop positive attitudes about self and school.

#### **I. The partnership between home and school will be supported at the system level by:**

1. Development a process that continuously plans, implements and assesses strategies that build the partnership.
  - A district-wide committee of parents, teachers and administrators will conduct an annual review of the effectiveness of parent involvement activities in increasing the participation of parents. The evaluation will be conducted through a survey. The results of the survey will be used by the committee to recommend strategies for improving partnerships at the school and district levels.
  - Reserve one percent of allocation for parent involvement and distribute at least 95% of this reserve to served schools.
2. Developing a system for informing and involving parents if a school is found to be “in need of improvement”.
  - Information to parents will include what the identification means and how the school compares to others; the reasons for identification; what the school is doing to address the problem of low test scores; what the district and state are doing to help the school; how the parents can become involved in addressing the school’s academic problems; and the parents’ options regarding their right to seek a transfer of their children or to seek supplemental services.
3. Developing a plan for communicating with Limited English Proficient (LEP) parents in a language they can understand:
  - The reasons for identifying their child as LEP and in need of placement in a language instruction educational program;
  - The child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
  - The methods of instruction used in the program in which their child is or will be participating, and the methods of instruction used in other programs available to the child, including how such programs differ in content, instructional goals, and the use of students’ native language in instruction;
  - How the program in which their child is or will be participating will meet the educational strengths and needs of their child;
  - How the program will specifically help their child learn English and meet age-appropriate academic achievement standard for grade promotion and graduation;

- The specific exit requirements for the program;
- Information pertaining to parental rights that includes written guidance on withdrawing their child from the program, or choosing among various programs and methods.

4. Educating teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

5. Coordinating and integrating parental involvement programs that encourage and support parents in more fully participating in the education of their children. Program topics might include parenting skills, English Language instruction, literacy, and math proficiency.

**II. Based on a needs assessment, each school will jointly develop with parents a parental involvement policy. When in place, this policy will be approved by the school council. This policy will be distributed to parents and will specify that the school will:**

1. Provide timely notice and opportunities for conferences to discuss the progress of students.
2. Provide full opportunities for the participation of LEP parents, parents of migratory children, and parents of children with disabilities on the education of their children. This includes sending information to parents in a format and, to the extent feasible, in a language that parents can understand.
3. Conduct an annual parent opinion survey.
4. Jointly involve parents in using data to create a School Parent Involvement Action Plan that supports the school improvement plan.
5. Involve parents in the decision regarding how funds are allotted for parent involvement activities.
6. Actively engage parents and families as partners in the learning process.

**III. In addition to the school requirements above, each Title I school will:**

1. Develop Parent-School Compacts to strengthen communication between the home and the school.
  - Schools will develop compacts jointly with parents.
  - Compacts will explain the responsibilities of the school staff for providing a high-quality curriculum in a supportive and effective learning environment and ways parents will support their child's learning. These may include strategies such as monitoring homework completion, television time, and attendance; volunteering in classroom activities; and participating, as appropriate, in decisions relating to the education of their children and the positive use of their extracurricular time.
  - Compacts will address the importance of ongoing communication between teachers and parents. At a minimum, communication will include annual conferences, frequent progress reports, and reasonable access to staff, opportunities to volunteer and observe.
2. Convene an annual meeting to explain the Title I program to parents and inform them of their right to be involved in the program.
3. Offer a flexible number of meetings.
4. Involve parents, in an ongoing, organized, and timely way, in the planning, review and improvement of Title I programs.
5. Provide timely information about its Title I programs to parents, describe the curricula, the student assessments and proficiency levels students are expected to meet, provide opportunities for regular meetings where parents can provide input, and respond promptly to parent suggestions; and
6. Provide parents with an opportunity to submit dissenting views to the school district if a school's school-wide program plan is unacceptable to them.

7. Provide materials and training, such as literacy training and training on how to use technology, to help parents work at home with their children to improve achievement.
8. Educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.
9. Coordinate and integrate parental involvement programs that encourage and support parents in more fully participating in the education of their children.
10. Develop appropriate roles for community-based organizations and businesses in parent involvement activities, including providing information about opportunities for organizations to work with parents and schools.

### **Stakeholder Involvement:**

**The Hall County Leadership team is made up of district and school personnel. The team meets three times each year to monitor the implementation of the district's improvement plan through the review of presented artifacts and evidence. Parents and community input is sought through the use of surveys and the newly established Parental Involvement System Advisory Council. Multiple departments within the central office collaborate with the group to gain insight and information that will shape the district's improvement plan. The Parental Involvement System Advisory Council met twice during the FY09 school year to review data and make recommendations as part of the districts needs assessment process. These meeting included the assessment of system needs, action planning, and the assessment of the action plan. Monthly meetings with all administrative staff is another avenue that is used to involve stakeholders in the needs assessment, prioritization of needs, and action planning to ensure equity.**

### **Equity of Stakeholder Involvement**

All stakeholders are vital to the decision-making process because all stakeholders impact the quality of educational services offered. Since the system is culturally diverse, attention is given to the many stakeholder needs. In order to enhance the decision-making process for the students of Hall County, many opportunities are provided at both the school building and system levels.

The Hall County School System Improvement Process begins with the system leadership team. System improvement documents provide the members of the Hall County community with the information needed to guide continuous and effective improvement. In June the System Balanced Scorecard and System Improvement Plan are revised. Four types of data are reviewed: demographic, achievement, process, and perception. Goals are written based on the review of the demographic and achievement data. Pyramids of Intervention, school level GAPSS results and perception data help determine needed strategies. The budget and professional learning plans are set based on the strategies. System Improvement Plan evidence and artifacts are collected, evaluated, and monitored. Decisions are made and revised based on the data monitored by leadership and school improvement teams. Short Term Action Plan implementation is monitored and system and school decisions are revised based on the data.

Parents and community input is sought through the use of surveys and the newly established Parental Involvement System Advisory Council. Multiple departments within the central office collaborate with the group to gain insight and information that will shape the district's improvement plan. The Parental Involvement System Advisory Council met twice during the FY09 school year to review data and make recommendations as part of the districts needs assessment process. These meetings included the assessment of system needs, action planning, and the assessment of the action plan. Monthly meetings with all administrative staff are another avenue that is used to involve stakeholders in the needs assessment, prioritization of needs, and action planning to ensure equity.

Parents Right to Know requirements as described in NCLB are printed in student agendas (middle and high schools) and the district's Code of Conduct documentation (elementary schools). These are distributed annually in the first day of school information packets.

**16. Title I, Part A**

**A description of the actions the LEA will take to assist its schools identified as needs improvement schools. Schools identified in needs improvement are assisted with the following: •**

Elementary and Secondary Directors, Improvement Specialist, and Leadership Facilitators work with schools to provide needed professional learning activities, data analysis, and improvement planning. Additional help is provided in the targeting and monitoring of high impact students/subgroups with interventions and benchmark assessments used for examining progress throughout the school year. • Improvement plans are reviewed by a system level committee consisting of state leadership facilitators, local leadership facilitator, principals, and improvement specialist. Feedback is offered to each school's leadership team. • School Choice and/or SES is coordinated at the central office level. Support and assistance is offered to parents if needed throughout both processes.

**17. Title I, Part A**

A description of the actions the LEA will take to implement public school choice and supplemental educational services for schools identified as needs improvement.

Hall County follows the provisions in No Child Left Behind and guidance from the Georgia Department of Education in the implementation of school choice and SES. The following steps are used to implement the process.

School Choice

1. Identify schools offering choice and receiving schools.
2. Check status of students who have been approved for choice at any time in the past. If they are still eligible for transportation, fax a copy of names and addresses to transportation so they can begin setting up routes.
3. Update school choice letters to reflect current year and get them translated.
4. Send a copy of letter and application to sending and receiving school administrators.
5. Send letters to printers.

6. Mail letters to parents.
7. When applications are received they are approved by the improvement specialist.
8. After application has been signed the student information needs to be added to a shared spreadsheet.
9. This spreadsheet needs to be faxed to transportation at a minimum of once a day when changes have been added. The transportation department only needs a list of the students who require and are eligible for transportation; all other names/information can be removed from the sheet prior to faxing.
10. The Teaching and Learning Department is responsible for making sure parents get notified of the approval. Parents are called or emailed when their application is approved.
11. If transportation is required, parents should be informed that our transportation department is working to set up routes.
12. Continue to communicate deadlines for transfers to parents. Assist parents with questions and concerns.
13. In the spring of each school year, communicate with schools and parents of 5th and 8th graders that these students must return to their home district school for the upcoming school year.
14. Ask schools to forward records of the above out-of-district 5th and 8th grade students to the home school, not the feeder pattern school.

#### Supplemental Services

1. Identify schools offering supplemental services. Calculate the per pupil amount for services.
2. Mail supplemental service informational letters/applications to the parents of eligible students.
3. Host an informational meeting for providers. Invite all providers on the Hall County state list.
4. Host a provider fair at each school.
5. Parents are given at least 20 days to make a decision about SES.
6. Assist any parent with making SES decisions.
7. When applications are received, verify school entered information.
8. Enter information onto a spreadsheet.

9. Send accepted or denied letters to parents.
10. Send student information to the providers.
11. Enter the date when student agreement and individual plan is developed and submitted with signatures.
12. Monitor student progress through reports sent monthly with invoices.
13. Communicate any areas of concern with the providers and the state.
14. Complete necessary reports/surveys for the state

**If funds are not available to honor all requests for choice and supplemental services, the school district must place a priority on serving those students who are the lowest achieving from low income families. Students will be ranked and served, up to the amount equal to the required set-aside of 20%, based on lowest total math and reading CRCT scores.**

**Complaint Procedures:**

- Step 1 - Associate Superintendent  
for Curriculum and Instruction**
- Step 2 - Superintendent**
- Step 3 - Board of Education**

**The Associate Superintendent may appoint a committee of three administrators within the school system for the purpose of deciding the dispute or appeal at Step 1, but the decision as to whether to appoint such a committee shall be solely within the discretion of the Associate Superintendent. If the Associate Superintendent does not appoint a committee and subsequent developments suggest to the Superintendent, in the exercise of his discretion, that a committee would be useful to decide the dispute or appeal at Step 2, the Superintendent may appoint a committee under this paragraph for the purpose of deciding the dispute or appeal at Step 2.**

**At each step of the appeal, evidence and documentation which has been furnished under the terms of this policy shall be provided to the decision maker. The decision maker may also seek additional evidence or documentation consistent with the terms of this policy or which may be required in order to give effect to this policy. Any decision appealed to the next step must be in writing giving specific reasons why the contested decision should be reconsidered.**

**A decision shall be provided in writing as soon as is practical after the appeal is submitted, but no longer than ten working days, except in cases where the appeal is to the board of education, in which case the response will be made as soon as the board can provide proper deliberation and render a decision. Any decision maker may, but is not required to, hear from any person involved in the process.**

**18. Title I, Part A; Title II, Part A and Title II, Part D; Title III; IDEA  
A description of how the LEA will ensure that teachers and paraprofessionals meet the**

**highly qualified requirements in Title I section 1119, QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS. Description must include:**

- a. **Highly Qualified trend data for LEA and school**
- b. **Information about numbers of teachers (disaggregated by subject taught and grade level) who lack certification and who are NOT designated as highly qualified;**
- c. **Activities of how the LEA will develop strategies and use funds to support teachers in becoming highly qualified;**
- d. **The percentage of teachers and administrators who are technologically literate; the method(s) used to determine teacher and administrator technology literacy; and strategies the school system will implement to increase the percentage of teachers and administrators who are technologically literate;**
- e. **A description of how the LEA will certify that all teachers in any language instruction educational program for limited English proficient students that is, or will be funded under Title III, are fluent in English and any other language used for instruction, including having written and oral communication skills;**

Hall County Schools includes a notice in its handbook describing the definition of highly qualified and describes how parents can request teacher qualifications for their child's teacher. Highly Qualified teacher percentages have been generally trending upward in Hall County from 2004 to 2006. This trending is owing to proactive efforts to ensure that all teachers are HiQ by School Year 2006/ 2007. However, Special Education HiQ issues have exercised a negative impact on the uptrend for this school year. Those issues have been addressed since the data was established as Special Education teachers pass Praxis II tests and the county has sponsored a cohort of those teachers to earn the Teaching of Reading Endorsement . As of S.Y. 2005/ 2006, 95.4% of the district' s NonTitle teachers are Highly Qualified and 96.9% of the system Title I teachers are HiQ. In the 2005 academic year, 98.3% of the district' s NonTitle teachers were Highly Qualified and 99% of the system Title I teachers were HiQ. In the 2004 academic year, 97.8 % of the district' s NonTitle teachers were Highly Qualified and 96.9% of the system Title I teachers were HiQ. Principals send notification to the parents of any student who is in a class with a teacher who is not currently classified as highly qualified. Praxis test study groups have been offered to those educators who have elected to add areas of concentration by taking the Praxis test in multiple content areas. Six individuals from the school system have been certified to teach the three Teaching of Reading and Writing courses in order that the Reading Endorsement can be acquired by large numbers of system teachers, especially those Special Education teachers. Professional Learning opportunities for Safe & Drug-Free Schools include bullying workshops, methamphetamine workshops, gang awareness workshops, mentoring, classroom management, internet safety and cyberbullying. Plans are to train all student service personnel and local administrators in "School Crises Response Planning and Early Intervention." Dave Opalewski will lead staff and administration in a one-day training on September 22, 2006. Additionally, the district collaborates with RESA to provide ESOL, reading and gifted endorsement with priority given to teachers who are placed but not currently endorsed. A waiting list of interested teachers is maintained for the various endorsement programs.

**Title II Equity Indicator: Annual Needs Assessment Including Required Equity Components:**

**( Annual Needs Assessment process is described in descriptor 1)**

**Along with the above description of Hall County's needs assessment the purchase of personnel software, Search-Soft, will allow the district to gather data more efficiently to monitor equity issues within the district. An annual report will be**

produced each spring with data concerning equity in teacher experience, highly qualified teachers, teacher training, class sizes, and recruitment/retention of teachers. The annual report will be shared with stakeholders through leadership team meetings, principal meetings, department meetings, and parent involvement committee meetings. All identified inequities will be addressed through strategies added to the systems improvement plan. Appropriate artifacts and evidence of the plans implementation will be presented at regularly scheduled meetings of the leadership team and other stakeholder committees.

**Title II Equity Indicator: Equity of Stakeholder Involvement:**

The Hall County Leadership team is made up of district and school personnel. The team meets three times each year to monitor the implementation of the district's improvement plan through the review of presented artifacts and evidence. Parents and community input is sought through the use of surveys and the newly established Circle of Adults Focusing on Education (CAFÉ) group. Multiple departments within the central office collaborate with the CAFÉ group to gain insight and information that will shape the district's improvement plan. Monthly meetings with all administrative staff is another avenue that is used to involve stakeholders in the needs assessment, prioritization of needs, and action planning to ensure equity.

**Title II Equity Indicator: Highly Qualified Teacher Equity:**

Monitoring the assignment of highly qualified teachers is a collaborative effort between the Personnel Department and the Teaching and Learning Department. Certificate needs and hiring are functions of the Personnel Department while professional growth and creation of individual plans for becoming Hi-Q are handled in the Teaching and Learning Department. The representatives from each department spend time together reviewing data collected locally and from the state Hi-Q website and propose necessary actions to help reach the goal of 100% highly qualified teachers and paraprofessionals. A written plan is in place for each teacher listed as not being highly qualified. Plans for becoming highly qualified are created jointly between the teacher and the principal and are kept on file and monitored by the Title II coordinator. Goals and strategies for teacher quality are located in the system's improvement plan and are reviewed as described in descriptor 1 as part of the annual needs assessment. Title II funds are used to provide instructional coaches and to provide reimbursements for required testing. **Current Hi-Q data reflect 99.5% of Title I teachers are considered highly qualified, 98% of non-Title I teachers are highly qualified, and 100% of Title I paraprofessionals are highly qualified. Of the 29 total teachers in the Hall County School District that are considered not Hi-Q 13 remediation plans reflect testing, 4 are completing necessary coursework, and 12 non-Hi-Q teachers will not be returning to the school/assignment. Remediation plans are monitored through a joint effort between the Personnel and Teaching and Learning Departments. LEA support to ensure teacher quality includes providing needed professional learning, testing reimbursements, and assistance in designing and implementing individual Hi-Q remediation plans.**

**Title II Equity Indicator: Teacher Experience Equity:**

The monitoring of teacher experience equity will become much more efficient with the help of the new personnel software that is now in place, Search –Soft. Teacher experience is monitored each year through the annual needs assessment and the

personnel/school administrator allotment conferences each Spring. During these annual conferences, teacher experience is discussed at the school and the classroom level. Needs are addressed through personnel conferences, the annual job fair, and advertisement of openings (website, billboards, newspaper, etc.).

**Title II Equity Indicator: Class Size Equity:**

Data from the above mentioned report as well as data from the system's Title I Comparability report and the system's plan for allotting teachers will be used to ensure class size equity. As part of Title I School-wide Schools' plans they have addressed the need of reducing class and have budgeted funds accordingly. Class size ratios at high poverty, high minority schools are significantly lower than state requirements and this is addressed and adjusted each Spring as part of the personnel/school administrator conferences.

**Title II Equity Indicator: Teacher Preparation and Ability to Meet Diverse Needs of Students:**

Hall County Schools has recognized the need for meeting individual student needs. The message resonates in its mission of "Character, Competency, and Rigor for All". Recently a system wide professional learning day was dedicated specifically to meeting the needs of diverse learners. The system's improvement plan specifies programs and methods to be used to provide for differentiated instruction. Examples include: Response to Intervention, Renzulli Learning, and Authentic Intellectual Work. All of these methods and the professional learning involved are meant to better prepare teachers to meet diverse needs of students. This indicator is assessed annually through the professional learning report, SAI, and the disaggregating of subgroup test data.

**Title II Equity Indicator: Retention of Highly Qualified, Effective Teachers:**

A large part of our Title II allocation is used to provide schools with instructional coaches to support teachers on a daily basis. This initiative is aimed toward the goal of retaining highly qualified, effective teachers in all schools and in programs serving all students.

In addition to providing teachers daily on-the-job support, our personnel department has created an exit survey for employees leaving the district. This data is monitored and addressed as needed through communication with stakeholders and the district improvement planning process.

All teachers new to the Hall County School District participate in a new teacher orientation that takes place each fall the week before pre-planning. New teachers are provided information about the district, community, and instructional programs. Time is allotted for school administrative staff to conduct school specific training related to the school's improvement plan. Additional time is spent this week to provide professional learning to new SWD and ELL teachers. Central office staff members spend time with these special area teachers discussing program requirements and strategies to meet the needs of these particular subgroups.

**Title II Equity Indicator: Recruitment and Placement of Highly Qualified, Effective Teachers:**

One of the most successful recruitment tools we have used is the annual Hall County Job Fair. The job fair held March 2007 drew over 200 applicants. School and central level administrators were available to interview candidates. Certification

experts were available to review certification to ensure hiring of highly qualified teachers.

Another avenue that is used to recruit highly qualified, effective teachers is advertisement. Advertisements have been placed on radio, newspapers, and billboards throughout Georgia. Additionally, newspaper advertisements have been placed in over 5 other states. The system website details information about our district and provides links to view and apply for available positions. These tools have been used for a number of years to recruit high quality candidates.

The percent of highly qualified teachers in the Hall County School System is 99.7 in Title I schools and 99.3 in non-Title I schools. This amounts to thirteen teachers in the district that are not considered to be highly qualified. Remediation plans for those individuals is as follows: 7 (54%) will complete the testing requirements to become highly qualified, 2 (15%) will complete the necessary coursework to become highly qualified, and 4 (31%) will be replaced and a highly qualified teacher will teach that class.

## FY10 Hall County Equity Plan

### I. Introduction:

Hall County School System is made up of 34 total schools (21 elementary, 6 middle, and 7 high). The district is located in the northeast corner of Georgia in an increasingly diverse community. The district employees over 3000 people and is the 14<sup>th</sup> largest school district in the state.

Hall County School System is committed to the goal of providing highly qualified and effective teachers in all classrooms. The LEA believes in equitable opportunity and quality instruction for all students. Using the vision, Character, Competency, and Rigor for All, as a guide, our system has created a Balanced Scorecard for Teaching and Learning focusing on our purpose – to provide 21<sup>st</sup> century skills for our students.

### II. Annual Needs Assessment

The Hall County School System Improvement Process begins with the system leadership team. System improvement documents provide the members of the Hall County community with the information needed to guide continuous and effective improvement. In June the System Balanced Scorecard and System Improvement Plan are revised. Four types of data are reviewed: demographic, achievement, process, and perception. Goals are written based on the review of the demographic and achievement data. Pyramids of Intervention, school level GAPSS results and perception data help determine needed strategies. The budget and professional learning plans are set based on the strategies. System Improvement Plan evidence and artifacts are collected, evaluated, and monitored. Decisions are made and revised based on the data monitored by leadership and school improvement teams. Short Term Action Plan implementation is monitored and system and school decisions are revised based on the data.

Hall County School System and School Improvement Plans provide the framework for the school improvement process. Student achievement needs are identified and strategies

are matched to those needs. Measurable targets for student proficiency are set, and school teams align their improvement plans with the system plan. Consistent focus on the System and School Improvement Plans support achievement.

System leadership keeps the focus on continuous improvement through Board meetings, monthly leadership meetings, new teacher inductions, a systematic framework for improvement, system and school-focused professional learning days, and annual leadership retreats.

The system monitors the progress of meeting achievement goals, including AYP subgroup targets, through the System Improvement Plan, School Improvement Plans, and short-term action plans. Progress is monitored by system and school leadership and reported to the local board of education.

The Hall County School System has completed a cycle of school reviews. Thirty-three schools in the Hall County System have been visited and reviewed by a Georgia Analysis of Performance on School Standards (GAPSS) team during the past four years. Our new school, the World Language Academy, will be evaluated in September of 2009. A visiting team of outside system peers, Pioneer RESA representation, and Hall system and school leadership, analyze data, conduct observations and interviews, and present a comprehensive set of recommendations and commendations. The GAPSS recommendations become a component of the current school improvement plan and are implemented and monitored by the Short Term Action Plan.

System and school data are reviewed and monitored. The Balanced Scorecard of Teaching and Learning, standards based classroom walkthroughs, measurable student achievement data, growth by AYP subgroups and on state and federal benchmarks, certified staff, parent, and student surveys, GAPSS observations and interviews, school improvement plans, and 45 day Short Term Action Plans are artifacts reviewed for continuous improvement progress.

**As part of the improvement planning process described above, the following sources of data are reviewed each spring for information relating to Title II and the LEA's Equity Plan.**

- **Hi-Q teacher and parapro data**
- **Teacher experience by school**
- **Schools' Demographic Data**
- **AYP reports**
- **Student achievement test data**
- **School Improvement Plans**
- **Job fair numbers and recruitment information**
- **Chart of those leaving the district by school and the reason**
- **Professional Learning records (PDExpress)**

**Data Overview:**

- **Highly qualified status of all content area teachers and paraprofessionals: Current data show that less than 1% of Hall County content area teachers are non-highly qualified (99.5% highly qualified at Title I schools and 99.2% highly qualified at non-Title I schools.) There is only one paraprofessional who is considered non-highly qualified.**

- **Teacher Experience data** has been analyzed by school and by grade or content area. Review of the data indicates no trends in inequity across the district.
- **Teacher training to meet student diversity needs:** A review of professional learning data indicates that 46% of the PLU courses offered in our district between the dates of 1/1/2008 and 1/1/2009 were specific to training teachers to meet student diversity needs. Additionally, two cohorts of Hall County teachers participated in Gifted and ESOL endorsement courses offered through Pioneer RESA.
- **Class size data** is reviewed each year during personnel conferences with each school administrator. Class size ratios at high poverty, high minority schools continue to be significantly lower than state requirements.
- **Recruitment Needs-** With the difficult economic times we are faced with our district has non-renewed approximately 100 teachers for the 2009-2010 schools year. We canceled our annual job fair and find that our recruitment needs at this time are minimal.
- **Retention Needs-** Because of the cuts being made due to the current economic condition, there will be many more staff members not returning than in past years. However, we have had fewer teachers choose to retire or resign based on family obligations.

#### **List of Prioritized Needs:**

5. **Comprehensive on-the-job professional learning** that will support the retention of highly qualified teachers, student academic success, and class room equity to meet diverse student needs.
6. **Highly Qualified Teachers-** providing assistance for teachers currently listed as not being highly qualified in core content areas
7. **Leadership development**
8. **Recruitment of teachers for critical needs areas (Math, Science, and SPED)**

#### **System Equity Needs:**

- **Highly Qualified Teacher Equity:** There are a minute number of classrooms in which the teacher is not highly qualified.
- **Teacher Preparation and Ability to Meet Diverse Needs of Students:** It is a goal to consistently meet the diverse needs of all students. Professional learning workshops and endorsement classes are offered each year through RESA and at the district and school levels.
- **Recruitment and placement of Highly Qualified, Effective Teachers:** System recruitment to ensure highly qualified, effective teachers and placements so that all students in all schools, all classrooms and all programs have highly qualified, effective teachers with equivalent teaching experience is a continual goal within the district.

**Target areas for the 2009-2010 school year include the list of prioritized needs. Two main target areas of need outlined in the attached implementation plan are:**

- **Increase teacher effectiveness with meeting the diverse needs of students and teacher retention through on the job professional learning provided by school based instructional coaches.**

- **Implement process for the creation of HiQ remediation plans upon the time of hire or reassignment. Plans will be monitored a minimum of 3 times this school year.**

### **III. Equity of Stakeholder Involvement**

All stakeholders are vital to the decision-making process because all stakeholders impact the quality of educational services offered. Since the system is culturally diverse, attention is given to the many stakeholder needs. In order to enhance the decision-making process for the students of Hall County, many opportunities are provided at both the school building and system levels.

The Hall County School System Improvement Process begins with the system leadership team. System improvement documents provide the members of the Hall County community with the information needed to guide continuous and effective improvement. In June the System Balanced Scorecard and System Improvement Plan are revised. Four types of data are reviewed: demographic, achievement, process, and perception. Goals are written based on the review of the demographic and achievement data. Pyramids of Intervention, school level GAPSS results and perception data help determine needed strategies. The budget and professional learning plans are set based on the strategies. System Improvement Plan evidence and artifacts are collected, evaluated, and monitored. Decisions are made and revised based on the data monitored by leadership and school improvement teams. Short Term Action Plan implementation is monitored and system and school decisions are revised based on the data.

**Parents and community input is sought through the use of surveys and the newly established Parental Involvement System Advisory Council. Multiple departments within the central office collaborate with the group to gain insight and information that will shape the district's improvement plan. The Parental Involvement System Advisory Council met twice during the FY09 school year to review data and make recommendations as part of the districts needs assessment process. These meetings included the assessment of system needs, action planning, and the assessment of the action plan. Monthly meetings with all administrative staff are another avenue that is used to involve stakeholders in the needs assessment, prioritization of needs, and action planning to ensure equity.**

### **IV. Highly Qualified Teacher Equity**

**Monitoring the assignment of highly qualified teachers is a collaborative effort between the Personnel Department and the Teaching and Learning Department. Certificate needs and hiring are functions of the Personnel Department while professional growth and creation of individual plans for becoming Hi-Q are handled in the Teaching and Learning Department. The representatives from each department spend time together reviewing data collected locally and from the state Hi-Q website and propose necessary actions to help reach the goal of 100% highly qualified teachers and paraprofessionals. A written plan is in place for each teacher listed as not being highly qualified at the time of hire or placement. Plans for becoming highly qualified are created jointly between the teacher and the principal and are kept on file and progress is monitored a minimum of twice (fall and spring)**

a year by the Title II coordinator. Goals and strategies for teacher quality are located in the system's improvement plan and are reviewed as described in descriptor 1 as part of the annual needs assessment. Title II funds are used to provide instructional coaches and to provide reimbursements for required testing. Current data show that less than 1% of Hall County content area teachers are non-highly qualified (99.5% highly qualified at Title I schools and 99.2% highly qualified at non-Title I schools.) There is only one paraprofessional who is considered non-highly qualified.

Of the 15 total teachers in the Hall County School District that are considered not Hi-Q 8 remediation plans reflect testing, 3 are completing necessary coursework, and 4 non-Hi-Q teachers will not be returning to the school/assignment. Remediation plans are monitored through a joint effort between the Personnel and Teaching and Learning Departments. LEA support to ensure teacher quality includes providing needed professional learning, testing reimbursements, and assistance in designing and implementing individual Hi-Q remediation plans.

#### V. Teacher Equity Experience:

Each year prior to issuing contracts personnel conferences are held with each school. Participants in the conferences include the superintendent, associate superintendent for personnel, assistant superintendent of teaching and learning, Title II coordinator, and principals. Equity issues such as teacher experience, class size, teacher effectiveness, and highly qualified are discussed.

Data from the HQ2 site is shared with principals; as well as the % of teachers with less than 3 years experience. Teacher Experience data has been analyzed by school and by grade or content area. Review of the data indicates no trends in inequity across the district.

The system's procedures for teacher experience equity:

- Hold individual personnel conferences with administrators of each school.
- Review data including teacher experience and effectiveness.
- Share teacher experience data from HQ2.
- Pioneer RESA provides the district CRCT growth charts that allow administrators to evaluate grade levels, teacher performance, and programs.
- Principals use the data to build individual student schedules and teacher assignments.
- District personnel monitor through annual personnel conferences and the HQ2 data.

#### VI. Class Size Equity

Data from the above mentioned report as well as data from the system's Title I Comparability report and the system's plan for allotting teachers will be used to ensure class size equity. As part of Title I School-wide Schools' plans they have addressed the need of reducing class and have budgeted funds accordingly. Class size ratios at high poverty, high minority schools are significantly lower than state

requirements and this is addressed and adjusted for individual elementary middle and high schools each spring as part of the personnel/school administrator conferences.

Class size is evaluated prior to personnel conferences each year. Data is used in the allotment of personnel. Elementary Title I schools have an overall lower class size than non-Title I schools. Academic content classes and Advanced Placement class size in the middle and high schools are also evaluated before personnel conferences, data is reviewed with school administrators during the conference, and personnel allotments are made accordingly. Advanced Placement (AP) classes have traditionally had a lower class size but through our district's goal to increase the number of students participating in more rigorous course work, we have seen an increase in AP class size. Additionally, we have seen an increase in the diversity of students that participate in these classes.

#### **VII. Teacher Preparation and Ability to Meet Diverse Needs of Students:**

Hall County Schools has recognized the need for meeting individual student needs. The message resonates in its mission of "Character, Competency, and Rigor for All". Recently a system wide professional learning day was dedicated specifically to meeting the needs of diverse learners. The system's improvement plan specifies programs and methods to be used to provide for differentiated instruction. Examples include: Response to Intervention, Renzulli Learning, and Authentic Intellectual Work. All of these methods and the professional learning involved are meant to better prepare teachers to meet diverse needs of students. This indicator is assessed annually through the professional learning report, SAI, and the disaggregating of subgroup test data. A review of professional learning data indicates that 46% of the PLU courses offered in our district between the dates of 1/1/2008 and 1/1/2009 were specific to training teachers to meet student diversity needs. Additionally, two cohorts of Hall County teachers participated in Gifted and ESOL endorsement courses offered through Pioneer RESA.

The process used to assess teacher ability to differentiate instruction based on the diverse needs of students is embedded within the system needs assessment each year and includes looking at multiple sources of data by subgroup (CRCT, GHSCT, DRA, Benchmark Assessment, etc.). Pioneer RESA provides district and school administrators with CRCT growth charts and cohort data by school, grade, and teacher. Data is then used to help in the development of system, school, and teacher professional development plans.

#### **VIII. Equity Indicator: Retention of Highly Qualified Teachers:**

A large part of our Title II allocation is used to provide schools with instructional coaches to support teachers on a daily basis. This initiative is aimed toward the goal of retaining highly qualified, effective teachers in all schools and in programs serving all students. In addition to providing teachers daily on-the-job support, our personnel department has created an exit survey for employees leaving the district. This data is monitored and

addressed as needed through communication with stakeholders and the district improvement planning process.

**All teachers new to the Hall County School District participate in a new teacher orientation that takes place each fall the week before pre-planning. New teachers are provided information about the district, community, and instructional programs. Time is allotted for school administrative staff to conduct school specific training related to the school's improvement plan. Additional time is spent this week to provide professional learning to new SWD and ELL teachers. Central office staff members spend time with these special area teachers discussing program requirements and strategies to meet the needs of these particular subgroups.**

**Review of FY09 data: Because of the cuts being made due to the current economic condition, there will be many more staff members not returning than in past years. However, fewer teachers chose to retire or resign based on family obligations.**

## **IX. Recruitment and Placement of Highly Qualified, Effective Teachers:**

One of the most successful recruitment tools we have used is the annual Hall County Job Fair. The job fair held March 2007 drew over 200 applicants. School and central level administrators were available to interview candidates. Certification experts were available to review certification to ensure hiring of highly qualified teachers. Another avenue that is used to recruit highly qualified, effective teachers is advertisement. Advertisements have been placed on radio, newspapers, and billboards throughout Georgia. Additionally, newspaper advertisements have been placed in over 5 other states. The system website details information about our district and provides links to view and apply for available positions. These tools have been used for a number of years to recruit high quality candidates.

**With the difficult economic times we are faced with our district has non-renewed approximately 100 teachers for the 2009-2010 schools year. We canceled our annual job fair and find that our recruitment needs at this time are minimal. Title II resources will help support our efforts to recruit personnel for critical needs field such as high school math. Additionally, efforts such as those described above will be used to recruit highly qualified applicants for any available opening.**

### **19. Professional Learning; and all federal programs**

A description of how the LEA will provide training and/or incentives to enable teachers to:

- a. Teach to the needs of students, particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency;
- b. Improve student behavior in the classroom;
- c. Involve parents in their child's education; and
- d. Understand and use data and assessments to improve classroom practice and student learning.
- e. Become and remain technologically literate.

Our system is providing a number of professional learning experiences to improve the quality of instruction in our schools and to meet the varied needs of our children. Many of our teachers participate in training on differentiated instruction in the classroom. The

focus of the training involves meeting the needs of the special education student, ~~limited English proficiency student~~, English Language Learners, as well as the gifted and regular education student in a regular education setting. Co-teaching has been a focus in an effort to provide the Least Restrictive Environment for our students with disabilities.

Training has been provided to special education and regular education teachers as they continue to implement the model throughout our schools. Special education teachers have received the Wilson Reading System Intervention Workshop. This system is used for students diagnosed through assessment to have specific reading difficulties. Our high school teachers were offered a variety of professional learning opportunities throughout the school year including, but not limited to, Geometer's Sketchpad, Looking at Student Writing, Developing Rigor in the Science Classroom, Assessing Students for Native Language Competency, and Utilizing Data to Improve Instruction.

~~Programs such as Evenstart, Parent Liaisons PTO have been utilized throughout the system to involve and educate our increasing population of Hispanic and Non Hispanic parents. Training has been provided to teachers through the New Teacher Academy focused on Behavior Management (Functional Behavior Assessments/Behavior Intervention Plans). Teachers have also had the opportunity to attend training through the local RESA with experts such as Dr. Terry Alderman.~~

Professional Learning opportunity for SDFSC include two bullying workshops. The first workshop provides teachers and counselors with the tools they need to prevent and protect those being bullied. The next Professional Learning experience will teach "On the Spot Interventions". Teachers and Counselors will develop skills to stop bullying behaviors and support the victim.

One of the key components of professional learning delivery involves our instructional coaches. All of our elementary and middle schools have instructional coaches that work with them on a regular basis throughout the year. The coaches provide ongoing support in professional learning personalized to the needs of the teacher and children. They spend a lot of time working with administration and teachers interpreting data and using it to make sound instructional decisions. As continue to put a comprehensive formative assessment system in place, we expect a significant payoff in our systemic approach to the planning and implementation of the Georgia Performance Standards. Teachers are working in professional learning communities with the guidance of lead teachers and instructional coaches to examine student work and to plan next steps for instruction. All of these pieces of professional learning have lent to the foundation of a teacher's firm grasp and use of technology. Over the past few years, the Hall County School System has assisted all of our certified staff in becoming proficient in effectively integrating instructional technologies.

#### **Parental Involvement:**

**Our district has assigned a bilingual parent liaison to work with each of its schools. Liaisons are provided with monthly training sessions that enables them to work with teachers to involve parents in their child's education. Monthly parent meetings are held. The topics of these meetings range from equipping parents with necessary tools to help their child with schoolwork to having parents act in an advisory mode to support school improvement initiatives.**

## **Teacher Preparation and Ability to Meet Diverse Needs of Students:**

**Hall County Schools has recognized the need for meeting individual student needs. The message resonates in its mission of “Character, Competency, and Rigor for All”. Recently a system wide professional learning day was dedicated specifically to meeting the needs of diverse learners. The system’s improvement plan specifies programs and methods to be used to provide for differentiated instruction. Examples include: Response to Intervention, Renzulli Learning, and Authentic Intellectual Work. All of these methods and the professional learning involved are meant to better prepare teachers to meet diverse needs of students. This indicator is assessed annually through the professional learning report, SAI, and the disaggregating of subgroup test data. A review of professional learning data indicates that 46% of the PLU courses offered in our district between the dates of 1/1/2008 and 1/1/2009 were specific to training teachers to meet student diversity needs. Additionally, two cohorts of Hall County teachers participated in Gifted and ESOL endorsement courses offered through Pioneer RESA.**

**The process used to assess teacher ability to differentiate instruction based on the diverse needs of students is embedded within the system needs assessment each year and includes looking at multiple sources of data by subgroup (CRCT, GHSCT, DRA, Benchmark Assessment, etc.). Pioneer RESA provides district and school administrators with CRCT growth charts and cohort data by school, grade, and teacher. Data is then used to help in the development of system, school, and teacher professional development plans.**

### **20. Professional Learning and all federal programs**

**A description of how the LEA will develop a three-year professional learning plan that will be included in the LEA Comprehensive System Improvement Plan according to the requirements in Rule 160-3-3-.04 PROFESSIONAL LEARNING.**

A three year professional learning plan has been developed based on the determined needs in the school and system plans. The professional learning plan includes the following.

- Each school will yearly submit a professional leaning plan based on their school improvement plan.
- The system-level professional learning advisory committee will approve school plans and create a system plan based on the needs of the schools and the system. Each activity will align with school or system goals and will include annual, measurable student outcomes. School and system plans are based on needs identified through the analysis of student data and the evaluation of the instructional program, along with the analysis of the Standards Assessment Inventory (SAI) and self analysis based on Georgia School Performance Standards to identify professional learning needs.
- Hall County professional learning activities conducted for PLU credits require a plan that includes statement of need, objective, activities, evaluation, and budget information. All plans must be approved by the professional learning advisory committee.
- PLUs awarded for activities outside of Hall County require pre-approval by the school principal or supervisor to assure that activities are in alignment with school or system goals, annual personnel evaluation, field of certification or sate requirements.
- A comprehensive budget is prepared that includes professional learning opportunities funded by local, state, and federal fund sources.
- The professional learning plans which are included in the system improvement plan are reviewed each year and progress towards goals is reported.
- All funds are spent in accordance with the guidance set forth in State Board Rule 160-3-3-.04
- The spring FY07-08 GSHS II Needs Assessment will be used to develop

programs and/or services for school personnel and students in the area of SDFSC. In lieu of this spring survey, October 07 survey data will be used. A teacher assessment will be developed and utilized in FY08 to developing professional learning needs.

**21. Professional Learning; and all federal programs**

**A description of the activities that the LEA will carry out with program funds, including professional learning for teachers and principals and how their activities will align with challenging state academic standards. The description should outline the LEA professional learning programs and sources. The LEA professional learning programs should be consistent with nationally established criteria for quality professional learning, with such characteristics as incentives, self-directed learning, and authentic connections to actual work.**

Hall County’s guiding Professional Development Principles include the following. • Professional learning should support achieving the system’s vision . • Professional learning should support system and school improvement goals. • National Professional Development Standards should be used as guiding principles: 1. Staff development prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement. 2. Staff development deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. 3. Staff development provides educators with knowledge and skills to involve families and other stakeholders appropriately. 4. Staff development uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. 5. Staff development uses multiple sources of information to guide improvement and demonstrate the impact. 6. Staff development prepares educators to apply research to decision making. 7. Staff development uses learning strategies appropriate to the intended goal. 8. Staff development applies knowledge about human learning and change. 9. Staff development provides educators with the knowledge and skills to collaborate. An emphasis has been placed on school-based professional learning activities focused on the implementation of the Georgia Performance Standards and student achievement. Many professional learning opportunities have been designed to develop capacity in school leaders to create learning communities that collaborate around the quality of student work. LEA professional learning activities are listed within this two year plan. **100% of professional learning opportunities are scientifically base (high quality).**

- **The number of professional learning opportunities for FY09 that were scientifically based (high quality):**

<b>Certified Personnel</b>	
<u>8086</u>	Teacher
<u>489</u>	Leadership
<u>396</u>	Service

- The number of teachers that participated in at least one high quality professional learning activity during FY09:

#### Certified Personnel

<u>1468</u>	Teacher
<u>92</u>	Leadership
<u>134</u>	Service
<u>257</u>	Paraprofessional

#### 22. Title I, Part A, Title I Part D; Title III; Title V

A description of how the LEA will notify private schools of availability of funds to serve eligible children in each applicable federal program.

Private schools are contacted via registered mail each year. The letter notifies them of the provision's requirement that Hall County provide meaningful consultation with private schools, the equitable participation in services and/or benefits to eligible private school children, their teachers, and other educational personnel. Private schools are asked to inform the district's contact person of their interest in participating in any program. If any private school expresses interest, a meeting is scheduled at a convenient time for all parties. [This notification includes for the purposes of participating in Title IV, Part A, Safe and Drug Free Schools and communities services.](#)

#### Complaint Procedures:

- Step 1 - Associate Superintendent  
for Curriculum and Instruction**
- Step 2 - Superintendent**
- Step 3 - Board of Education**

**The Associate Superintendent may appoint a committee of three administrators within the school system for the purpose of deciding the dispute or appeal at Step 1, but the decision as to whether to appoint such a committee shall be solely within the discretion of the Associate Superintendent. If the Associate Superintendent does not appoint a committee and subsequent developments suggest to the Superintendent, in the exercise of his discretion, that a committee would be useful to decide the dispute or appeal at Step 2, the Superintendent may appoint a committee under this paragraph for the purpose of deciding the dispute or appeal at Step 2.**

**At each step of the appeal, evidence and documentation which has been furnished under the terms of this policy shall be provided to the decision maker. The decision maker may also seek additional evidence or documentation consistent with the terms of this policy or which may be required in order to give effect to this policy. Any decision appealed to the next step must be in writing giving specific reasons why the contested decision should be reconsidered.**

**A decision shall be provided in writing as soon as is practical after the appeal is submitted, but no longer than ten working days, except in cases where the appeal is to the board of education, in which case the response will be made as soon as the board can provide proper deliberation and**

**render a decision. Any decision maker may, but is not required to, hear from any person involved in the process.**

**23. Professional Learning and all federal programs**

**A description of the process the LEA will conduct annually to review and revise the LEA Comprehensive Plan for Improving Student Academic Achievement.**

The system improvement plan will be reviewed and updated mid-year through one of the monthly “payday” meetings with K-12 administrators and central office leaders. This will serve as an opportunity to maintain focus on the improvement initiatives. Balanced Scorecard, Testing data, demographic data, and perception data will be shared with stakeholders through leadership meetings, PTO meetings, school council meetings, newsletters, system website, etc. The SDFS GSHS II Needs Assessment will be conducted on an annual basis with data used to refine, improve and strengthen services for students and school personnel.

**24. Title I, Part A; Title I, Part C**

**A description of how the LEA will provide supplemental support services for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.**

Hall County Migrant Education Program (MEP) staff members notify children and families of how to gain access to services available for education, health, nutrition and social services. Migrant Occupational Survey forms are part of the registration packets at all schools and at the International Center. A bilingual migrant recruiter based at the International Center surveys and completes recruitment during the enrolment process when possible. Service information is provided for qualifying families. At schools, completed surveys will be forwarded to school-based migrant staff and/or the district’s recruiter. School level staff will inform qualifying parents of all available services. In addition to LEA migrant staff, each school has an assigned bilingual parent liaison to assist with outreach. Teachers complete SNAFs (Student Needs Assessment Form) indicating needs of qualifying migrant students. Priority for Service reports from Piedmont MEA then provide the guide for targeting services to students. Additionally, local school staff members refer migrant students for student services provided in Hall County through individual school’s counselors, nurses and social workers. Migrant funds are available if additional services are warranted for migrant students.

**25. Title I Part A; Title I, Part C**

**A description of how the LEA will promote interstate and intrastate coordination of services for migratory children, including how the LEA will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another.**

Student records, including health information, are transferred as part of the student’s permanent record when students transfer within the district or outside of the district (interstate and intrastate). Schools indicate on the Hall County Withdrawal/Transfer Form if the transferring student is eligible for Migrant services. Migrant students are coded in the district’s student information system so that transferring students maintain that identification. Also, when Piedmont MEA finds that a Migrant Education Program student has transferred to another state, the agency contacts that state and sends pertinent student information from their COEStar program.

**26. Title I Part A; Title I, Part C**

**A description of how the LEA will identify and recruit eligible migrant families and youth moving into or currently residing in the district.**

Local MEP staff will primarily identify and recruit eligible migrant families at the time of registration at the local school and at the Hall County International Center. A recruiter is

based at the International Center, who will interview all families as they register students in the districts to determine eligibility. Also, local school personnel will have parents registering at the school level complete Occupational Survey Forms. Hall County MEP staff will complete the eligibility process for those students. All Hall County MEP staff are trained by Piedmont MEA and Georgia MEP with procedures for identification and recruitment using Occupational Survey Forms. Other resources used are school lists, community resources and contacts for leads, and visiting out in the community looking for eligible families.

#### **27. Professional Learning and all federal programs**

**A description of how the LEA will provide resources for the purpose of establishing best practices that can be widely replicated throughout the LEA and with other LEAs throughout the State and nation. •**

A Hall County GPS website has been created where teachers post GPS performance assessments along with samples of student work. • Technology is being purchased and plans are being made to use video vignettes to share examples of best-practice instruction in the classroom. • A “walkthrough” checklist is being developed for evidence of best practices in Hall County classrooms. • Two schools have been awarded the Reading First grant and will implement best practices in reading. The professional learning based on best practices will be offered to all special education teachers in the system. • A SDFSC resource list entitled ‘Community Counseling Services’ will be available to all personnel in the system and may be accessed through [www.hallco.org](http://www.hallco.org), school counselors, school social workers, school psychologists, student assistance coordinator, bulletin boards, newsletters, SDFS Pioneer RESA meetings, etc. • Piloted projects are evaluated at least annually to determine whether and how to expand exemplary concepts throughout the school system. This evaluation includes teacher, administrator, student and parent surveys; professional learning course evaluations; and cost/benefits analyses. • Project information is shared with stakeholders through leadership meetings, parent meetings, school council meetings, newsletters, and the press.

#### **28. Title II, Part D**

**A description of how the LEA will take steps to ensure that all students and teachers have increase access to technology. Include the strategies to be implemented to increase or maintain access to technology and to establish or maintain equitable technology access.**

Equity issues associated with technology planning, acquisition and implementation include: 1. Older facilities with older networking infrastructures vs. more recently built schools (This is addressed in the district-wide planning for obsolescence.) 2. Schools with heavy ESOL populations vs. those with less diversity (Funding for bilingual instructional software and Internet filtering that addresses inappropriate WEB sites which are translated into several languages takes precedence over less basic technology acquisition requests.) 3. Schools with affluent parent and business partner communities vs. those with less opportunity for “outside” technology funding support (E-Rate funding and grants are primary sources for technology funding for schools with higher poverty rates.) 4. Schools with high concentrations of special needs students require a greater share of the technology budget to remain compliant with regulations and laws. 5. Comparing schools of similar size, communities and facility age: Principals and local school administration who plan for technology and use all legal avenues of non-district level funding (i.e. grants, private sector partnerships, etc.) to maintain acceptable levels of instructionally focused technology vs. schools with less planning who allow technology to become back leveled until the district provides technology upgrades. (When technology initiatives are planned, principals are not penalized for having spent their local funds on technology. For some schools the same roll-out of hardware or software is considered a basic

infrastructure implementation and for others it is considered “additional” technology.) All equity issues are addressed with the specific planning committee before SPLOST, General Fund or other funding is committed to technology initiatives.

## Technology Mission and Vision

### System’s Technology Mission and Vision Statement

Given that the business of this public school district is “Teaching and Learning,” the Hall County Technology Department’s mission is to provide secured technical tools, resources and information necessary to support the instructional and administrative needs of all students, staff and the learning community.

With foundational philosophies of continuous improvement and leading by example, we commit to utilize all of our abilities to accomplish the task before us. Additionally, it will take our entire community, working together to fully develop our most precious resource, boys and girls. We believe our role is to fully support local families on this most important journey.

### Hall County School System Technology’s Vision

The vision for technology use in the HCSS begins with the identification of those who have a need to access school related information through electronic means. Students and teachers must be ranked at the top of this list. The next prioritized level includes administrators, system and school support staff; parents and community members. These are the paths of instruction that will lead to academic achievement. Principals stay abreast of student attendance, enrollment and student assessments to assure no child is left behind. Parents hunger for school related information about their sons and daughters. The Superintendent and subordinate administrators rely on data from all sources to guarantee compliance and proper reporting information needs vary greatly among different groups of users. For example, students need access to the internet for scientific research; and they need electronic peripheral devices such as computer linked probes to test the validity of that research. Teachers need historical testing data associated with the students/demographics in their class to determine to the Hall County Board of Education, the community, the State of Georgia, the federal government and other interested agencies. Support staffs vary in their electronic focus from bus routing to the creation of breakfast and lunch menus based on the latest nutritional research. Technology provides the tools, supports the tools, and is the tool to create or change information. The heart of education is the delivery of instruction. A vision for technology use must focus on the classroom and on all supporting areas.

HCSS envisions technology to provide all users with the most current and advanced instructional, management, and creative software available. This vision provides for all aspects of the student achievement realm, from the fragile special needs students to those students who excel throughout all academic and elective areas.

The term 21<sup>st</sup> century classroom has varied instructional technology tools within themselves. It is HCSS’s intent to continue to provide schools, classrooms, teachers, students, and their communities with technology tools which provide for experiences

which reaches each individual learning style and capability. These tools include those basic technological tools which are the backbone for 21<sup>st</sup> century teaching and learning.

All schools participate in a wide-area network (WAN) at 1Gb of service per local site. The WAN is partially funded by E-Rate and powered by AT&T. Connectivity to the internet is provided by the system's Technology Center where the connections are centered at a speed of 100 Mb, scheduled to be increased to 500 Mb/s July 15, 2009.

The HCSS also provides high school credit recovery via the Education2020 (e2020) software program. District and school administration managers provide backbone guidance and structure to the program. Teachers provide one-on-one guidance and assistance to students. The e2020 program is available during school hours as well as before/after hours. Each high school (6) is provided with concurrent license usage of 30 per school. For the county's Alternative Learning Center, a total of 70 concurrent licenses are provided. E2020 learning instruction involves student course work via the internet. The program provides both written instruction as well as video content delivered by teachers. All instructional curriculum delivered is based upon the GPS. Each student is assigned curriculum based upon their needs. A certified teacher is assigned to manage the course work via the program's instructor console. Teachers provide feedback, remediation, and enrichment through the programs vast curricular inventory. Students are assigned classes during the school day based upon need. There is no cost to the student during the school day, off hours, or non-school months. Enrollment during summer months is managed at the school level, however, classes will be held at LCA.

The HCSS provides resources to parents and community through the internet. There are also opportunities for technology-supported learning beyond school for students, parents, and staff. A web page of online resources is available to the learning community. In addition to the web page, there are learning opportunities for students participating in after-school programs that provide for enrichment and remediation.

Infinite Campus (IC), a curriculum management system, allows teachers to customize learning paths and document student progress. This is available to all K-12 students, teachers, and administrators. The HCSS is also compiling an inventory of curriculum software for all levels of instruction within the county. This list will be organized and used to ensure access of resources across the system. This will also maximize professional learning opportunities for students and staff.

During the 07-08 school year, HCSS launched Infinite Campus (IC), a web-based student information management system. IC allows for immediate and up to date input or retrieval of student information. The use of the data reporting component, which may disaggregate information via adHoc reporting, allows for varied specific reporting of student information. Student schedules, grades, parent/guardian contact information, and assessment results are among that many data reports which can be pulled from this system. Secure levels of Portal access allow for District, School Admin, Teacher, Parent, and Students. This Portal access allow for only selected tools which are intended for the user (example, students may view their schedules, course work, attendance, and grades, while teachers can review student information, provide course information and grades, view schedules of their students, and take attendance). In addition, real-time test data and other reports are available within the data warehouse.

## Increase or maintain access to technology

### **Evaluation Plan:**

- Surveys of teachers, students, principals and other school personnel along with Parents and community members will serve as a component of the evaluation of the level of access each group has to technology and if it meets or exceeds needs.
- Data collected from the technology work-order system will be analyzed to determine the reduction in hardware failure.
- Surveys to be conducted annually.

## Establish or maintain equitable technology access

### **Evaluation Plan:**

- System technology team assesses new technologies using team-generated rubrics on an as needed basis.

### **29. Title II, Part D**

#### **A description of the LEA's long-term strategies for financing technology to ensure that all students, teachers, and classrooms have access to technology, technical support, and instructional support.**

Technology acquisition and support for a district with 24,000+ students requires a funding commitment for today's innovative technology trials and for the on-going replacement of obsolete hardware/software/environmentals upon which district-wide daily instruction relies. Hall County has never qualified for the "competitive" Title IID funds. For the past few years, Title IID non-competitive funding has been successfully used to provide schools with some "leading edge" technology and to train teachers in the fundamentals of how to integrate technology into their classroom instruction. As the Title IID funding lessened, a combination of SPLOST and General Fund monies were used to augment those initiatives. Setting aside the concern over the possible disappearance of Title IID non-competitive funding for next year, the strategies for the use of that allocation are as follows: 1. The continuance of teacher training focused on the fundamentals of information access and dissemination through technology and instruction of the basic use of technology hardware/software. 2. The purchase of a few electronic white boards, mobile projectors and response units for selected Title I schools in danger of failing AYP for multiple years. This technology implementation will help to engage students in learning. These strategies will be funded through the general fund if Title IID goes away. Major technology funding sources are as follows: ? SPLOST ? Local and State Revenues (General Fund) ? E-Rate ? Various Grants. Strategies for on-going funding: As the Hall County School System comes to the end of the current SPLOST, a new plan is underway to propose a SPLOST referendum that will address technology needs for the next 5 years. A major strategy for augmenting the above mentioned major funding sources will involve the continuing development of school and business partnerships to assist in the planning and acquisition of technology. Efforts will be made to communicate "like" technology needs among local districts to the Georgia Department of Education for planning purposes. In the past, the state has responded with help when the districts united to define and prioritize instructional technology based needs.

The HCSS supports several initiatives that assist in providing equitable use opportunities for technology-supported learning across the system, both at school and at home. One of those initiatives, Georgia Virtual School (GVS), is a year-round, tuition-based program offering online courses developed and taught by certified teachers. Virtual learning instruction involves teaching students course content via the internet. As in a traditional,

face-to-face classroom, teachers facilitate daily learning activities such as discussion, projects, labs, group work, and writing workshops.

HCSS, as evident by the annual technology inventory survey, has worked diligently to provide fully functioning modern computers for the students. The system has reached an acceptable student to computer ratio. There is a need, however, to begin phasing out computers which no longer meet the system hardware specifications to run the most current available software applications. Technology leases and purchases must be aligned with the system's vision and technology goals. All products should be assessed for compatibility with existing software.

### Professional Development

#### **Funding:**

- The superintendent and board of education include provisions in the district's annual budget for ongoing, purposeful training for all staff to gain the confidence and skills necessary to design and produce high-caliber and rigorous work for students using new technologies.

### Increase or maintain access to technology

#### **Funding:**

- The superintendent and board of education include provisions in the district's annual budget for continued system technology support (technology staff, equipment, and training).

### Establish or maintain equitable technology access

#### **Funding:**

- The superintendent and board of education include provisions in the district's annual budget for equitable system technology access utilizing general funds, grants, and E-Rate (when applicable).

## 8<sup>th</sup> Grade Technology Literacy

### Increase/Maintain technical support

#### **Funding:**

- The superintendent and board of education include provisions in the district's annual budget for equitable system technology access utilizing general funds, grants, and E-Rate (when applicable).

### **30. Title II, Part D**

**A description of how the LEA will evaluate the extent to which technology integration strategies are incorporated effectively into curriculum and instruction. Describe how the LEA will ensure ongoing integration of technology into school curriculum and instructional strategies so that technology will be fully integrated.**

The Hall County School System will evaluate the extent to which technology has been effectively integrated into instruction over the course of the next three years. The system has begun developing a balanced scorecard system for evaluating instructional and learning efficacy. The balanced scorecard has as a key component a dimension addressing the effective use of technology in the instructional process. As a strategy for utilizing the scorecard, training has begun for a methodical process of curriculum and instruction focused walk-throughs conducted by system and building level administrators and, most significantly, by teachers and peer representatives. One of the dimensions targeted in the walk-through process will be use of instructional technologies in the classrooms and technology resources within the school. In-Tech training courses are offered twice each year by system teachers who have been trained for redelivery by Pioneer RESA. The LEA has demonstrated its commitment to the effective use of instructional technology in the way that funds have been expended over the past five years and in the projected budget for S.Y. 2006/ 2007. School and system-level technology committees meet to study and advise the board of education and the district office as to the most effective use of funds for instructional technology to drive the system's learning goals forward.

Professional learning opportunities are made available on the county and school level to support instructional technology as well as the administrative functionalities of IC. When available and cost effective, technology vendors provide initial support and training for all county personnel of the instructional and administrative technologies. The Instructional Technology Department works with the administrators, teachers, and central office personnel to redeliver professional learning as determined by system and school teaching and learning goals.

### Professional Development

#### **Evaluation Plan:**

- Develop and use a technology skills matrix so that teachers can rate themselves periodically during the year on their level of knowledge of technology integration.
- Process the effectiveness of technology into each school's improvement plan.
- Analyze achievement test scores that reflect implementation of new and existing software.
- Analyze the evaluation instrument used in all staff development classes to help measure the effectiveness of and need for training in various areas of technology.
- Develop a survey instrument to track each teacher who attends a professional development course to measure retention on short term, intermediate, and long-term bases.

### Establish or maintain equitable technology access

#### **Evaluation Plan:**

- Annual surveys of teachers, students, principals and other school personnel along with Parents and community members will serve as a component of the evaluation of the level of access each group has to technology and if it meets or exceeds needs.

### **31. Title II, Part D; Title V**

**A description of how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula (e.g., distance learning).** The system will promote the development and use of innovative strategies for rigorous academic courses and curricula through avenues such as distance learning (e.g., NovaNet, e2020, Georgia Virtual School), hi-tech classrooms (e.g., PASCO scientific probes, WHHS 21st Century wireless classrooms), and meeting the needs of specialized populations (e.g., KeyTrain). Most recently, the system began planning to create opportunities for online professional learning to provide faculty and staff with, “Just enough... just in time.”

## Student Technology Literacy Needs

HCSS understands that students’ technology literacy needs are an important part of the educational progress. These important technology literacy tools provided in our schools give lifelong tools for success in post-secondary education as well as private citizen. Utilizing The International Society of Technology Education’s (ISTE) National Educational Technology Standards for Students (NETS•S) and Performance Indicators for Students, HCSS provides clarity for technology literacy goals and direction for our students. These baselines provide staff members with stated inquiry levels which students should aspire to. The baselines are as follows:

### 1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- apply existing knowledge to generate new ideas, products, or processes.
- create original works as a means of personal or group expression.
- use models and simulations to explore complex systems and issues.
- identify trends and forecast possibilities.

### 2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- develop cultural understanding and global awareness by engaging with learners of other cultures.
- contribute to project teams to produce original works or solve problems.

### 3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- plan strategies to guide inquiry.
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

- evaluate and select information sources and digital tools based on the

- appropriateness to specific tasks.
- process data and report results.

#### 4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:

- identify and define authentic problems and significant questions for investigation.
- plan and manage activities to develop a solution or complete a project.
- collect and analyze data to identify solutions and/or make informed decisions.
- use multiple processes and diverse perspectives to explore alternative solutions.

#### 5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- advocate and practice safe, legal, and responsible use of information and technology.
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- demonstrate personal responsibility for lifelong learning.
- exhibit leadership for digital citizenship.

#### 6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- understand and use technology systems.
- select and use applications effectively and productively.
- troubleshoot systems and applications.
- transfer current knowledge to learning of new technologies.

National Educational Technology Standards for Students, Second Edition, © 2007, ISTE® (International Society for Technology in Education), [www.iste.org](http://www.iste.org). All rights reserved.

HCSS will utilize the NETS•S standards as a launching point for renewed technology literacy for our students. These standards will provide a benchmark for system personnel for instruction and student experience. Assessment of the student standards will be drawn at the local level. The 8<sup>th</sup> grade literacy will be assessed through a Taking a good look at instructional technology (TAGLIT) survey.

HCSS is in the primary phase of implementation of “cloud computing.” This will allow for a pilot group of students, teachers, administrators, and staff members to utilize specific (as required) network applications from off site computers while remaining in a secure location. HCSS’s use of web-based instruction will be utilized in an efficient manner at leveled curricular areas when appropriate. Leveled instructional technology will be piloted, measured, and deployed when appropriate. The county software committee will provide recommendations to this effect.

### Establish or maintain equitable technology access

#### **Strategies:**

- Investigate or Acquire new technologies that will address equitable access issues.