



# Comprehensive Needs Assessment 2018 - 2019 District Report



## Hall County

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Required Team Members

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Superintendent/Assistant Superintendent	Kevin Bales
Multiple Program(s)	Federal Programs Director	Patty Robinson
Multiple Program(s)	Curriculum Director	Jo Dinnan
Multiple Program(s)	School Leader (#1)	Jennifer Kogod
Multiple Program(s)	School Leader (#2)	Beth Hudgins
Multiple Program(s)	Teacher Representative (#1)	Laurie Brown
Multiple Program(s)	Teacher Representative (#2)	Cindy Grier
McKinney-Vento Homeless	Homeless Liaison	Holly Farmer
Neglected and Delinquent	N&D Coordinator	Heather Barrett
Rural	REAP Coordinator	N/A
Special Education	Special Education Director	Karla Swafford
Title I, Part A	Title I, Part A Director	Patty Robinson
Title I, Part A	Family Engagement Coordinator	Zulma Yount
Title I, Part A - Foster Care	Foster Care Point of Contact	Holly Farmer
Title II, Part A	Title II, Part A Coordinator	Patty Robinson
Title III	Title III Director	Anna Sargent
Title IV, Part A	Title IV, Part A Director	Patty Robinson

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	Kevin Bales
Multiple Program(s)	Testing director	
Multiple Program(s)	Finance director	Jonathan Boykin
Multiple Program(s)	Other federal programs coordinators	Tracy Bishop
Multiple Program(s)	CTAE coordinator	Rhonda Samples
Multiple Program(s)	Student support personnel	Steve McDaniel
Multiple Program(s)	Principal representatives	Suzanne Jarrard
Multiple Program(s)	High school counselor / academic counselor	
Multiple Program(s)	Early childhood or Head Start coordinator	

### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Teacher representatives	
Multiple Program(s)	ESOL teacher	
Multiple Program(s)	Local school governance team representative (charter systems only)	
21st CCLC	21st CCLC program director	
21st CCLC	21st CCLC site coordinator or data specialist	
Migrant	Preschool teacher	
Special Education	Student success coach (SSIP)	Laura Lucas
Title II, Part A	Human resources director	Brad Brown
Title II, Part A	Principal supervisors	Terry Sapp
Title II, Part A	Professional learning coordinators	Danielle Cleveland
Title II, Part A	Bilingual parent liaisons	
Title II, Part A	Professional organizations	Laurie Ecke
Title II, Part A	Civil rights organizations	
Title II, Part A	Board of education members	
Title II, Part A	Local elected/government officials	
Title II, Part A	The general public	
Title III	Refugee support service staff	
Title III	Community adult ESOL providers	Erica Godina
Title III	Representatives from businesses employing non-English speakers	
Title IV, Part A	Media specialists/librarians	Kristi Crumpton
Title IV, Part A	Technology experts	Eddie Millwood
Title IV, Part A	Faith-based community leaders	

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Required Stakeholders

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Students (8th - 12th grade)	Hannah Killingsworth; Jessica Rodriguez
Multiple Program(s)	Private School Officials	John Simpson
Migrant	Out-of-School Youth and/or Drop-outs	Miseal Cardenas
Title I, Part A	Parent Representatives of Title I Students	Katie Irvin
Title I, Part A - Foster Care	Local DFCS Contacts	Heather Easterwood
Title II, Part A	Principals	Beth Hudgins
Title II, Part A	Teachers	Cindy Grier
Title II, Part A	Paraprofessionals	Kathy Kennedy
Title II, Part A	Specialized Instructional Support Personnel	Christie Bailey
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Joy Griffin
Title I, Part A	Parents of English Learners	Ana Ramirez

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	
Multiple Program(s)	Technical, college, or university personnel	
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	
21st CCLC	21st CCLC advisory council members	
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	
Migrant	Local farmer, grower, or employer	
Migrant	Family connection representatives	
Migrant	Local migrant workers or migrant community leaders	
Migrant	Farm worker health personnel	
Migrant	Food bank representatives	

## Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Boys and Girls Club representatives	
Migrant	Local health department representatives	
Migrant	ABAC MEP consortium staff	
Migrant	Migrant high school equivalence program / GED representatives	
Migrant	College assistance migrant programs	
Neglected and Delinquent	Residential facility(ies) director(s)	
Special Education	Parents of a student with disabilities	
Special Education	Parent Mentors	
Title II, Part A	School council members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The stakeholders were selected based on District based personnel, school based personnel, parents, students, and community leaders from all schools within the district. The team includes members from various educational levels, Title I and non-Title schools, and various subgroups. The various subgroups included students with disabilities and EL.
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How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	<p>Our district selected a leadership team made up of district level staff to serve as leaders for each of the five continuous systems. Each leadership team then selected staff, s, parents and community members that represent all areas of our district to create our required team members and recommended team members. These groups had face-to-face meetings, as well as electronic communication through draft documents and electronic feedback forms, in order to offer many opportunities for stakeholders to attend meetings and provide feedback. The stakeholders analyzed federal, state and local data and stakeholder surveys for our district. The stakeholders carefully reviewed data for our district that included subgroups such as EL, Migrant, Racial Groups, Economically Disadvantaged and Students with Disabilities.</p> <p>Each leadership team for their respective continuous system analyzed the collected artifacts and data and rated our district based on the rubrics provided by the GA DOE. From this work, the leadership teams presented reports at the District Stakeholder meeting and at the District Teaching and Learning meeting. The leadership teams presented their findings in order to collect stakeholder input and to complete the root cause analysis to determine what we do well, what we need to do to improve and what action steps they recommended. The leadership team then prioritized the recommendations and created further steps in the consolidated needs assessment.</p> <p>Our district held our District Stakeholder meeting to gather input from all of the required and recommended team members. During the District Stakeholder meeting, attendees were able to address the top prioritized recommendations and offer additional suggestions.</p>
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How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	Our District CLIP will be posted on the district website for all stakeholders to view.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

#### Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
<b>Exemplary</b>	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
<b>Operational</b>	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
<b>Emerging</b>	The district processes for engaging and supporting schools in curriculum design without district process or support.	
<b>Not Evident</b>	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
<b>1. Exemplary</b>	1. A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
<b>2. Operational</b>	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
<b>3. Emerging</b>	3. The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
<b>4. Not Evident</b>	4. The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

## Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
<b>1. Exemplary</b>	1. The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
<b>2. Operational</b>	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
<b>3. Emerging</b>	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
<b>4. Not Evident</b>	4. The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
<b>1. Exemplary</b>	1. The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
<b>2. Operational</b>	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
<b>3. Emerging</b>	3. The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
<b>4. Not Evident</b>	4. The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.28
<b>3.Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.19
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.17
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	



## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>2.Instructional Planning:</b> The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.13
<b>3.Instructional Strategies:</b> The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.16
<b>4.Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.04
<b>5.Assessment Strategies:</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.05
<b>6.Assessment Uses:</b> The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.07
<b>8.Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.1
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

#### Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
<b>1. Exemplary</b>	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
<b>2. Operational</b>	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	✓
<b>3. Emerging</b>	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
<b>4. Not Evident</b>	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
<b>1. Exemplary</b>	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
<b>2. Operational</b>	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
<b>3. Emerging</b>	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
<b>4. Not Evident</b>	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

## Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching

<b>1. Exemplary</b>	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
<b>2. Operational</b>	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
<b>3. Emerging</b>	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
<b>4. Not Evident</b>	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations

<b>1. Exemplary</b>	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
<b>2. Operational</b>	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
<b>3. Emerging</b>	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
<b>4. Not Evident</b>	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching

<b>1. Exemplary</b>	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	✓
<b>2. Operational</b>	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	
<b>3. Emerging</b>	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently	
<b>4. Not Evident</b>	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

## Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals

<b>1. Exemplary</b>	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
<b>2. Operational</b>	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
<b>3. Emerging</b>	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	
<b>4. Not Evident</b>	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning

<b>1. Exemplary</b>	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	✓
<b>2. Operational</b>	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	
<b>3. Emerging</b>	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
<b>4. Not Evident</b>	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers

<b>1. Exemplary</b>	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
<b>2. Operational</b>	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
<b>3. Emerging</b>	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
<b>4. Not Evident</b>	The district does not use protocols or processes for problem solving, decision- making or removing barriers.	

## Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives

<b>1. Exemplary</b>	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
<b>2. Operational</b>	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	
<b>3. Emerging</b>	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	✓
<b>4. Not Evident</b>	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness

<b>1. Exemplary</b>	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
<b>2. Operational</b>	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
<b>3. Emerging</b>	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations	
<b>4. Not Evident</b>	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.28
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.3
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.19
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.17
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.11

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>6. Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.09
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.39
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.14
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.38
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Professional Capacity webinar](#) for additional information and guidance.

#### Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
<b>1. Exemplary</b>	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
<b>2. Operational</b>	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
<b>3. Emerging</b>	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
<b>4. Not Evident</b>	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
<b>1. Exemplary</b>	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
<b>2. Operational</b>	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
<b>3. Emerging</b>	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
<b>4. Not Evident</b>	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

## Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
<b>1. Exemplary</b>	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
<b>2. Operational</b>	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
<b>3. Emerging</b>	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
<b>4. Not Evident</b>	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
<b>1. Exemplary</b>	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
<b>2. Operational</b>	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	
<b>3. Emerging</b>	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	✓
<b>4. Not Evident</b>	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.17
<b>5.Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.11
<b>6.Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.09
<b>7.Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.39
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.14
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	



## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.27
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.38
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.18
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

#### Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
<b>1. Exemplary</b>	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
<b>2. Operational</b>	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
<b>3. Emerging</b>	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
<b>4. Not Evident</b>	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
<b>1. Exemplary</b>	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
<b>2. Operational</b>	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
<b>3. Emerging</b>	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
<b>4. Not Evident</b>	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
<b>1. Exemplary</b>	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	
<b>2. Operational</b>	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
<b>3. Emerging</b>	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
<b>4. Not Evident</b>	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

## Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
<b>1. Exemplary</b>	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
<b>2. Operational</b>	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
<b>3. Emerging</b>	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
<b>4. Not Evident</b>	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
<b>1. Exemplary</b>	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
<b>2. Operational</b>	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
<b>3. Emerging</b>	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
<b>4. Not Evident</b>	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>2.School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.3
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.14
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>10.Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.18
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric.</a> <b>Source:</b> TLE Electronic Platform (FY17)	

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

#### Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
<b>1. Exemplary</b>	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	✓
<b>2. Operational</b>	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
<b>3. Emerging</b>	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
<b>4. Not Evident</b>	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
<b>1. Exemplary</b>	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
<b>2. Operational</b>	The district provides, coordinates, and monitors student support systems and services.	✓
<b>3. Emerging</b>	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
<b>4. Not Evident</b>	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
<b>1. Exemplary</b>	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
<b>2. Operational</b>	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
<b>3. Emerging</b>	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
<b>4. Not Evident</b>	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.28
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.3
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.19
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.17
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.11
<b>6. Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.09
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.39
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.14
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.27
<b>2. Instructional Planning:</b> The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.13
<b>3. Instructional Strategies:</b> The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.16
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.04
<b>5. Assessment Strategies:</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.05
<b>6. Assessment Uses:</b> The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.07
<b>7. Positive Learning Environment:</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.31
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.1
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.38

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>10.Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.18
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric.</a> <b>Source:</b> TLE Electronic Platform (FY17)	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use?	Parent Surveys, Interviews with Stakeholders (Jones Elementary, East Hall Middle, Lyman Hall, McEver Elementary, and the Hall County Career Tech Advisory Committee), Student Survey, GSAPS survey, and Teacher surveys.
What does the perception data tell you?	Based on the strategies that are in place in the Hall County School District (HCSD), the perception data shows a need for an increase in resources at home for students and the need to increase parent involvement. The need to increase resources at home would include academic resources for parents to help students with homework so that students could be successful in the classroom. In order to increase parent involvement, the HCSD will continue to build parent capacity in our schools and offer as many resources as possible to our parents and family members.
What process data did you use?	District Improvement Plan, Balanced Report Card, Annual Community Report GSAPS Data
What does your process data tell you?	The Hall County School District (HCSD) has systems in place for creating strategies with a focus on student achievement and accountability. All leaders, teachers, and paraprofessionals participate in job embedded professional learning. The HCSD strives to effectively monitor all systems and process to ensure that student achievement is a focus.
What achievement data did you use?	EOC, EOG, Graduation Rate, Drop-out Rate, CTAE Pathway Completers, SAT Scores, Local Math Fluency Assessment, Local Writing Assessment, and DRA Assessment.
What does your achievement data tell you?	<b>The student achievement data review of the 2016-2017 data and the initial glance of the 2017-2018 data gives yield to a number of positive trends for the Hall County School District. Once again, graduation rates increased for the district and remain over 3% higher than the state average. On a related note, dropout rates declined for the third year in a row. The number of Pathway Completers continue to increase each year. With regard to Milestone assessments, the combined percentages of Proficient and Distinguished Learners in ELA, 9th Grade Literature, and American</b>



What does your achievement data tell you?	Literature show improvement from the previous year. Combined percentages in Mathematics, Coordinate Algebra, and Analytic Geometry indicated decreases compared to the SY16 data set. However, math performance in areas such as Analytical Geometry remain well above the state average. A concern remains with the narrowing of subgroup achievement gaps. As we noted last year, overall achievement growth in certain areas continues to yield even larger subgroup gaps in many content areas and grade levels. District support for building leaders to focus on student outcomes and district expectations of progress monitoring strategies for improved subgroup performance have the ability to close achievement gaps
What demographic data did you use?	Hall County Tax Digest, Hall County School's Perception Data, and Hall County School's Demographic Data
What does the demographic data tell you?	In the SY17 Hall County Schools had 26,773 students which are steady numbers from the previous year. The Hall County School District (HCSD) has had a slight decrease in the number of economically disadvantaged students along with a slight decrease in the student mobility rate. The HCSD has had an increase in the percentage of Students with Disabilities (SWDs) and no change in the number of students that are English learners. The increase in SWDs is a result of an increase in referrals for psychologicals through the RTI process and from parent request. The racial and ethnic makeup of the district has changed a little with 5% black, 42% Hispanic and 49% white. The tax exemption for seniors 65 or older along with an aging population puts a greater burden on the population that pays school taxes and there is a slight increase in the tax digest for the upcoming year.

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>K - 12 ELA and Math teachers are provided a clear and comprehensive instructional plan to follow. The instructional plan includes benchmark assessments, suggested activities and a variety of differentiated learning supports. Teachers throughout the district are expected to follow the instructional plan, but are also encouraged to employ additional appropriate strategies and supports that meet the particular needs of the learners in the class. All other content area teachers develop their own instructional units and assessments individually or through collaboration at the school level. For the past two years, a strong district emphasis has been focused on the framework of Harvey Silver's Four Cornerstones. All teachers are expected to design instruction using the Cornerstones as the foundation for planning, teaching and building relationships with students that effectively support student learning. New this past year is an extraordinary district emphasis on Lesson Design. Comprehensive professional learning at the district, school and classroom level focused on Lesson Design has been highlighted as a critical, first-step expectation to improve student learning.</p> <p>A variety of summative and formative data sources are used to identify growth in student learning. These sources include Milestones, EOG/EOC, ACCESS, SRI, DRA, 5th Grade Writing Assessment, Math Fluency, PPPAs and GKIDS. TKES/LKES ratings, alongside student growth data, are also used to determine teacher effectiveness and professional learning needs.</p> <p>br</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The guiding questions show that the district has allowed great flexibility to school level administrators in meeting the needs of their students. We offer school choice and have 11 magnet schools that focus on a specific niche. The district has a strong focus on leadership development. There is a district-level position for this and leadership development programs for aspiring administrators and teacher leaders have been implemented with success. We have a partnership with Pioneer RESA for leadership development with our first year principals.</p> <p>There is a need to target specific professional learning for leaders based on interest and need. A renewed effort to improve School Climate is needed.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The diversity of our student body has provided a unique opportunity to differentiate professional learning for staff members. The district focus has been on providing job-embedded professional learning. TKES/LKES embedded professional learning goals and plans are used to identify needs and potential growth opportunities to support individual educators. As the dual-immersion initiatives have grown in the district there is an increased need to recruit high quality bilingual teachers. EL-related PL is offered to building administrators, general education, and ESOL teachers within the building. These teams/groups of teachers work together to re-deliver the information to the staff. By offering EL professional learning opportunities to all staff, this is increasing the effort to build capacity in knowing how to support the EL students in the general education classrooms.</p>
<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The district has processes/structures in place at each school that support parent and family engagement. The implementation varies between schools based on student/school needs. Hall County currently employs 23 bilingual parent liaisons who are assigned to schools to welcome and communicate with parents and provide that vital link that is needed between non-English speaking parents and school personnel. Parent liaisons make phone calls to non-English speaking parents and translate for conferences/meetings (as needed). Parent liaisons host parent meetings.</p> <p>Parent engagement/outreach opportunities are available for parents of ESOL students. These opportunities allow for parents of identified ESOL students to participate in sessions where they can learn about valuable resources that will help them support their students. The Title III Family Service/Bilingual Assistant helps to coordinate and lead these opportunities.</p> <p>The system and school websites are available in multiple languages. School communications are made available in multiple languages as needed. Hall County has a district parent involvement policy in which feedback and input is gathered from parents annually. The results from the surveys help to guide the system and schools on how they can better support parents in supporting their students throughout the school year.</p> <p>Hall County has a parent mentor for special education, Parent Outreach Facilitator, and a Title III Family Service/Bilingual Assistant. The Parent Outreach Facilitator connects the community with resources and develops a community resource guide for parents and families. Special Education preschool brochures are provided in pediatricians' offices and newspapers. Parent rights notification for special education are provided to parents. Hall County has an ASPIRE Student Advocacy Program.</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the</p>	<p>There is a pervasive pattern of many opportunities (academic, physical, social and emotional) for students and families to participate and grow. The Hall County School District (HCSD) will continue to seek ways to effectively evaluate our many programs and opportunities. The HCSD has a plan for Program of Choice Evaluation. The HCSD will continue to implement the Positive Behavior Interventions and Supports (PBIS) through out our schools</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>and add the position of a district PBIS Coordinator. The PBIS program will provide support for students to be successful and offer opportunities for many students.</p> <p><b>Inlooking at the data from the Georgia Health Survey in 2016, 24% of our students stated that they slightly or strongly disagreed with "they have an adult they could turn to for help". In 2017, 20% of our students stated they slightly or strongly disagreed with "they have an adult they could turn to for help".</b> The HCSD will continue to ensure that there is a caring adult in the building for every student, and that every student is aware of this initiative. Each Hall County School implements ways to connect students to adults and involve families, including peer mentors. The HCSD also partners with Centerpoint to offer the mentoring program. The HCSD will offer Transitions Summer Camps at 14 schools during the summer funded with Title IX. The Transitions Summer Camps will be offered to students that are transitioning from PreK to Kindergarten, Fifth to Sixth Grade and Eight to Ninth Grade.</p> <p>/b</p> <p>/b</p> <p>/b</p>
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<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>In the SY17 Hall County Schools had 26,773 students which are steady numbers from the previous year. The Hall County School District (HCSD) has had a slight decrease in the number of economically disadvantaged students along with a slight decrease in the student mobility rate. The HCSD has had an increase in the percentage of Students with Disabilities (SWDs) and no change in the number of students that are English learners. The increase in SWDs is a result of an increase in referrals for psychologicals through the RTI process and from parent request. The racial and ethnic makeup of the district has changed a little with 5% black, 42% Hispanic and 49% white. The tax exemption for seniors 65 or older along with an aging population puts a greater burden on the population that pays school taxes and there is a slight increase in the tax digest for the upcoming year.</p>
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<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The student achievement data review of the 2016-2017 data and the initial glance of the 2017-2018 data gives yield to a number of positive trends for the Hall County School District. Once again, graduation rates increased for the district and remain over 3% higher than the state average. On a related note, drop out rates declined for the third year in a row. The number of Pathway Completers continue to increase each year. With regard to Milestone assessments, the combined percentages of Proficient and Distinguished Learners in ELA, 9th Grade Literature, and American</p>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Literature show improvement from the previous year. Combined percentages in Mathematics, Coordinate Algebra, and Analytic Geometry indicated decreases compared to the SY16 data set. However, math performance in areas such as Analytical Geometry remain well above the state average. A concern remains with the narrowing of subgroup achievement gaps. As we noted last year, overall achievement growth in certain areas continues to yield even larger subgroup gaps in many content areas and grade levels. District support for building leaders to focus on student outcomes and district expectations of progress monitoring strategies for improved subgroup performance have the ability to close achievement gaps</p>
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## IDEA - Special Education

<p>Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the <a href="#">Identifying Need webinar</a> for additional information and guidance.</p>
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<p><b>Strengths</b></p>	<p>The district's special education department has been found to be fiscally compliant through the state's federal programs monitoring process. This includes meeting Maintenance of Effort. Additionally, the district has 100% compliance in the areas of transition planning, suspension and expulsion rates for SWDs, proportionate representation of racial and ethnic groups, reporting of preschool and post-secondary outcomes. Through the actions spelled out in our SSIP plan, the system's cohort graduation rate for SWDs is above the state target at 60% (state target is 54.5%).</p>
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<p><b>Challenges</b></p>	<p>The increase in SWDs is the result of an increase in referrals for psychologicals through the RTI process and from parent request.</p>
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

<p><b>Strengths</b></p>	<ul style="list-style-type: none"> <li>• Title I schools have a coherent school improvement process</li> <li>• Title I schools are utilizing the Consolidated Needs Assessment and School Improvement Plan process in SLDS</li> <li>• Title I schools are making gains in closing the achievement gap in some areas</li> </ul> <p>br</p>
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

Challenges	<ul style="list-style-type: none"> <li>● Closing the achievement gap for economically disadvantaged students</li> </ul>
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## Title I, Part A - Foster Care

Strengths	<ul style="list-style-type: none"> <li>● Streamlined communication between the Foster Care POC and transportation department allows for transportation to be arranged to ensure continuity of education.</li> <li>● Working relationship between local DFCS Education Support Monitor and Foster Care POC.</li> <li>● Efficient referral process between the Foster Care POC and nutrition department.</li> <li>● Working relationships between HCSS, other school systems, DFCS, foster parents, and community partners that help refer families and students to the appropriate resources.</li> </ul>
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Challenges	<ul style="list-style-type: none"> <li>● Difficulty with identifying all students in foster care. Sole reliance on self-reporting and school staff to determine those in foster care. No system in place with DFCS to ensure all students in foster care are identified as such (more communication needed).</li> <li>● Shortage of local foster homes creates difficulty with keeping students in county and in their school of origin.</li> <li>● Early pick up and late drop off times for students provided with bus transportation along with scheduling conflicts for foster parents when providing transportation</li> </ul>
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## Title I, Part A - Parent and Family Engagement

Strengths	<ul style="list-style-type: none"> <li>● <li>dir="ltr" Schools and district provide a safe, supportive, and welcoming learning environment</li> <li>dir="ltr" Schools and district encourage input from families in decision making committees</li> <li>dir="ltr" Schools and district provides parent liaisons and interpreters to help with language barriers</li> <li>dir="ltr" School personnel receives training in how to work with families</li> <li>dir="ltr" Technology tools available for student and parents</li> <li>dir="ltr" Monthly or bimonthly workshops and meetings for parents/families related to academic topics</li> </li> </ul> 
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## Title I, Part A - Parent and Family Engagement

Challenges	<ul style="list-style-type: none"> <li>li dir="ltr" Engaging all families in the children's education</li> <li>li dir="ltr" Lack of resources at home for families to be able to help children</li> <li>li dir="ltr" Lack of education for some families. Some are unable to read to/with children and assist with homework</li> <li>li dir="ltr" Lack of technology skills for some of our families</li> <li>li dir="ltr" Difficulty reading and understanding report cards to be able to monitor their child's progress</li> <li>li dir="ltr" Lack of understanding of high school graduation requirements and college admissions process</li> </ul> 
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## Title I, Part C - Education of Migratory Children

Strengths	<ul style="list-style-type: none"> <li>• The Migratory staff of paraprofessionals is committed to meeting the needs of the students. They work to find out what they can do to help them fill gaps that may exist as a result of frequent moves.</li> <li>• The staff is frequently communicating with parents of migratory students through phone calls, texts, or email. They also frequently communicate with teachers on the progress of the migratory students.</li> <li>• The staff receives training support from the state DOE and local staff to prepare them for the tutoring that they will do.</li> <li>• The program director has worked diligently with the migratory staff to put together a plan for assessing the academic needs of the most mobile migratory students. We have developed a timeline where we pull progress reports/report cards (for each grading period) and review them to see the areas that should be remediated and need more attention from the staff. Additionally, they call home and make contact with parents if needed to keep them abreast of the progress of their student.</li> </ul> <p><b>REVISION</b>--Twice a year (Sept. and January), letters attached with progress reports are printed for each migratory identified student. SSPs distribute these to the student's teachers and they are asked to respond as to areas where the students need additional support (if needed). Each grading period, SSPs are provided with a printout of report cards for the migratory students so that they can monitor their progress. The SSPs also work closely with the classroom teachers of the migratory students to determine specific areas to target while they work with the students. Migratory students are served with a combination of models (based on school/student needs)--these include push-in support, pull-out support, remediation period support, and after school/before school support. Student services are tracked and updated using the SS tracking form. Services for OSY/DO is also provided. Students will be provided with a student profile form where they indicate areas for services. SSPs work to analyze these responses and provide support based on student reported needs--an online course is one method of how the system will serve</p>
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## Title I, Part C - Education of Migratory Children

Strengths	these identified students. SSPs will work with students to provide them with specific materials based on student need. SSPs will provide ongoing support and guidance as students proceed through the online modules. As preschool students are identified for services, they will take a pretest and support will be provided for them in the areas of colors, shapes, letters, writing, and counting. A post test will be administered in May to measure student growth. Ongoing informal assessment takes place for all students in the system.
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Challenges	<ul style="list-style-type: none"> <li>Getting the secondary students to stay for after school tutoring sessions (even when transportation is provided).</li> <li>Amount of paperwork required of the SSPs as they try to balance tutoring and meeting the needs of the students with this paperwork.</li> </ul>
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## Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	<ul style="list-style-type: none"> <li>Partnership between the district and neglected and delinquent facility</li> <li>Serve the elementary and high school students in our district schools</li> <li>Support students by providing supplemental materials for after-school sessions</li> </ul> 
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Challenges	<ul style="list-style-type: none"> <li>Transiency of students</li> <li>Consistency of providing the materials needed to support student needs as they vary</li> </ul> 
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## Title II, Part A - Supporting Effective Instruction

Strengths	<ul style="list-style-type: none"> <li>The focus on job embedded professional learning is prevalent across the district</li> <li>The number of applicants to openings in most all areas.</li> <li>High teacher retention rate</li> </ul>
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## Title II, Part A - Supporting Effective Instruction

Challenges	<ul style="list-style-type: none"> <li>li dir="ltr" The need for more bilingual and minority applicants. li dir="ltr" More PL to meet the diverse needs of learners.</li> </ul>
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## Title III - Language Instruction for English Learners and Immigrant Students

Strengths	<ul style="list-style-type: none"> <li>Schools and teachers are supportive of the EL students</li> <li>More general education teachers are becoming aware of strategies to support these students</li> <li>More gen teachers are becoming ESOL endorsed</li> <li>PL is being offered to ALL teachers to help build capacity. The participation of gen ed teachers in ESOL focused PD is increasing</li> </ul>
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Challenges	<ul style="list-style-type: none"> <li>Acculturation for newcomers' lack of English language</li> <li>Meeting grade level standards while acquiring the language</li> </ul>
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<ul style="list-style-type: none"> <li>Annual McKinney Vento training for school personnel on referral process and identification.</li> <li>Streamlined communication between school personnel, McKinney Vento Liaison and families. (Bilingual staff is available in each school to help with communication)</li> <li>Consistent data tracking and coding for enrollment in FRL.</li> <li>Streamlined communication between the Liaison and transportation department, which allows transportation to be arranged to ensure continuity of education.</li> <li>Working relationships between HCSS, other school systems, and community partners that help to refer families and students to the appropriate resources</li> </ul>
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Challenges	<ul style="list-style-type: none"> <li>Lack of affordable housing and emergency shelters/funding for families in crises.</li> <li>Stigma along with lack of knowledge of McKinney Vento program creates a barrier for identification.</li> <li>Lack of public transit outside city limits, along with early pick up and late drop off times when utilizing district buses.</li> <li>Lack of funding to help obtain necessary paperwork and after school</li> </ul>
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

<b>Challenges</b>	<p>programs as needed.</p> <ul style="list-style-type: none"> <li>• Under-utilization of tutoring and other community resources. br</li> </ul>
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## Title I,Part A - Equitable Access to Effective Educators

<b>Strengths</b>	<p>According to AppliTrack, the district's online application system, the most popular recruitment effort for the district is the district website (<a href="http://www.hallco.org">www.hallco.org</a>). In addition to posting jobs on the district website, the district seeks out applicants via local college fairs and through the Teach Georgia website (<a href="http://www.teachgeorgia.org">www.teachgeorgia.org</a>). The recruitment activities utilized are effective as all positions are filled.</p> <p>The district's teacher retention rate for SY17 was 91.4%, which is above the state average of 90.8%.</p> <p>Our district host new teacher orientation each year and our schools continue the process with new teacher mentoring programs. Professional learning specialist also offer support through monthly face-to-face sessions with new teachers.</p> <p>Participants in the Growing Administrative Leaders and Growing Teacher Leaders programs work with school and district level leaders as they develop their own leadership skills.</p> <p>New principals participate in training provided by Pioneer RESA. In addition to this training, new principals are assigned an experienced mentor from the district who they meet with monthly to offer support and guidance.</p> <p>For our district the majority of our teachers have between 11-20 years of experience and over half of our teachers have either a master's degree or a specialist's degree.</p> <p>TKES is used to evaluate all teachers who provide direct instruction to students in the district. LKES is used to evaluate all school leaders. Performance goals and objectives are required for teachers whose annual evaluation from the previous year were Ineffective or Needs Development. Those plans are monitored by the teacher's assigned evaluator. Leaders whose annual evaluation from the previous year were Ineffective or Needs Development will also develop performance goals and objectives and will be monitored by an assigned evaluator from the district.</p> <p>Personnel conferences are held each spring with administrators from every school. The superintendent, executive director of personnel, and teaching and learning staff members (including federal programs director) meet with each principal to discuss staffing for the upcoming school year. Ineffective, out-of-field and inexperienced teachers are discussed during these meetings and staffing decisions are made at this time.</p>
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## Title IV, Part A - Student Support and Academic Enrichment

Strengths	<ul style="list-style-type: none"> <li>li dir="ltr" The ability to offer support in the implementation of PBIS li dir="ltr" The opportunity to offer transition assistance to upcoming kindergarten, sixth, and ninth graders at 14 Hall County Schools.</li> </ul>
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Challenges	<ul style="list-style-type: none"> <li>li dir="ltr" Opportunities must be prioritized due to the limited budget</li> </ul>
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## Title I,Part A - Equitable Access to Effective Educators

Challenges	<p>Our current recruitment needs include attracting minority applicants to fill positions within the district and staffing content areas difficult to fill (e.g. dual language immersion programs). Dual language immersion programs are difficult to staff as many applicants are fluent in a second language, but lack the academic background/certification to teach in a specific content area. Another challenge is teacher absenteeism. On average our teachers miss 12 days in a school year, due to sick leave, professional learning, vacation and personal leave.</p>
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## Title V, Part B - Rural Education

Strengths	Not applicable to Hall County Schools
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Challenges	Not applicable to Hall County Schools
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Overarching Need # 1

Overarching Need	Meeting the diverse needs of learners
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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##### Overarching Need # 2

Overarching Need	Decreasing the student achievement gap.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

##### Overarching Need - Meeting the diverse needs of learners

##### Root Cause # 1

Root Causes to be Addressed	Challenges in identification of diverse needs of learners
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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##### Root Cause # 2

Root Causes to be Addressed	How to match the systems, knowledge, skills, and strategies to address the needs of all learners.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children

## Root Cause # 2

Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :
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Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Limited time, opportunity to intentionally focus and reflect on core beliefs about teaching and learning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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## Overarching Need - Decreasing the student achievement gap.

## Root Cause # 1

Root Causes to be Addressed	Lower achievement from specific sub-groups
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

## Root Cause # 1

Impacted Programs	Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :
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Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	Economically and culturally diverse families, families with language differences, transiency, and student mental health
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	No
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	How to support the varying needs of students to be academically successful
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness

## Root Cause # 3

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :
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Additional Responses	
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# District Improvement Plan 2018 - 2019



## Hall County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
Team Lead	Patty Robinson

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

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

## 2. DISTRICT IMPROVEMENT GOALS

### 2.1 Creating Improvement Goals

#### Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

<b>Specific</b>	<b>Measurable</b>	<b>Attainable</b>	<b>Relevant</b>	<b>Time-Bound</b>
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An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the district's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 District Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

#### **Coherent Instructional**

CIS - 1 Planning for quality Instruction  
CIS - 2 Delivering Quality Instruction  
CIS - 3 Monitoring student progress  
CIS - 4 Refining the instructional system

#### **Family and Community Engagement**

FCE-1 Welcoming all families and the community  
FCE-2 Communicating effectively with all families and the community  
FCE-3 Supporting student access  
FCE-4 Empowering families  
FCE-5 Sharing leadership with families and the community  
FCE-6 Collaborating with the community

#### **Effective Leadership**

EL-1 Creating and maintaining a climate and culture conducive to learning  
EL-2 Cultivating and distributing leadership  
EL-3 Ensuring high quality instruction in all classroom  
EL-4 Managing the District and its resources  
EL-5 Driving improvement efforts

#### **Supportive Learning Environment**

SLE-1 Maintaining order and safety  
SLE-2 Developing and monitoring a system of supports  
SLE-3 Ensuring a student learning community

#### **Professional Capacity**

PC-1 Attracting staff  
PC-2 Developing staff  
PC-3 Retaining staff  
PC-4 Ensuring staff collaboration

## 2. DISTRICT IMPROVEMENT GOALS

## 2.2 Overarching Need # 1

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Meeting the diverse needs of learners
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Challenges in identification of diverse needs of learners
Root Cause # 2	How to match the systems, knowledge, skills, and strategies to address the needs of all learners.
Root Cause # 3	Limited time, opportunity to intentionally focus and reflect on core beliefs about teaching and learning.
Goal	Average CCRPI scores for each level of HCSD schools (e.g., elementary, middle and high) will increase at least 2 points annually

## Equity Gap

Equity Gap	District Mean Growth Percentile (MGP)
Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-2 Provide targeted school leader development

## Action Step # 1

Action Step	Provide professional learning opportunities in the implementation of standards and best practices.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Implementation plan, Professional Learning plan, sign-in sheets and agendas Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Professional Learning, Title I and Title II Directors
Timeline for Implementation	Yearly

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

Action Step	Adding staff to reduce class-size in Title I schools.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Monitoring of student/teacher ratios Monitoring Effectiveness: Student Achievement Data

## Action Step # 2

Position/Role Responsible	Title I Director and Personnel Director
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA and University of North Georgia
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## Action Step # 3

Action Step	Employ new and existing technologies to engage students, facilitate PL for staff, and increase efficiency.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Professional learning agenda and sign-in sheets Monitoring Effectiveness: Professional Learning evaluations and Student Achievement Data.
Position/Role Responsible	Tech. Director, Assistant Superintendent of Teaching and Learning, Title I Director.
Timeline for Implementation	Yearly

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

Action Step	Create flexible and innovative learning opportunities that increase student achievement.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Monitor enrollment in programs of choice and other innovative learning opportunities. Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Director of Innovation and Advanced Programs
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	National Association for Gifted Children and Pioneer RESA
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## Action Step # 5

Action Step	Provide high demand CTAE career pathways and WBL opportunities to assist in preparing students for workforce
Funding Sources	Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: CTAE Pathway Completers and WBL Enrollment Data Monitoring Effectiveness: Student Achievement Data, Ga Best Certifications and End Of Pathway Assessments
Position/Role Responsible	Director of CTAE and CTAE Instructor

## Action Step # 5

Timeline for Implementation	Yearly
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What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Lake Lanier Islands, Milton Martin Toyota, America's Homeplace, Crystal Farms
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## Action Step # 6

Action Step	Provide leadership development opportunities for staff.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Growing Leaders portfolios and presentations. Monitoring Effectiveness: Student Achievement Data and TLE evaluations
Position/Role Responsible	Executive Director of Leadership Development
Timeline for Implementation	Yearly

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

Action Step	Provide professional learning for existing leaders through monthly training and through leader PLCs focused on T&L.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Feedback from groups at monthly level meetings, sign-in sheets and agendas. Monitoring Effectiveness: Student Achievement Data and TLE evaluations
Position/Role Responsible	Assistant Superintendent of Teaching and Learning
Timeline for Implementation	Yearly

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

Action Step	Hire and retain high quality staff who embody the values of the HCSD.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Monitor records from Personnel. Monitoring Effectiveness: TLE evaluations
Position/Role Responsible	Personnel Director, PQ Director
Timeline for Implementation	Yearly

**Action Step # 8**

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

Action Step	Continue with offering the ESOL endorsement to general ed teachers.
Funding Sources	Title III, Part A
Subgroups	English Learners Migrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Monitor the completion of the 3 class endorsement. Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Director Title III
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA and University of Georgia
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**Action Step # 10**

Action Step	Continue to offer the gifted endorsement through partnership with Pioneer RESA
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Monitor the number of gifted endorsed teachers. Monitoring Effectiveness: Student Achievement Data

## Action Step # 10

Position/Role Responsible	Director of Innovative and Advanced Programs
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA
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## Action Step # 11

Action Step	Enhance and increase partnerships with parents and other stakeholders.
Funding Sources	Title I, Part A Title III, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Meeting agendas and sign-in sheets. Monitoring Effectiveness: Parent surveys and feedback.
Position/Role Responsible	Title I Director, Assistant Director Title I, Title III Director
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Parent Institute
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## Action Step # 12

Action Step	Provide opportunities for students to engage in CTSOs at the local, state and national levels.
Funding Sources	Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Ga Pipeline Data of CTSO enrollment Monitoring Effectiveness: Hall County School District Board Minutes for the CTSO Recognition
Position/Role Responsible	CTAE Director and CTAE Teachers
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Lake Lanier Islands, Milton Martin Toyota, America's Homeplace, Crystal Farms
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## Action Step # 13

Action Step	Providing training for staff on adolescent mental health.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Training Agenda and sign-in sheets Monitoring Effectiveness: Georgia Health Survey
Position/Role Responsible	Director for Student Services

## Action Step # 13

Timeline for Implementation	Yearly
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What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Center Point and AVITA
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## Action Step # 14

Action Step	Employ the use of technologies to engage students, facilitate PD for staff and increase operational processes.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Technology Inventory and PD sign-in sheets. Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Title I Director and Title I Assistant Director
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA
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## Action Step # 15

Action Step	Expand service learning opportunities for students to promote citizenship and civic and financial responsibility.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Monitor service learning opportunities offered by schools Monitoring Effectiveness: Student Data from hours of service learning projects.
Position/Role Responsible	Assistant Superintendent of Teaching and Learning
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	University of North Georgia, Lanier Technical College, and Pioneer RESA
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## Action Step # 16

Action Step	Targeted professional learning to improve instruction of students with low incident disabilities.
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Professional Learning agenda and sign-in sheets Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Special Education Director and SSIP Coach
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in	Pioneer RESA
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**Action Step # 16**

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA
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**Action Step # 17**

Action Step	Providing additional mental health professionals in our schools through expanding partnerships with Center Point and AVITA.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Sign-in sheets at individual schools. Monitoring Effectiveness: Georgia Health Survey
Position/Role Responsible	Director of Student Services
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Center Point and AVITA
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**Action Step # 18**

Action Step	Continue and expand the Positive Behavioral Interventions & Supports throughout the Hall County School District.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners

**Action Step # 18**

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Motioning Implementation: Addition of a PBIS Coordinator for our district. Monitoring Effectiveness: Monitor the number of behavior incidents in the Hall County School District.
Position/Role Responsible	Director of Student Services
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Center Point and AVITA
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**Action Step # 19**

Action Step	Expand transition programming offered for students with low-incident disabilities.
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Monitor transition plans in IEPs. Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Special Education Director
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Northeast Georgia Hospital (employment opportunities/training), Lanier Technical College, LCCA
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**Action Step # 20**

Action Step	Expand the implementation of ASPIRE (student-led IEP initiative) that provides students with the opportunity to develop self-determination skills and increase parent and community involvement.
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Documentation of ASPIRE training for teachers and documentation in student IEP records that students participate in ASPIRE. Monitoring Effectiveness: Parent feedback forms and student surveys
Position/Role Responsible	Special Education Director
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE for ASPIRE training
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**Action Step # 21**

Action Step	Provide support for CTAE instructors to complete externships in the community to keep up with industry trends.
Funding Sources	Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Canvas Course Enrollment Monitoring Effectiveness: CTAE Teacher Externships Participant Reflections on the Canvas Course.
Position/Role Responsible	Director of CTAE
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits,	Hall County Chamber of Commerce, Kubota, America's Homeplace, Crystal Farms, Milton Martin Toyota, etc.
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**Action Step # 21**

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Hall County Chamber of Commerce, Kubota, America's Homeplace, Crystal Farms, Milton Martin Toyota, etc.
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## 2. DISTRICT IMPROVEMENT GOALS

## 2.3 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Decreasing the student achievement gap.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lower achievement from specific sub-groups
Root Cause # 2	Economically and culturally diverse families, families with language differences, transiency, and student mental health
Root Cause # 3	How to support the varying needs of students to be academically successful
Goal	Increase average CCRPI scores at least two points annually at 70% or more of HCSD schools

## Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
Content Area(s)	ELA Mathematics
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

**Action Step # 1**

Action Step	Increase school's capacity to empower students to participate in increasingly rigorous courses
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Monitor enrollment in rigorous courses. Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Director of Innovation & Advanced Programs
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	University of North Georgia, Lanier Technical College, Advanced Placement, and International Baccalaureate Program
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**Action Step # 2**

Action Step	Additional opportunities for student learning - summer school, extended school day and Saturday school
Funding Sources	Title I, Part A IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Student attendance records for summer school, extended day and Saturday School. Monitoring Effectiveness: Student Achievement Data

## Action Step # 2

Position/Role Responsible	Title I Director, Curriculum Director, and Special Education Director
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Boys and Girls Clubs and Mountain Educational Center
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## Action Step # 3

Action Step	Opportunity for students to earn a number of industry certifications in order to be more marketable for the workforce.
Funding Sources	Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Industry credentialed data file on Ga Portal and individual teacher records. Motioning Effectiveness: Industry Credentialed data file on Ga Portal
Position/Role Responsible	Director of CTAE
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Lake Lanier Islands, Milton Martin Toyota, America's Homeplace, Crystal Farms
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**Action Step # 4**

Action Step	Provide targeted professional learning and leadership development for school and district administrators
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Sign-in sheets, agendas, feedback from participants. Monitoring Effectiveness: Student Achievement Data and TLE evaluations
Position/Role Responsible	Executive Director of Leadership Development
Timeline for Implementation	Yearly

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

Action Step	Targeted professional learning provided for school leaders in the area of best instructional practices for ELL.
Funding Sources	Title III, Part A
Subgroups	English Learners
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Implementation of practices into classroom instruction, sign-ins and agendas. Monitoring Effectiveness: TLE evaluations, Student Achievement Data, and professional learning evaluations.
Position/Role Responsible	Coordinator of ESOL Services
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	Pioneer RESA and University of North Georgia
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**Action Step # 5**

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

Action Step	Expand ESOL PL blended learning and endorsement opportunities for teachers.
Funding Sources	Title III, Part A
Subgroups	English Learners
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Notification of course completion of CaseNex. Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Coordinator of ESOL Services.
Timeline for Implementation	Yearly

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

Action Step	Provide parent outreach facilitators (district-level) and parent liaisons (school-level) to build parent capacity.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Monthly topics for parent meetings, agendas, and sign-ins. Monitoring Effectiveness: Parent Surveys and feedback.
Position/Role Responsible	District Parent Outreach Facilitator

## Action Step # 7

Timeline for Implementation	Yearly
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What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Parent Institute
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## Action Step # 8

Action Step	Increase the graduation rate by enhancing existing programs and developing flexible paths to graduation.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Hall County School District High School Course Guide Monitoring Effectiveness: Graduation Rate Data
Position/Role Responsible	Assistant Superintendent of Teaching and Learning
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Mountain Educational Center, Lanier Technical College, and University of North Georgia
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## Action Step # 9

Action Step	Provide opportunity for students to become proficient in workplace soft skills.
Funding Sources	Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: CTAE Teacher Lesson Plans for Standard #1 (Soft Skills) Monitoring Effectiveness: The Career Ready Diploma Seal data, Georgia BEST data and Local Soft Skills Certification Data from the Job Ready Canvas Course
Position/Role Responsible	Director of CTAE
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Lake Lanier Islands, Milton Martin Toyota, America's Homeplace, Crystal Farms
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## Action Step # 10

Action Step	Training for SSIP intensive schools staff along with district personnel to become National Dropout Prevention Specialists in order to identify appropriate research based strategies that will lead to an increase in the graduation rate and decrease dropout rate among students with disabilities and students at risk.
Funding Sources	IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: National Drop-Out Prevention Certification Completion Monitoring Effectiveness: Student Achievement Data

## Action Step # 10

Position/Role Responsible	Special Education Director and SSIP Coach
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	National Dropout Prevention Center
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DISTRICT IMPROVEMENT PLAN

3 Required Questions

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

<p>In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding how best to improve the district’s activities to meet the purpose of Title II, Part A; and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community.</p>	<p>Our district selected a leadership team made up of district level staff to serve as leaders for each of the five continuous systems. Each leadership team then selected staff, principals, teachers, paraprofessionals, support personnel, students, parents, and community members that represent all areas of our district to create our required team members and recommended team members. Our stakeholders included teachers and parents from EL students, students with disabilities, Title I schools, and Non-Title I schools. These groups had face-to-face meetings, as well as electronic communication through draft documents and electronic feedback forms, in order to offer many opportunities for stakeholders to attend meetings and provide feedback. The stakeholders analyzed federal, state and local data and stakeholder surveys for our district. The stakeholders carefully reviewed data for our district that included subgroups such as EL, Migrant, Racial Groups, Economically Disadvantaged and Students with Disabilities.</p> <p>In addition, our district holds PAC meetings for parents of migratory students in order to gain input from our migrant parents. The district parent liaisons work with EL parents in order to gain input from EL parents.</p> <p>Each leadership team for their respective continuous system analyzed the collected artifacts and data and rated our district based on the rubrics provided by the GaDOE. From this work, the leadership teams presented reports at the District Stakeholder meeting and at the District Teaching and Learning meeting. The leadership teams presented their findings in order to collect stakeholder input and to complete the root cause analysis to determine what we do well, what we need to do to improve and what action steps they recommended. The leadership team then prioritized the recommendations and created further steps in the consolidated needs assessment.</p> <p><b>Revision-</b> The LEA sought advice and solicited input concerning professional learning activities from teachers, principals, assistant principals, paraprofessionals, parents and community partners. Data from stakeholder input and student achievement data were compiled and analyzed. After the review of the data, root causes were identified and the improvement plan was designed to meet the overarching needs. Activities supporting the improvement of student achievement and teacher and leader effectiveness were detailed and federal and state funds coordinated to provide effective professional learning through Title II-A. The Title II-A funds are coordinated with State PL, Title I, Title III and Title IV funds to support effective, research based professional learning for teachers in Title I schools and teachers in non-Title I schools. Title II-A funds are primary used to provide job embedded professional learning. The Title II-A funds also support leadership development and core curriculum conferences that relate directly to the Georgia Standards of Excellence.</p>
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## Stakeholder Involvement to Improve and Coordinate Activities

In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding how best to improve the district's activities to meet the purpose of Title II, Part A; and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community.

Our district held our District Stakeholder meeting to gather input from all of the required and recommended team members. During the District Stakeholder meeting, attendees were able to address the top prioritized recommendations and offer additional suggestions.

Our District CLIP will be posted on the district website and Title I school websites for all stakeholders to view.

## Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Personnel conferences are held each spring with administrators from every school. The superintendent, executive director of personnel, and teaching and learning staff members (including federal program director) meet with each principal to discuss staffing for the upcoming school year. Ineffective, out-of-field and inexperienced teachers are discussed during these meetings and staffing decisions are made at this time.

## Professional Growth Systems

Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:

- how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;
- how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;
- how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);
- how the district is moving toward

The district has a strong focus on leadership development. There is a district-level position for this and leadership development programs for aspiring administrators and teacher leaders have been implemented with success. We have a partnership with Pioneer RESA for leadership development with our first year principals. All principals and assistant principals are evaluated using the Leader Keys Effectiveness System (LKES). Data from the LKES evaluations indicate the standards on which leaders' performed best and those that need improvement.

The Teacher Keys Effectiveness System (TKES) is used to evaluate teachers within the district. Data from the observation and documentation indicate the standards on which teachers' performed the best and those are needing improvement. Performance goals and objectives are required for teachers whose annual evaluation from the previous year were Ineffective or Needs Development. Those plans and activity effectiveness are monitored by the teacher's assigned evaluator. All teachers identify professional learning goals. With the use of Title II-A funds, the district is able to provide professional learning specialists whose primary task is to facilitate job embedded

## Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> <li>• how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;</li> <li>• how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;</li> <li>• how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);</li> <li>• how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and</li> <li>• what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.</li> </ul>	<p>professional learning in schools. Additionally, Title I schools have instructional coaches to assist teachers with professional learning and the use of best practices within the classrooms. Professional learning specialists meet with Teaching and Learning directors once a week. These meetings function as a way to better determine how school professional learning needs can be met and to provide leadership assistance and support to those providing job embedded professional learning. Effectiveness is measured by student scores, walk through observations, retention data, teacher evaluation data and professional learning community documentation. Data will be discussed in monthly leadership meetings, personnel conferences, and school based leadership team meetings.</p>
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## PQ – Intent to Waive Certification

<p>State whether or not the district waives certification under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33).</p>	<p>Yes. The Hall County School District is a Strategic Waiver School System.</p>
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## PQ – Waiver Recipients

<p>If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education teachers CANNOT be waived. All Special Education teachers are required to</p>	<p>The Hall County School District waives certification. See the chart below for specific requirement for certification waivers.</p> <p><b>Professional Qualifications for Teachers</b></p> <p>The professional qualifications for teachers are defined as meeting the full certification requirements as outlined by the GaPSC with the <i>exception</i> of the subjects listed below. The professional qualifications for these subjects are defined as follows:</p>
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## PQ – Waiver Recipients

	Column 0	Column 1	Column 2	Column 3	Column 4	Column 5
	Subject	Education	Experience	Licensures or Certifications	Tests Passed	Other Requirements
	<p>hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. In addition, Teachers must hold the corresponding GaPSC endorsement.</p>	Agriculture Education or Agriculture Mechanics (6-12)	Bachelor's Degree in Agriculture Science or related Agriculture field		<ul style="list-style-type: none"> <li>• Clearance</li> <li>• Content GACE (within first year of employment)</li> <li>• Entry and Exit Ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Enroll in a Master's program or GTAPP or PACTE (within first year of employment)</li> </ul>
		Agriculture Mechanics (6-12)	Associate's Degree in Agriculture Mechanics	2 Years of Industry Related	<ul style="list-style-type: none"> <li>• Clearance</li> <li>• Content GACE</li> <li>• Entry and Exit Ethics</li> </ul>	

## PQ – Waiver Recipients

			d Exper ience	C er tif ic at e (G aP S C)	(within first year of employ ment)		
	Business Educatio n (6-12)	Bachelor's Degree in Business, Computer Technology, or related field		<ul style="list-style-type: none"> <li>• Cl ea ra nc e C er tif ic at e (G aP S C)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Content GACE (within first year of employ ment)</li> </ul>	<ul style="list-style-type: none"> <li>• Enroll in a Master's program or GTAPP or PACTE (within first year of employe nt)</li> </ul>	
	Compute r Science (MS)	Associate's or Bachelor's Degree in the Computer Science/Informati on Technology field	2 Years of Indus try Relate d Exper ience unless applic ant holds curre nt teachi	<ul style="list-style-type: none"> <li>• Cl ea ra nc e C er tif ic at e (G aP S C)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Content GACE (within first year of employ ment)</li> </ul>		

## PQ – Waiver Recipients

			ng certifi cate				
	Construc tion (6-12)	High School Diploma	2 Years of Indus try Relate d Exper ience	• Cl ea ra nc e C er tif ic at e (G aP S C)	• Entry and Exit Ethics • Skills Test (within first year of employ ment)		
	Culinary Arts (6-12)	Bachelor's Degree in Family and Consumer Science	2 Years of Indus try Relate d Exper ience or Assoc iate's Degre e in Culin ary Arts	• Cl ea ra nc e C er tif ic at e (G aP S C)	• Entry and Exit Ethics • Content GACE (within first year of employ ment)		
	Culinary Arts (6-12)	Associate's Degree in Culinary Arts	2 Years of Indus try	• Cl ea ra nc	• Entry and Exit Ethics • Satisfact		



PQ – Waiver Recipients

			Experience or related Teaching Experience	Entry Program Admission Assessments scores or proof of exemption (within first year of employment) as determined by PSC		
	Column 0	Column 1	Column 2	Column 3	Column 4	Column 5
	Subject	Education	Experience	Licensures or Certifications	Tests Passed	Other Requirements
	Engineering (6-12)	Bachelor's Degree in an Engineering Field	2 Years of Industry Related	● Clearance	● Entry and Exit Ethics ● Content GACE	

## PQ – Waiver Recipients

			d Exper ience	C er tif ic at e (G aP S C)	(within first year of employ ment)		
	Family and Consum er Science (6-12)	Bachelor's Degree in Family and Consumer Science or related field (Nutrition, etc.)		<ul style="list-style-type: none"> <li>● Cl</li> <li>● ea</li> <li>● ra</li> <li>● nc</li> <li>● e</li> <li>● C</li> <li>● er</li> <li>● tif</li> <li>● ic</li> <li>● at</li> <li>● e</li> <li>● (G</li> <li>● aP</li> <li>● S</li> <li>● C)</li> </ul>	<ul style="list-style-type: none"> <li>● Entry</li> <li>● and Exit</li> <li>● Ethics</li> <li>● Content</li> <li>● GACE</li> <li>● (within</li> <li>● first year</li> <li>● of</li> <li>● employ</li> <li>● ment)</li> </ul>	<ul style="list-style-type: none"> <li>● Enroll in a</li> <li>● Master's</li> <li>● program</li> <li>● or GTAPP</li> <li>● or PACTE</li> <li>● (within</li> <li>● first year</li> <li>● of</li> <li>● employme</li> <li>● nt)</li> </ul>	
	Food and Nutrition	Associate's Degree in Culinary Arts	2 Years of Indus try Exper ience or relate d Teach ing Exper ience	<ul style="list-style-type: none"> <li>● Cl</li> <li>● ea</li> <li>● ra</li> <li>● nc</li> <li>● e</li> <li>● C</li> <li>● er</li> <li>● tif</li> <li>● ic</li> <li>● at</li> <li>● e</li> <li>● (G</li> <li>● aP</li> <li>● S</li> <li>● C)</li> </ul>	<ul style="list-style-type: none"> <li>● Entry</li> <li>● and Exit</li> <li>● Ethics</li> <li>● Satisfact</li> <li>● ory</li> <li>● Program</li> <li>● Admissi</li> <li>● on</li> <li>● Assessm</li> <li>● ents</li> <li>● scores or</li> <li>● proof of</li> <li>● exempti</li> <li>● on</li> <li>● (within</li> </ul>		

## PQ – Waiver Recipients

					first year of employment) as determined by PSC		
	Graphic Communications & Design (6-12)	Associate's Degree in Graphic Design; Advertising Design; Communication Design; Commercial Art; Graphic Arts; Visual Communication; Computer Animation; Print Management or Business related field with Graphic Design Program certifications	2 Years of Industry Related Experience	● Clearance Certificate	● Entry and Exit Ethics ● Satisfactory Program Admission Assessments scores or proof of exemption (within first year of employment) as determined by PSC		
	Healthcare Science (6-12)	Associate's or Bachelor's Degree in Nursing Healthcare Field	2 Years of Industry Related Experience	● Clearance Certificate	● Entry and Exit Ethics		

PQ – Waiver Recipients

				aP S C)  ● C ur re nt St at e Li ce ns ur e in a H ea lt hc ar e Fi el d			
	Healthcar e Science - Adjunct	Associate's or Bachelor's Degree in Healthcare Field	2 Years of Indus try Relate d Exper ience	● Cl ea ra nc e C er tif ic at e (G aP S C)  ●	● Entry and Exit Ethics		

PQ – Waiver Recipients

				State License in a Healthcare Field			
	Information Technology	Associate's or Bachelor's Degree in the Information Technology field	2 Years of Industry Related Experience	• Clinical • Entry and Exit Ethics • Content GACE (within first year of employment)			
	Law, Public Safety, Corrections and Security (6-12)	Associate's degree or higher in Criminal Justice, Emergency Management, Fire Science, Paralegal Studies, Political Science (depends	2 Years of Industry Related Experience	• Clinical • Entry and Exit Ethics • Satisfactory Program Admissi			

PQ – Waiver Recipients

		on pathways offered)	ience for pathways offered	tif at e (GaPSC)	on Assessments scores or proof of exemption (within first year of employment) as determined by PSC	
	Marketing Education (6-12)	Bachelor's Degree in Marketing, Hospitality or Business		<ul style="list-style-type: none"><li>● Cl ea ra nc e C er tif ic at e (GaPSC)</li></ul>	<ul style="list-style-type: none"><li>● Entry and Exit Ethics</li><li>● Content GACE (within first year of employment)</li></ul>	<ul style="list-style-type: none"><li>● Enroll in a GaPSC approved Master's degree program or GTAPP or PACTE (within first year of employment)</li></ul>
	Metals Technology (6-12)	High School Diploma	2 Years of Industry Related Experience or Assoc	<ul style="list-style-type: none"><li>● Cl ea ra nc e C er tif ic at</li></ul>	<ul style="list-style-type: none"><li>● Entry and Exit Ethics</li><li>● Skills Test (within first year of employment)</li></ul>	

PQ – Waiver Recipients

			iate's Degree in Metals Technology	e (GaPSC)			
	Column 0	Column 1	Column 2	Column 3	Column 4	Column 5	
	Subject	Education	Experience	Licensures or Certifications	Tests Passed	Other Requirements	
	ROTC	High School Diploma	Official military retirement orders, or a DD Form 214 Member Copy #4, with Block	• Clearance Certificate (GaPSC)	• Entry and Exit Ethics	• Completion of all required JROTC instructor training for full branch certification • Completion of associate's degree per the Service	

PQ – Waiver Recipients

			#24			Branch and satisfactory Program Admission assessment scores within five years of employment date	
	Welding (6-12)	High School Diploma	2 Years of Industry Related Experience or Associate's Degree in Welding	● Clearance Test (within first year of employment)	● Entry and Exit Ethics ● Skills Test (within first year of employment)		
	Chinese (K-12)	Associate's Degree		● Clearance Test (within first year of employment)	● Entry and Exit Ethics ● Medium-High Score on OPI/WPT Test		



PQ – Waiver Recipients

				S C)			
	German (K-12)	Associate's Degree		● Cl ea ra nc e C er tif ic at e (G aP S C)	● Entry and Exit Ethics ● Medium -High Score on OPI/WP T Test ● Content GACE		
	Portugue se (K-12)	Associate's Degree		● Cl ea ra nc e C er tif ic at e (G aP S C)	● Entry and Exit Ethics ● Medium -High Score on OPI/WP T Test		
	Spanish (K-12)	Associate's Degree		● Cl ea ra nc e	● Entry and Exit Ethics ● Medium -High		

PQ – Waiver Recipients

				C er tif ic at e (G aP S C)	Score on OPI/WP T Test ● Content GACE		
	Column 0	Column 1	Column 2	Column 3	Column 4	Column 5	
	Subject	Education	Experience	Licenses or Certifications	Tests Passed	Other Requirements	
	ESOL (K-12)	Bachelor's Degree and Valid Certificate for In-field Content		● Clearance Certificate (GaP	● ESOL Endorsement must be completed in 1 year		

PQ – Waiver Recipients

				S C)  ● In -F iel d C on te nt C er tif ic at e			
	Gifted (K-12)	Bachelor's Degree and Valid Certificate for In-field Content		● Cl ea ra nc e C er tif ic at e (G aP S C)  ● In -F iel d C on te nt C er	● Gifted Endorse ment must be complete d in 2 years		

## PQ – Waiver Recipients

				tif ic at e			
	Long-Term Substitute (K-12)	High School Diploma or GED				<ul style="list-style-type: none"> <li>• Background check</li> <li>• Substitute teacher training</li> </ul>	
	Provisionally Certified in any Content Area (K-12)	Bachelor's Degree		<ul style="list-style-type: none"> <li>• Provisional Content C</li> <li>• Entry and Exit Ethics</li> <li>• Content GACE (within three years of employment)</li> </ul>			
	Dual Immersion Courses (K-12):  Specifically all elementary (Pre-K-5) content courses (Reading, ELA, Math, Science Social	Bachelor's Degree		<ul style="list-style-type: none"> <li>• Clearance</li> <li>• Entry and Exit Ethics</li> <li>• Content GACE (within three years of employment)</li> <li>• (GaPSC)</li> </ul>			

PQ – Waiver Recipients

	Studies) taught in a dual immersio n classroo m						

PQ – Minimum Qualification

<p>The district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.)</p>	<p>The Hall County School District does waive certificate. See chart below for minimum professional qualifications.</p> <p>The professional qualifications for teachers are defined as meeting the full certification requirements as outlined by the GaPSC with the <i>exception</i> of the subjects listed below. The professional qualifications for these subjects are defined as follows:</p>					
	Column 0	Column 1	Column 2	Column 3	Column 4	Column 5
	Subject	Education	Experience	Licensures or Certification	Tests Passed	Other Requirements
	Agriculture	Bachelor's Degree in Agriculture		● Cl	● Entry and Exit	● Enroll in a Master's

## PQ – Minimum Qualification

	Education or Agriculture Mechanics (6-12)	Science or related Agriculture field		ea ra nc e C er tif ic at e (G aP S C)	Ethics ● Content GACE (within first year of employment)	program or GTAPP or PACTE (within first year of employment)
	Agriculture Mechanics (6-12)	Associate's Degree in Agriculture Mechanics	2 Years of Industry Related Experience	● Cl ea ra nc e C er tif ic at e (G aP S C)	● Entry and Exit Ethics ● Content GACE (within first year of employment)	
	Business Education (6-12)	Bachelor's Degree in Business, Computer Technology, or related field		● Cl ea ra nc e C er tif ic at e (G	● Entry and Exit Ethics ● Content GACE (within first year of employment)	● Enroll in a Master's program or GTAPP or PACTE (within first year of employment)

## PQ – Minimum Qualification

				aP S C)			
	Computer Science (MS)	Associate's or Bachelor's Degree in the Computer Science/Information Technology field	2 Years of Industry Related Experience unless applicant holds current teaching certificate	● Cl ● ea ● ra ● nc ● e ● C ● er ● tif ● ic ● at ● e (G aP S C)	● Entry and Exit Ethics ● Content GACE (within first year of employment)		
	Construction (6-12)	High School Diploma	2 Years of Industry Related Experience	● Cl ● ea ● ra ● nc ● e ● C ● er ● tif ● ic ● at ● e (G aP S C)	● Entry and Exit Ethics ● Skills Test (within first year of employment)		
	Culinary Arts	Bachelor's Degree in Family and Consumer	2 Years	● Cl	● Entry and Exit		

PQ – Minimum Qualification

	(6-12)	Science	of Indus try Relate d Exper ience or Assoc iate's Degre e in Culin ary Arts	ea ra nc e C er tif ic at e (G aP S C)	Ethics ● Content GACE (within first year of employ ment)		
	Culinary Arts (6-12)	Associate's Degree in Culinary Arts	2 Years of Indus try Exper ience or relate d Teach ing Exper ience	● Cl ea ra nc e C er tif ic at e (G aP S C)	● Entry and Exit Ethics ● Satisfact ory Program Admissi on Assessm ents scores or proof of exempti on (within first year of employ ment) as determin ed by PSC		
	Column 0	Column 1	Colu mn 2	C ol u m n	Column 4	Column 5	



## PQ – Minimum Qualification

				3			
	Subject	Education	Experience	Licenses or Certifications	Tests Passed	Other Requirements	
	Engineering (6-12)	Bachelor's Degree in an Engineering Field	2 Years of Industry Related Experience	<ul style="list-style-type: none"> <li>• Clearance</li> <li>• Content GACE (within first year of employment)</li> <li>• (GaPSSC)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Content GACE (within first year of employment)</li> </ul>		
	Family and Consumer Science (6-12)	Bachelor's Degree in Family and Consumer Science or related field (Nutrition, etc.)		<ul style="list-style-type: none"> <li>• Clearances</li> <li>• Content GACE (within first year of employment)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Content GACE (within first year of employment)</li> </ul>	<ul style="list-style-type: none"> <li>• Enroll in a Master's program or GTAPP or PACTE (within first year of employment)</li> </ul>	

## PQ – Minimum Qualification

				(G aP S C)			
	Food and Nutrition	Associate's Degree in Culinary Arts	2 Years of Industry Experience or related Teaching Experience	● Clearance Certificate or related Teaching Experience	● Entry and Exit Ethics ● Satisfactory Program Admission Assessments scores or proof of exemption (within first year of employment) as determined by PSC		
	Graphic Communications & Design (6-12)	Associate's Degree in Graphic Design; Advertising Design; Communication Design; Commercial Art; Graphic Arts; Visual Communication; Computer Animation; Print Management or Business related field with Graphic	2 Years of Industry Related Experience	● Clearance Certificate or related Teaching Experience	● Entry and Exit Ethics ● Satisfactory Program Admission Assessments scores or proof of exemption		

PQ – Minimum Qualification

		Design Program certifications		C)	(within first year of employment) as determined by PSC		
	Healthcare Science (6-12)	Associate's or Bachelor's Degree in Nursing Healthcare Field	2 Years of Industry Related Experience	<ul style="list-style-type: none"><li>• Clinical Experience Certification (GaPSC)</li><li>• Current State License in a Healthcare</li></ul>	<ul style="list-style-type: none"><li>• Entry and Exit Ethics</li></ul>		

PQ – Minimum Qualification

				Field			
	Healthcare Science - Adjunct	Associate's or Bachelor's Degree in Healthcare Field	2 Years of Industry Related Experience	<ul style="list-style-type: none"><li>• Clearance Certificate (GaPSC)</li><li>• State License in a Healthcare Field</li></ul>	<ul style="list-style-type: none"><li>• Entry and Exit Ethics</li></ul>		
	Information Technology	Associate's or Bachelor's Degree in the Information	2 Years of	<ul style="list-style-type: none"><li>• Clearance</li></ul>	<ul style="list-style-type: none"><li>• Entry and Exit Ethics</li></ul>		

## PQ – Minimum Qualification

	gy	Technology field	Industry Related Experience	<ul style="list-style-type: none"> <li>• Content GACE (within first year of employment)</li> </ul>		
	Law, Public Safety, Corrections and Security (6-12)	Associate's degree or higher in Criminal Justice, Emergency Management, Fire Science, Paralegal Studies, Political Science (depends on pathways offered)	2 Years of Industry Related Experience for pathways offered	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Satisfactory Program Admission Assessments scores or proof of exemption (within first year of employment) as determined by PSC</li> </ul>		
	Marketing Education (6-12)	Bachelor's Degree in Marketing, Hospitality or Business		<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Content GACE (within</li> </ul>	<ul style="list-style-type: none"> <li>• Enroll in a GaPSC approved Master's degree program or GTAPP</li> </ul>	

PQ – Minimum Qualification

				er tif ic at e (G aP S C)	first year of employ ment)	or PACTE (within first year of employe nt)	
	Metals Technolo gy  (6-12)	High School Diploma	2 Years of Indus try Relate d Exper ience or Assoc iate's Degre e in Metal s Tech nolog y	● Cl ea ra nc e C er tif ic at e (G aP S C)	● Entry and Exit Ethics ● Skills Test (within first year of employ ment)		
	Column 0	Column 1	Colu mn 2	C ol u m n 3	Column 4	Column 5	
	Subject	Education	Exper ience	Li ce ns ur es or C er	Tests Passed	Other Requirem ents	

PQ – Minimum Qualification

				t i f i c a t i o n s			
	ROTC	High School Diploma	Official military retirement orders, or a DD Form 214 Member Copy #4, with Block #24	<ul style="list-style-type: none"> <li>• Cl ea ra n c e C e r t i f i c a t e (G a P S C)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of all required JROTC instructor training for full branch certification</li> <li>• Completion of associate's degree per the Service Branch and satisfactory Program Admission assessment scores within five years of employment date</li> </ul>	
	Welding (6-12)	High School Diploma	2 Years of Industry Related Experience	<ul style="list-style-type: none"> <li>• Cl ea ra n c e C e r t i f</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Skills Test (within first year of</li> </ul>		

PQ – Minimum Qualification

			or Associate's Degree in Welding	ic at e (GaPSC)	employment)		
	Chinese (K-12)	Associate's Degree		● Clearance Certificate (GaPSC)	● Entry and Exit Ethics ● Medium-High Score on OPI/WP T Test		
	German (K-12)	Associate's Degree		● Clearance Certificate (GaPSC)	● Entry and Exit Ethics ● Medium-High Score on OPI/WP T Test ● Content GACE		
	Portugue	Associate's Degree		●	● Entry		



PQ – Minimum Qualification

	se (K-12)			Cl ea ra nc e C er tif ic at e (G aP S C)	and Exit Ethics ● Medium -High Score on OPI/WP T Test		
	Spanish (K-12)	Associate's Degree		● Cl ea ra nc e C er tif ic at e (G aP S C)	● Entry and Exit Ethics ● Medium -High Score on OPI/WP T Test ● Content GACE		
	Column 0	Column 1	Colu mn 2	C ol u m n 3	Column 4	Column 5	
	Subject	Education	Exper ience	Li ce ns ur es	Tests Passed	Other Requirem ents	

PQ – Minimum Qualification

				or C e r t i f i c a t i o n s			
	ESOL (K-12)	Bachelor's Degree and Valid Certificate for In-field Content		<ul style="list-style-type: none"><li>• Cl ea ra nc e C e r t i f i c a t e (G a P S C)</li><li>• In -F iel d C on te nt C e r t i f i c a t e</li></ul>	<ul style="list-style-type: none"><li>• ESOL Endorse ment must be complete d in 1 year</li></ul>		
	Gifted (K-12)	Bachelor's Degree and Valid Certificate for In-field Content		<ul style="list-style-type: none"><li>• Cl ea ra</li></ul>	<ul style="list-style-type: none"><li>• Gifted Endorse ment</li></ul>		

PQ – Minimum Qualification

				nc e C er tif ic at e (G aP S C)	must be complete d in 2 years		
	Long-Term Substitute (K-12)	High School Diploma or GED				• Backgrou nd check • Substitute teacher training	
	Provisionally Certified in any Content Area (K-12)	Bachelor's Degree		• Pr ov isi on al C er tif	• Entry and Exit Ethics • Content GACE (within three years of		

PQ – Minimum Qualification

				ic at e	employ ment)		
	Dual Immersio n Courses (K-12):  Specificall y all elementa ry (Pre-K-5) content courses (Reading, ELA, Math, Science Social Studies) taught in a dual immersio n classroom	Bachelor's Degree		• Cl ea ra nc e C er tif ic at e (G aP S C)	• Entry and Exit Ethics • Content GACE (within three years of employ ment)		

State and Federally Identified Schools

Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds.	<p>A face-to-face meeting will be held with principals of federally-identified school twice each year (April &amp; August) in order to discuss their areas of improvement, plan requirements, and budgets. The Director of Federal Programs, Title I Assistant Director, and RESA Title I School Improvement Specialist provide ongoing technical assistance throughout the year to assist the school with the overarching task of closing the achievement gap between their lowest performing subgroup and highest performing subgroup. All of the professional learning opportunities explored in FLP schools and all other Title I Schools are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs.</p> <p>Title I Schools federally-identified will develop a plan (as required by the</p>
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## State and Federally Identified Schools

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

GaDOE) that addresses all required components. The plan will be submitted to the GaDOE for approval. The plan will outline the steps to close the achievement gap within their school.

Schoolwide plans and plans specific to federally-identified schools will be reviewed each year and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). Each school will hold an annual meeting where all stakeholders are given the opportunity to review the school plans and make comments. All parents, teachers, administrators, and other school personnel will be invited to the meeting to provide input. All schools will notify stakeholders in multiple ways. Notice of the meeting dates will be provided via school marquees, newsletters, websites, and/or phone/email messaging system. Parents that cannot attend the meeting will be given the opportunity to obtain a copy from each school and submit input before the final revisions are approved. The Parent Coordinator in each school will be responsible for collecting the required Information (agenda, meeting notes, and sign in sheets). Each school will hold its meetings at the beginning of the school year. The revision dates will be clearly marked on each plan.

Additionally, revision of the plan will include stakeholders (parents, district leaders, teachers, and community). Results regarding the plan will be shared with stakeholders through School Council meetings, Title I meetings (school and system-wide), school and system websites, and the school newsletter. Data will be collected and analyzed by the principal and teachers. The team will make decisions to adjust the program when deemed necessary. A letter will be distributed at the beginning of the school year to invite parents/stakeholders to become a part of the team. Stakeholders will also have the opportunity to provide feedback on an ongoing basis. Parents have been informed that they have the opportunity to provide feedback regarding the plan at any time and any concerns will be discussed with the principal and teachers and revisions made (if necessary). There will also be two formal meetings per year where all parents are invited to attend and hear updates, share information, and share any concerns or suggestions regarding the plan as it pertains to being a federally-identified school.

## CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:

- coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and
- work-based learning opportunities that

The district will continue to offer the opportunity for students to complete a variety of career pathways within the federal career cluster areas aligned to community needs and in-demand occupations. These career pathways will help prepare students for their next step after high school as we prepare students to be life ready. Students will have the opportunity to participate in a variety of career awareness and exploration activities and work-based learning internships to make connections to their future career goal. These activities and internships will provide students the opportunity to work with local employers and to learn directly from those already established in their careers. Exposure to the workplace will allow students to learn employability skills, see

## CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> <li>• coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and</li> <li>• work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</li> </ul>	<p>how academic content is applied in real-world settings and the opportunity to collaborate with adults on authentic work projects. The Hall County School District offers the GA Best certificate to students who complete the program requirements. Currently, a full-time Work-Based Learning Coordinator is in place at each high school to coordinate internships and job shadowing activities for students. They also coordinate career lesson activities at the elementary and middle school levels.</p> <p>Students also have the opportunity to participate in Career Technical Student Organizations (CTSOs). These organizations help prepare emerging leaders and entrepreneurs for careers in various fields. CTSOs provide unique activities that foster career-related skills and leadership development.</p> <p>The district will provide the necessary support (updated equipment, supplies, resources, leadership) to CTAE in order that these courses, pathways, programs, internships and CTSOs can be implemented successfully. Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. The district will work to implement programs so that students will be college and career ready.</p> <p>The Hall County School District offers the following pathways:</p>
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## Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>The Hall County School District will continue to implement the Positive Behavior Interventions and Supports (PBIS) throughout our schools and add the position of a district PBIS Coordinator. The PBIS program will provide support for students to be successful and offer opportunities for many students.</p> <p>Special Education will continue to collect data on measures of quality and climate, disaggregated by subgroups of students including rates of Out-of-school suspensions, In-school suspensions, expulsions, chronic absenteeism (both excused and unexcused) and provide training and monthly reports to school administrators, special education coordinators, and lead special education teachers pertaining to the aforementioned rates. Special education will provide training and strategies from the district's behavior intervention specialist and court liaison.</p>
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## Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:</p> <ul style="list-style-type: none"> <li>• coordination with institutions of higher education, employers and local partners; and</li> </ul>	<p>For middle to high school transitions, 8th grade students are first introduced to the high school counselors who share information about high school graduation requirements, programs and courses of study, and career pathway options. The district provides every student with a copy of the High School Planning Guide. This guide is a complete printed reference of all information relevant to the high school student. Shortly thereafter, the entire 8th grade class visits the high school. During this visit, students receive detailed</p>
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## Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- coordination with institutions of higher education, employers and local partners; and
- increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.

information about graduation requirements, programs and courses of study and career pathway options.

Students then spend the remainder of the campus visit entering classrooms, observing instruction and seeing programs in which they may have particular interest. Usually on the same day, parents attend a 9th grade information night, where they learn about the high school setting and processes. They, too, meet teachers and current high school students who introduce graduation requirements, programs and courses of study and career pathway options. During the two weeks following these events, students and their parents begin course selection for the freshman year, following the High School Planning Guide and the advisement process provided by the middle school teachers and counselors. High school counselors are also available to parents during evening hours.

At the beginning of the school year, high schools also host a 9th Grade Open House specifically for 9th grade students and parents. At this Open House, students receive their schedules, locate their respective classrooms, and meet their teachers. Parent and student information sessions are held during the Open House to provide another overview of career pathway options, program offerings (e.g., AP, IB, Early College, Dual Enrollment), high school grading procedures and transcripts, support staff for students (e.g., counselor, nurse), etc. Students may request changes to their schedules at this time to minimize changes once the school year begins. Freshman students are provided a threat-free, comfortable time to familiarize themselves with the building and their 9th grade opportunities for classes, clubs, pathways and friends. The school year begins within a few days following Open House.

For high school to post-secondary transitions, high schools coordinate a number of opportunities for transition. Counselors assist students in scheduling visits to colleges, universities, and technical schools. Counselors also schedule representatives from post-secondary institutions to visit the high school to meet with students throughout the year. Each high school also hosts college and financial aid information sessions for students and parents. To increase student access to college-level courses for high school students, the district started an Early College Program in FY17 partnering with the University of North Georgia (UNG) and Lanier Technical College to offer high school students college-level courses taught by professors from those institutions on the Early College at Jones campus. Through the Early College Program students have the opportunity to earn college credit and, in some of the technical college courses, professional certifications. In addition to the Early College Program, high school students have the opportunity to participate in dual enrollment courses on several college campuses, the majority of which include UNG & Lanier Tech. Finally, many high schools arrange for campus visits for entire grade levels of students. For instance, the entire 11th grade class might go to Lanier Tech to tour the campus. High schools have found that by literally getting the students' "feet on a post-secondary campus" that the likelihood of students attending such institutions increases.

## Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.

All Pre-K students are housed in Hall County school buildings and are under the direct supervision of the instructional leaders of the building. Building administrators conduct the evaluations of the teachers and spend time in the Pre-K classrooms on a regular basis. These programs are an integral part of their school communities, and their students, teachers, and families are included in school activities. Students are taught from the beginning of the program about the routines and procedures of elementary school such as how to transition from one activity or place to another, how to eat in the cafeteria, how to take turns, and how to use the restroom. Additionally, Pre-K teachers work hard to strengthen and build a foundation for literacy that will link to the learning in kindergarten. All Pre-K classrooms have an Every Day Counts Calendar Math kit that builds the foundation for math and links to the Every Day Counts Calendar Math program that is in kindergarten classrooms in Hall County. Science and social studies are taught in a very engaging way so as to help develop inquisitive learners who get to experience the learning throughout the day. All Hall County Pre-K classes operate under the two-way immersion model and teach students in Spanish and English. This is a 90/10 model and supports the school system's goal of having 30% of our graduates earn the bilingual seal. The two-way immersion program is supportive of English learners by maintaining and developing their home language while linking to English. Meanwhile, it supports the acquisition of Spanish by English-speaking students and contributes to the important skills of global-mindedness, bilingualism and cultural proficiency for all students in the program. Over half of Hall County's Pre-K students transition to a kindergarten dual immersion program, and this introduction to the immersion model directly supports their success in these programs. A parent orientation is held at the beginning of the school year to inform parents of the expectations of the program and to share information about developmental milestones, hearing/vision, and immunizations. Teachers hold formal parent conferences twice per year to review the progress of each individual student. They invite parents to participate in school activities regularly to help build a sense of community among their families, and they send monthly educational suggestions home with students by way of a bilingual newsletter (Spanish and English). Pre-K teachers in Hall County Schools also begin working with families and students during the early portion of the second semester on the transition to kindergarten in such ways as to gradually shorten nap or quiet time and teach students about expectations in kindergarten. Parent meetings are held toward the end of the Pre-K year to inform parents about the upcoming kindergarten year. In collaboration with Bright from the Start, Hall County Schools offers a six-week Pre-K Summer Transition Program for students who are transitioning from home to Pre-K and from Pre-K to kindergarten at the Jones Learning Center. Pre-K staff members work to find students who may not have had the opportunity to attend Pre-K or who may not have met the expected learning targets during the year for the Rising Kindergarten Summer Transition Program. Through Title IX, Hall County offers an additional Pre-K transition summer program at 13 of our elementary schools.

This program has two full-time bilingual transition coaches who work to



## Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>create a fully-interactive summer educational program for students and their caregivers. One of the school system's occupational therapists developed a take-home library of educational items that can be shared with families to support social and emotional wellbeing, academic preparation, and physical development. There are weekly informational parent meetings to support and strengthen the home school connection and better help and better help parents understand what expectations are as children move to kindergarten.</p> <p>Because Pre-K students do not ride the bus in Hall County, the following extra support programs are brought to the summer transition program: learn about habitats with Elachee Science Center, science workshop, all about farm animals, movement-based learning, and learning about reptiles. All students participating in this program are provided with a mini library to keep in their homes, a backpack filled with school supplies required by their schools, math activities, school shirts, jackets, and other instructional items.</p>
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## Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide 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.</p>	<p>Not Applicable</p> <p>None of the district's Title I schools are participating in a targeted assistance program. Should it be decided that schools eligible for targeted assistance will be served; the TA program will be implemented according to the appropriate TA guidelines.</p>
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## Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> <li>• Title I schoolwide schools;</li> <li>• Targeted Assistance Schools; and</li> <li>• schools for children living in local institutions for neglected or delinquent children.</li> </ul>	<p>Title I Schools - There are currently 20 Title I schools in Hall County. The LEA has a clear and specific plan to use scientifically based instructional strategies to enable students who are below grade level to reach a level of proficiency. Instructional strategies employed might include varying the group size from whole group to individualized instruction. The pacing and timing of the lessons will be varied. Additional strategies as deemed appropriate will be employed in an effort to ensure student success. The Title I programs supplement the regular program by providing remediation, reinforcement, academic coaches, and readiness assistance to students with identified weaknesses and skill deficiencies. The focus is on created differentiated learning environments so that students can reach proficiency and beyond. The Title I program in Hall County is designed to provide instructional support to raise student achievement in the core content.</p> <p>Teachers, parents, school administrators and system personnel annually evaluate the effectiveness of the core instructional programs by analyzing students' performance, instructional strategies, grouping patterns, and scheduling methods. Adjustments are made as needed for some or all areas. The LEA will ensure that students to be served will receive high quality, explicit, and systemic instruction. Instruction will be based on data and</p>
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## Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following:

- Title I schoolwide schools;
- Targeted Assistance Schools; and
- schools for children living in local institutions for neglected or delinquent children.

teachers will regularly meet to discuss implementation of the program. To ensure there are not conflicts in terms of philosophy, time commitments, and allocations of resources, the major system and school personnel will be involved in the development of the LEA Plan. All are committed to realigning schedule, existing personnel and resources to support the development of academic skills, including continuous regrouping.

Class size reduction is also utilized in our Title I schools where there is an identified need. Reducing class size allows for more opportunities for individualized and small group instruction. Classroom management for both behavior and instructional differentiation are streamlined in smaller classrooms. With fewer students in the classrooms, teachers can be more intentional with the planning of the classroom differentiation. Specific differentiation strategies include: flexible grouping, ongoing assessments, and content differentiation. Teachers can build lesson plans specific to the needs of the students and differentiate instruction.

Targeted Assistance Schools - There are currently no Targeted Assistance schools in Hall County. However, if there were to be an identified school(s), the system would follow the guidelines as outlined by the state.

Schools for Children Living in Local Institutions for Neglected or Delinquent Children - The Eagle Ranch School serves students in grades 6-9. As many of the students arriving at Eagle Ranch are behind academically for their grade level, Eagle Ranch offers an intensive middle school program specifically designed to assist students in achieving an on-grade level status. The school maintains a low student-to-teacher ratio as there is one teacher and one paraprofessional for every 12 students. In addition to the middle school program, the Director of Education also provides after-school tutorial assistance as well as specific remediation programs for the elementary school and high school students who attend public schools in our district.

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

Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:

- the use of the Title I, Part C Occupational Survey;
- the timely transfer of pertinent school records, including information on health, when children move from one school to another; and
- how the district will use the Migrant Student Information Exchange (MSIX).

In the spring of each year, copies of the occupational survey are distributed to each of the 37 schools in the district (for the following school year). Schools are to include these "green forms" in their back to school packets.

Front office staff are trained on the process for what to do with these completed forms. The forms are available in multiple languages, as needed. Staff are also trained on the importance of making sure that each newly enrolled family completes one and that they are promptly returned to the district full-time recruiter. The District recruiter, based on the information on each survey, will interview families to determine if a COE will be filled out and if they are deemed eligible and approved by the DOE MEP for Migrant services. All students new to the District will be provided with an occupational survey.

MSIX is to be utilized by each SSP whenever an out of District move takes

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

Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:

- the use of the Title I, Part C Occupational Survey;
- the timely transfer of pertinent school records, including information on health, when children move from one school to another; and
- how the district will use the Migrant Student Information Exchange (MSIX).

place. Also for school records, MSIX is utilized as HS records are uploaded to reflect current classes and credits. Immunization records are also kept at a District level and are also reflected on MSIX so that this information is available if a Migrant student moves. The sharing of this information makes intrastate coordination of services and educational services more continual and less wait time for the student to be able to receive the appropriate student as he/she moves.

## Title I, Part C – Migrant Supplemental Support Services

Describe how the district will provide supplemental support services and outreach activities for migratory preschool children, out-of-school youth and drop-outs 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 during the regular school year and during the summer term.

Community outreach is a component of our local PACs. Three times a year we invite local agencies to attend these meetings and share their information with our Migrant parents and families.

We also share a Community Resource Guide with our SSPs that enables them to know of and share the resources with families when needs arise. We also work hand in hand with counselors within the schools and school social workers to ensure Migrant students and families' needs are addressed and handled appropriately. We work in collaboration with local agencies to help our families gain access to other education, like for example, Lanier Tech and Work Source Georgia opportunities for OSYs.

A readiness program for pre-school aged students (P3 and P4) is held at the Jones Learning Center. Students attend a 3-4 hour readiness program where they learn skills such as colors, letters, and the English language. OSY and DOs will have the opportunity to be served through an online option as well as a face-to-face option (depending on availability to attend).

## IDEA Performance Goals

Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;

Goal 1: Improve graduation rate outcomes for students with disabilities

- Processes to increase SWD student engagement and to ensure a positive school climate: ASPIRE-student led IEP initiative that provides the students with the opportunity to develop self-determination skills, job shadowing and coaching, collaboration with GVRA for evaluations of job interest and skills
- Increase attendance among students with disabilities and at-risk students, decrease behavior among the students and increase course completion
- Community-based Instruction
- CTAE job tours and pathway completion to improve graduation outcomes for students with disabilities
- Matching students with adult mentors(Caring Adults in the Building)
- Training for staff at targeted school and district personnel to become National Dropout Prevention Specialists in order to identify appropriate research based strategies and interventions to increase graduation rates and decrease dropout

## IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>● IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;</li> </ul>	<p>rates among students with disabilities</p> <ul style="list-style-type: none"> <li>-Continue to provide ongoing training, support, and materials pertaining to standards based portfolios and completion of GAA</li> <li>-Monthly Transition and pathway completion training provided by the Hall County Transition Specialist to improve compliant transition plans and practices that are focused on outcomes that will benefit students post-secondary education</li> <li>-Credit Recovery classes to allow students to recoup lost credit and increase opportunity to get on track with high school graduation requirements</li> <li>-Effective processes for determining and delivering professional learning and technical assistance based on data-driven needs assessment</li> <li>-Effective district-wide structure for supervision and monitoring of adherence to policies, procedures, and practices of IDEA</li> <li>-Effective determination of student LRE to the maximum extent appropriate and co-teaching availability in all subject areas with a full continuum of services</li> <li>-Alternative schooling that can provide a variety of options for students that can lead to graduation</li> <li>-Increased Family engagement linked to student learning and understanding that students' learning is a collaborative process between the family and schools.</li> <li>-Early Literacy Development to help low achieving students build the foundations needed for effective learning throughout elementary, middle, high, and post-secondary education</li> <li>-Effective use of assistive technology based on the individual need of the student to improve student achievement and increase graduation rates</li> <li>-Process to identify at-risk students and provide support with targeted interventions</li> </ul>
<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>● IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;</li> </ul>	<p>Goal 2: Improve services for young children (3-5) with disabilities</p> <ul style="list-style-type: none"> <li>-Effective structure and implementation of Child Find</li> <li>-Effective processes for evaluation, eligibility and placement</li> <li>-Transition meetings between pre-k and elementary schools</li> </ul> <p>Provide early interventions and services that include but are not limited to comprehensive evaluation services, direct instruction from preschool special education teacher, speech and/or language therapy, occupational therapy, physical therapy, transportation, direct instruction from a teacher for the visually impaired, direct instruction from a teacher for the hearing impaired, audiological services, referral to other agencies</p> <ul style="list-style-type: none"> <li>-Referrals from sources including, but not limited to: Babies Can't Wait, parents, physicians, daycare providers, pre-k teachers, Head Start, Family, friends, teachers of siblings.</li> </ul>

## IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>● IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities;</li> </ul>	<p>Goal 3: Improve provision of FAPE for students with disabilities</p> <ul style="list-style-type: none"> <li>-Effective delivery of related services</li> <li>-Fiscal monitoring to ensure federal funds are allocated based on student needs</li> <li>-Annual provision of PL to staff regarding IDEA compliance, due process, and determination of LRE</li> <li>-Effective access to the general education setting and curriculum through multi-tiered systems of supports</li> <li>-Effective delivery of specially designed instruction through collaboration with GLRS as well as differentiated instruction and co-teaching training to implement a systematic approach to special education</li> <li>-Continue to use differentiated instruction effectively among all teachers (regular and co-teaching teams) to accommodate, measure, and produce a learning environment based on the instructional needs of students with disabilities</li> <li>-Regular Education teachers participate in IEP meetings</li> <li>-Effective process for determining the need for ESY</li> </ul>
<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>● IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</li> </ul>	<p>Goal 4: Improve compliance with state and federal laws and regulations</p> <ul style="list-style-type: none"> <li>-Mentoring is provided for new teachers</li> <li>-Use of Infinite Campus IEP program</li> <li>-Effective structure is in place for the monitoring of compliance</li> <li>-Professional development with special education staff through drive-ins that focus on state and federal laws and regulations pertaining to eligibility determination, writing effective compliant IEP, Functional Behavior</li> <li>-Assessments, Behavior Intervention Plans, manifestation meetings, transition planning, assistive technology, etc.</li> </ul>