



# Comprehensive Needs Assessment 2019 - 2020 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)	Frank Zamora
McKinney-Vento Homeless	Homeless Liaison	Melissa Sutulovich
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 Klippel
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
Title I, Part C	Migrant Coordinator	Anna Sargent

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	Kevin Bales
Multiple Program(s)	Testing director	Staci Wagner
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/Tamara Etterling

**Recommended and Additional Team Members**

<b>Program</b>	<b>Position/Role</b>	<b>Name</b>
Multiple Program(s)	Principal representatives	Suzanne Jarrard
Multiple Program(s)	High school counselor / academic counselor	
Multiple Program(s)	Early childhood or Head Start coordinator	
Multiple Program(s)	Teacher representatives	
Multiple Program(s)	ESOL teacher	Frank Zamora
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	Miseal Cardenas (Migrant Staff)
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	Zulma Yount
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	Kirk Barrett
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; Karah Dale
Multiple Program(s)	Private School Officials	John Simpson
Migrant	Out-of-School Youth and/or Drop-outs	Elizabeth Moreno
Title I, Part A	Parent Representatives of Title I Students	Jodi Dale
Title I, Part A - Foster Care	Local DFCS Contacts	Heather Easterwood
Title II, Part A	Principals	Beth Hudgins
Title II, Part A	Teachers	Frank Zamora
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	Miseal Cardenas; Josephina Valencia; Margareta Vela; Sandra Corez; Elizabeth Moreno

## Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local farmer, grower, or employer	
Migrant	Family connection representatives	
Migrant	Local migrant workers or migrant community leaders	Lupe Gomez
Migrant	Farm worker health personnel	
Migrant	Food bank representatives	
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)	Kim Burdette
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?	<p>Continual feedback occurs throughout the year with documents posted on the individual school and the district websites, monthly board meetings, spring and fall school-level input meetings, monthly district leadership meetings, and monthly parent involvement meetings. All stakeholders were invited to provide input via the spring stakeholder surveys and input meetings. Meetings were posted on school and district websites, school marquees, sent by email, social media, and advertised by flyers. All stakeholders have the opportunity to provide feedback throughout the year on the school and the district websites.</p> <p>The CNA team includes stakeholders from district based personnel, school based personnel, parents, students, and community leaders. The stakeholders are from various educational levels, Title I and non-Title schools, and various subgroups. The various subgroups included students with disabilities, migrant and EL. Survey data, feedback responses, and district student achievement data was factored into CNA discussions.</p>
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How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	<p>Continual feedback occurs throughout the year with documents posted on the individual school and the district websites, monthly board meetings, spring and fall school-level input meetings, monthly district leadership meetings, and monthly parent involvement meetings.</p> <p>All stakeholders were invited to provide input via the spring stakeholder surveys and input meetings. Meetings were posted on school and district websites, school marquees, sent by email, social media, and advertised by flyers. All stakeholders have the opportunity to provide feedback throughout the year on the school and the district websites.</p>
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<p>How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?</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, 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/feedback 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 CNA.</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> <p>Our District CLIP will be posted on the district website and individual school websites for all stakeholders to view.</p>
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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.	2.21
<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.	2.21
<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 (FY18)	



## 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.	2.06
<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.	2.05
<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.	2.08
<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 (FY18)	

## 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.	2.38
<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.	2.21

## 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.	2.21
<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.	2.2
<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.	2.08
<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.	2.43
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.26
<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 (FY18)	

## 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 (FY18)	

## 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.	2.21
<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.	2.2
<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.	2.08
<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.	2.43
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.26
<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 (FY18)	



## 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.	2.25
<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.	2.17
<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 (FY18)	

## 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.	2.38
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.26
<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 (FY18)	

## 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.	2.17
<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 (FY18)	

## 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.	

## Supportive Learning Environment Data

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.	2.38
<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.	2.21
<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.	2.21
<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.	2.2
<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.	2.08
<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.	2.43
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.26
<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 (FY18)	

## 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.	2.25
<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.	2.06
<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.	2.05
<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.	2.32
<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.	2.08
<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.	2.17
<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 (FY18)	

## 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, 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?	The student achievement data review of the 2017-2018 data and the initial glance of the 2018-2019 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 Literature show improvement from the previous year. Combined



What does your achievement data tell you?	percentages in Mathematics, Coordinate Algebra, and Analytic Geometry indicated decreases compared to the SY17 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 SY18 Hall County Schools had 27,064 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 increase 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, 43% 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 Literacy. Comprehensive professional learning at the district, school and classroom level focused on Literacy has been highlighted as a critical, first-step expectation to improve student learning and closing student achievement gaps.</p> <p>A variety of summative and formative data sources are used to identify growth and achievement gaps in student learning. These sources include Milestones, EOG/EOC, ACCESS, SRI, DRA, 5th Grade Writing Assessment, Math Fluency, and GKIDS. TKES/LKES ratings, alongside student growth data, are also used to determine teacher effectiveness and professional learning needs.</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.</p>

## Strengths and Challenges Based on Trends and Patterns

<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><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.</p> <p>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</p>

## Strengths and Challenges Based on Trends and Patterns

<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>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 identification of student, teacher, and leader needs?</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 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>In looking at the data from the Georgia Health Survey in 2018, 22% of our students stated that they slightly or strongly disagreed with the statement that they have an adult they can turn to for help. The HCSD will continue to ensure that there is a caring adult in the building for every students, and that every student is aware of this initiative. Each Hall County School implements ways to connect students to adult and involve families, including peer mentors. The HCSD also partners with Centerpoint to offer the mentoring program.</b></p> <p><b>The HCSD will offer Transitions Summer Camps at 17 schools during the summer funded with Title IV. The Transitions Summer Camps will be offered to students that are transitioning from Pre-K to Kindergarten, Fifth to Sixth Grade and Eighth to Ninth Grade.</b></p>
<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 SY18 Hall County Schools had 27,064 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 increase 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, 43% Hispanic and 49% white. The tax exemption for seniors 65 or older along with an aging population puts a</p>

## Strengths and Challenges Based on Trends and Patterns

<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?	greater burden on the population that pays school taxes and there is a slight increase in the tax digest for the upcoming year.
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<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?	The student achievement data review of the 2017-2018 data and the initial glance of the 2018-2019 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 Literature show improvement from the previous year. Combined percentages in Mathematics, Coordinate Algebra, and Analytic Geometry indicated decreases compared to the SY17 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 and a need to increase literacy scores for all students. 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
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## IDEA - Special Education

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.
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<b>Strengths</b>	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
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## IDEA - Special Education

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 [Identifying Need webinar](#) for additional information and guidance.

Strengths	our SSIP plan, the system's cohort graduation rate for SWDs is above the state target at 60% (state target is 54.5%).
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Challenges	The increase in SWDs is the result of an increase in referrals for psychologicals through the RTI process and from parent request.
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	All 21 Title I schools in Hall County have a coherent school improvement process. Additionally, all 21 Title I schools are utilizing the consolidated needs assessment and school improvement plan process in SLDS.
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Challenges	The challenges include closing the achievement gap and increasing literacy scores for economically disadvantaged students.
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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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## Title I, Part A - Foster Care

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>● Schools and district provide a safe, supportive, and welcoming learning environment.</li> <li>● Schools and district encourage input from families in decision making committees.</li> <li>● School and district provides parent liaisons and interpreters to help with language barriers.</li> <li>● School personnel receives training in how to work with families.</li> <li>● Technology tools are available for students and parents.</li> <li>● Monthly and bimonthly workshops and meetings for parent and families related to academic topics.</li> </ul>
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Challenges	<ul style="list-style-type: none"> <li>● Engaging all families in the children's education.</li> <li>● Lack of resources at home for families. Some are unable to read to and with children and assist with homework.</li> <li>● Lack of technology skills for some of our families.</li> <li>● Difficulty reading and understanding report cards to be able to monitor their child's progress.</li> <li>● 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

<p><b>Strengths</b></p>	<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. System level instructional coaches work with the staff as well to share instructional strategies and practices for supporting migratory students in the areas of reading and math.</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> <li>• Supporting students by providing supplemental materials for after-school sessions (as needed by school/personnel)</li> <li>• Being responsive to school/student needs in terms of being flexible with times when serving students</li> </ul> <p>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 are 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 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. GED options that are available for the DOs/OSYs are also explored and presented as options. 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.</p>
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## Title I, Part C - Education of Migratory Children

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> <li>● Locating and providing services for DOs/OSY when they are so transient, working, or hard to locate.</li> <li>● Staff turnover (training) challenges.</li> </ul> <p>REVISION--Below are some challenges that we have with the migrant program--parents having the time and/or the full understanding of their role in supporting the education of their child. Students most often rely on siblings as support to meet learning and academic performance goals. Transportation to support services held before or after school is also a challenge for migrant students. Families also continue to report a lack of technology-based resources to support learning in the home.</p> <p>A review of the EOG data shows that there isn't much difference in the performance of PFS and non-PFS students. For the most part, the percentage of students performing at Level I and Level II (PFS and non PFS students) are very similar in ELA and Math for grades 3-8. Data for science and SS for grades 4-5 are very similar to what was seen in grades 3-8 for ELA and Math. Both PFS and non-PFS students score lower than their non-migrant classmates in all core content areas. There is such a low number of migratory students scoring at Levels III-IV. There is a definite need for more support and strategies for these students to help them advance to these levels of performance.</p> <p>EOC data from grades 9-12 mirror the EOG data. Majority of migrant students are in Levels I-II across the contents tested which is lower than their non-migrant classmates.</p> <p>A review of the pre-post assessments of preschool aged students show that students are making progress in their colors, recognition of shapes, and numbers.</p> <p>Pass/Fail data of non-PFS students, PFS students, and non-migrant students show a percentage passing (grade level) of 95%, 94%, and 96%, respectively. This indicates that migratory students are performing well on classroom assignments and assessments that are allowing them to advance to the next grade.</p> <p>We served 12 of the 26 identified OSYs during the FY19 school year. The ones who were not served were either not located or refused services. The students served were served with OSY English Lessons, OSY Health Lessons, or referral to GED/HEP Camp.</p>
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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>● Identification of and providing appropriate services for the elementary, middle, and high school students in our schools.</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>● Transiency of students</li> <li>● Consistency of providing the materials needed to support students needs as they vary.</li> </ul>

## 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 academic areas.</li> <li>● High teacher retention rate.</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>● The need for more bilingual and minority applicants.</li> <li>● More professional learning to meet the diverse needs of learners.</li> </ul>

Language Instruction for English Learners and Immigrant Students Describe your LEAs strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. (All LEAs must complete, regardless if receiving a Title III allocation or not.)

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> <p>REVISION: A review of the 2018 ACCESS for ELLs 2.0 data shows that 60.55 of elementary students moved 1 band or more on the ACCESS assessment. Overall, district ELs showed a 53.54 positive movement on performance bands.</p>
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Language Instruction for English Learners and Immigrant Students Describe your LEAs strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. (All LEAs must complete, regardless if receiving a Title III allocation or not.)

Strengths	<p>This indicates that we are heading in the right direction with this subgroup. Another strength with our EL subgroup is in the domain of listening (according to the ACCESS for ELLs 2.0). Seventy-one percent of students at the elementary school scored 4.0 or higher, 76% of middle school students scored 4.0 or higher.</p> <p>Another strength of the basic ESOL program is the newcomer academy which is designed for 9th-10th grade newcomers who are new to the U.S. This program funds 1.5 ESOL teachers (locally) to meet the needs of these students. Some of these newcomers include Immigrants as well.</p> <p>Our locally funded ESOL program needs are being met with the number of teachers needed at each school to support those ELs who have been identified. Schools also have local funds to purchase necessary materials for core ESOL programmatic needs. The Title III funds are used to supplement the core ESOL program based on SIP needs outlined and school/student identified needs.</p>
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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> <li>● Reaching out to and communicating with parents of Immigrant students to inform them of American schools and education</li> </ul> <p>REVISION: A review of the ACCESS for ELLs 2.0 data (SY18-SY19) continues to show speaking and writing are the domains showing the least movement from one band to the next. A review of the data shows 15% of elementary students scored at Levels 4 or above on the speaking component and 21.33% scored 4.0 or higher in writing. Middle school students scoring at levels 4 or higher on speaking was 12.74% and 25.45% scored at level 4 or higher in writing. At the high school level, only 1.07% of students scored at level 4 or higher on speaking while 32.49% scored at level 4 or higher on writing. These scores show a definite need for support and attention in these areas.</p> <p>Additionally, middle school students (grades 6-8) are showing the least movement on ACCESS and minimal number of students scoring at 5.0 in order to show a clear exit based on language proficiency. This is an area that will be targeted and monitored during the school year. Resources and PL will be sought to help address this lagging group.</p> <p>This subgroup falls below state targets on state assessments and graduation rates. A challenge is developing approaches to identify the language proficiency of English Learners in their first language as a means of appropriately differentiating placement, supports, and services. An additional challenge is developing a framework for continuous professional development that provides support between presentation and implementation with fidelity of best practices.</p>
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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 programs as needed.</li> <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

Strengths	<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 SY18 was 87.0%.</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>
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## Title I, Part A - Equitable Access to Effective Educators

Strengths	<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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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.</p> <p>Another challenge is teacher absenteeism. On average our teachers miss 6 days in a school year, due to sick leave, professional learning, vacation and personal leave.</p>
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## Title IV, Part A - Student Support and Academic Enrichment

Strengths	<p><u>Safe and Healthy:</u></p> <p>Data pulled from PBIS End of Year Data report reflects:</p> <p>All four cohort 1 schools increased their school climate scores between 4.7 and 5.8 points overall.</p> <ul style="list-style-type: none"> <li>• All four cohort 1 schools gained one star in the School Climate Star Rating.</li> <li>• Three of the four schools have a 5 star climate score. The fourth school has 4 stars.</li> <li>• All four cohort 1 schools have 90% or above of their students with 0-1 State Reportable ODR.</li> </ul>
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## Title IV, Part A - Student Support and Academic Enrichment

<p><b>Strengths</b></p>	<ul style="list-style-type: none"> <li>● Pioneer RESA school climate specialists and PBIS District Coordinator conducted TFI walk-throughs to support and give feedback to the schools on their TIER I implementation.</li> <li>● PBIS looks at Total State Reported Incidents and total number of ISS and OSS days. All schools decreased these numbers in at least one area from their baseline year data.</li> <li>● One school went down in all three areas.</li> <li>● One schools went down in two of the three areas.</li> <li>● The other two schools went down in one of the three areas.</li> </ul> <p>Transition Summer School: Summer Transition camp has provided students with the opportunity to find comfort and confidence in their new school setting. In the summer of 2018 we had nine elementary schools, two middle schools, and one high school participate in Summer Transition Camp. The twelve schools had a combined attendance of approximately 350 students. The opportunity to offer transition assistance to upcoming kindergarten, sixth, and ninth graders at 17 Hall County Schools. The coordinators reported that students were excited about the opportunity to learn about their schools and they were really excited that they were each able to take home books to read. The middle and high school students filled out surveys that indicated that the camp helped them to become more comfortable with their surroundings and helped them develop connections with students and staff. Based on this information we decided to offer the opportunity to host groups again in the summer of 2019. In the summer of 2019 we had 12 elementary schools, two middle schools, and two high schools participate. This allowed our district to serve approximately 700 students. Coordinators once again reported that the students were showing enjoyment and excitement about school and the books that they were able to take home. The middle and high school surveys showed growth in students' belief that they had someone in the school that they could talk to if they had questions or problems and that they felt more confident about school.</p> <p>Well Rounded: The Hall County School District has partnered with Brenau University, Lanier Technical College, and the University of North Georgia to provide unique access to Georgia's Dual Enrollment programs. The Early College @ Jones is our newest program and offers a wide range of students, many of them first generation college students, and innovative way to earn a high school diploma while also earning college credit. Another of our schools, Lanier College and Career Academy, also offers students several opportunities for Dual Enrollment in specialized areas. Within our 8 high schools interest in Dual Enrollment has increased significantly. In 2017, 444 students participated in dual enrollment courses earning 1576 credits. In 2019, there have been 630 students participating in dual enrollment with 2374 credits earned. Early College alone has increased from 118 students participating in 2016 to 430 students participating in 2019.</p>
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## Title IV, Part A - Student Support and Academic Enrichment

Strengths	<p>Effective use of Technology:</p> <p>Hall County School District provides specialized professional learning to address blended learning and the effective use of technology. There is a focus on enabling asynchronous teaching and learning anytime, anywhere. Over time, the district is expanding the impact of effective blended learning practices to support student achievement by providing more personalized learning via high-quality resources that help inform instruction,</p>
Challenges	<p>Safe and Healthy:</p> <p>While the overall number of discipline incidents have decreased slightly over the past 3 years the number of incidents resulting in OSS has actually increased. There has been an increase over 3 years in the number of crisis referrals. The dropout data have fluctuated up and down over the past few years. These factors indicate the need for a more focused approach to offering mental health and trauma informed supports to students. By adding a MTSS Specialist and Student Success Coach we will be in a better position to offer these necessary services to our most fragile learners.</p> <p>Well Rounded:</p> <p>To support college and career counseling, including providing information on opportunities for financial aid as it relates to FAFSA, we are in need of assistance from 2.5 College and Career Coordinators.</p> <p>Effective Use of Technology:</p> <p>High quality professional learning is the primary tool used to drive this initiative. Title IV funds will be used to help provide this needed professional learning.</p>

## Title V, Part B - Rural Education

Strengths	Not applicable to Hall County Schools
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Title V, Part B - Rural Education

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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##### Overarching Need # 3

Overarching Need	Decreasing the student achievement gap.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes

Overarching Need # 3

Priority Order	3
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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

## Root Cause # 2

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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## 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 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 # 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

## Root Cause # 2

Impacted Programs	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	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 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 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	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
Additional Responses	



# District Improvement Plan 2019 - 2020



## 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 type="checkbox"/>	Other (if selected, please describe below)

## 2. DISTRICT IMPROVEMENT GOALS

## 2.1 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	By the end of FY20, the percentage of students in each subgroup moving into the “Proficient” and “Distinguished” levels of performance on the Georgia Milestones Assessments will increase by 2% in the “Proficient” and “Distinguished” levels of performance.

## 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 Gap

Equity interventions	EI-2 Provide targeted school leader development
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## Action Step # 1

Action Step	Provide professional learning opportunities in the implementation of standards and best practices via leadership professional learning (new principals induction, new AP induction, aspiring principal's academy, mentoring and job embedded professional learning)..
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	Monitoring Implementation: Implementation plan, Professional Learning plan, sign-in sheets and agendas, survey results, and longevity data
Method for Monitoring Effectiveness	Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Director of Federal Programs and Professional Learning; Executive Director of Leadership Development
Evidence Based Indicator	Strong
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	Monitoring Implementation: Monitoring of student/teacher ratios
Method for Monitoring Effectiveness	Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Assistant Superintendent of Human Resources, Director of Federal Programs and Professional Learning
Evidence Based Indicator	Strong
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

## Action Step # 3

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: Professional learning agenda and sign-in sheets
Method for Monitoring Effectiveness	Monitoring Effectiveness: Professional Learning evaluations and Student Achievement Data.
Position/Role Responsible	Assistant Superintendent of Technology, Assistant Superintendent of Teaching and Learning, Director of Federal Programs and Professional Learning
Evidence Based Indicator	Strong
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	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	Monitoring Implementation: Monitor enrollment in programs of choice and other Innovative learning opportunities.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Analyze Milestone Data and Rigor Goals 1 and 3 data.
Position/Role Responsible	Director of Innovation and Advanced Programs
Evidence Based Indicator	Strong

## Action Step # 4

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)?	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	Monitoring Implementation: CTAE Pathway Completers and WBL Enrollment Data
Method for Monitoring Effectiveness	Monitoring Effectiveness: Student Achievement Data, Ga Best Certifications and End Of Pathway Assessments
Position/Role Responsible	Director of CTAE and CTAE Instructors
Evidence Based Indicator	Strong
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 # 6

Action Step	Provide leadership development opportunities for staff via growing administrators and growing teacher leader programs.
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	Monitoring Implementation: Growing Leaders portfolios and presentations.
Method for Monitoring Effectiveness	Monitoring Effectiveness: TKES Teacher Evaluations, CCRPI Scores, and Leadership Retention Data.
Position/Role Responsible	Executive Director of Leadership Development, Director of Federal Programs and Professional Learning
Evidence Based Indicator	Strong
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

## Action Step # 7

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Monitoring Implementation: Feedback from groups at monthly level meetings, sign-in sheets and agendas.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Student Achievement Data and TKES evaluations
Position/Role Responsible	Assistant Superintendent of Teaching and Learning
Evidence Based Indicator	Strong
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	Monitoring Implementation: Monitor records from Personnel.
Method for Monitoring Effectiveness	Monitoring Effectiveness:TKES evaluations and teacher retention data.
Position/Role Responsible	Assistant Superintendent of Human Resources, Director of Federal Programs and Professional Learning



## Action Step # 8

Evidence Based Indicator	Strong
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 # 9

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	Monitoring Implementation: Survey gifted endorsed teachers; offer 2-day summer PL for 2020 to address needs and latest research.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Analyze Milestones, AP scores, IB student achievement data of gifted endorsed teachers.
Position/Role Responsible	Director of Innovative and Advanced Programs
Evidence Based Indicator	Strong
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 # 10

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	Monitoring Implementation: Meeting agendas and sign-in sheets.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Parent surveys and feedback.
Position/Role Responsible	Director of Federal Programs and Professional Learning Assistant Director Title I, Title III Director
Evidence Based Indicator	Strong
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 # 11

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

## Action Step # 11

Subgroups	Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: Ga Pipeline Data of CTSO enrollment
Method for Monitoring Effectiveness	Monitoring Effectiveness: Hall County School District Board Minutes for the CTSO Recognition
Position/Role Responsible	CTAE Director and CTAE Teachers
Evidence Based Indicator	Strong
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 # 12

Action Step	Providing training for staff on adolescent mental health and trauma.
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	Monitoring Implementation: Training Agenda and sign-in sheets
Method for Monitoring Effectiveness	Monitoring Effectiveness: Georgia Health Survey
Position/Role Responsible	Director for Student Services
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

## Action Step # 12

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 # 13

Action Step	Target professional learning to improve instruction of students with disabilities.
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: Professional Learning agenda and sign-in sheets.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Special Education Director and SSIP Coach
Evidence Based Indicator	Strong
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 # 14

Action Step	Providing additional mental health professionals in our schools by expanding partnerships with Center Point ,Brenau and AVITA.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster

## Action Step # 14

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: Sign-in sheets at individual schools.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Georgia Health Survey
Position/Role Responsible	Director of Student Services
Evidence Based Indicator	Strong
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 # 15

Action Step	Continue and expand the Positive Behavioral Interventions & Supports and tiered interventions for behavior professional learning throughout the Hall County School District with Title IV funding.
Funding Sources	Title IV, 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	Monitoring Implementation: Addition of a PBIS schools for our district. Agendas and sign in sheets from professional learning.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Monitor the number of behavior incidents in the Hall County School District.

## Action Step # 15

Position/Role Responsible	Director of Federal Programs and Professional Learning; Director of Student Services
Evidence Based Indicator	Strong
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, AVITA, RESA, and Brenau University
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## Action Step # 16

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	Monitoring Implementation: Documentation of ASPIRE training for teachers and documentation in student IEP records that students participate in ASPIRE.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Parent feedback forms and student surveys
Position/Role Responsible	Special Education Director
Evidence Based Indicator	Strong
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 # 17

Action Step	Provide support for CTAE instructors to complete externships in the community to stay current 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	Monitoring Implementation: Externship Enrollment Applications
Method for Monitoring Effectiveness	Monitoring Effectiveness: CTAE Teacher Externships Participant Reflections
Position/Role Responsible	Director of CTAE
Evidence Based Indicator	Strong
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)?	Hall County Chamber of Commerce, Kubota, America's Homeplace, Crystal Farms, Milton Martin Toyota, etc.
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## Action Step # 18

Action Step	Provide College and Career Coordinators to support well rounded learning opportunities.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

## Action Step # 18

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Dual numbers Enrollment, after graduation data, drop out rates
Method for Monitoring Effectiveness	number of college credits earned, student achievement data
Position/Role Responsible	Director of Federal Programs and Professional Learning; Director of Student Services
Evidence Based Indicator	Strong
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)?	Brenau University, University of North Georgia, Lanier Technical College
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## Action Step # 19

Action Step	Provide summer transition opportunities to kindergartners, sixth and ninth graders.
Funding Sources	Title IV, 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	Number of participants, lesson plans
Method for Monitoring Effectiveness	student achievement data
Position/Role Responsible	Director of Federal Programs and Professional Learning; Director of Student Services
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits,	Center Point, AVITA, RESA, and Brenau University
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## Action Step # 19

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, AVITA, RESA, and Brenau University
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## Action Step # 20

Action Step	Provide professional development opportunities on blended learning and the effective use of technology.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Agendas, sign in sheet, participation numbers
Method for Monitoring Effectiveness	student achievement data
Position/Role Responsible	Director of Digital Convergence; Director of Federal Programs and Professional Learning.
Evidence Based Indicator	Strong
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)?	Brenau University, University of North Georgia, Lanier Technical College
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## Action Step # 21

Action Step	Provide job embedded professional learning in the use of high impact instructional strategies to increase teacher effectiveness.
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 Professional Capacity
Method for Monitoring Implementation	Agendas, sign in sheets
Method for Monitoring Effectiveness	Student assessment data
Position/Role Responsible	Director of Federal Programs and Professional Learning
Evidence Based Indicator	Strong
Timeline for Implementation	Weekly

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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## 2. DISTRICT IMPROVEMENT GOALS

## 2.2 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	By the end of FY20, the “Closing the Gaps” score will increase by 10% (based on FY19 “Closing the GAPS” score) at each level (elementary, middle, and high).

## 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	Monitoring Implementation: Continue to analyze data (demographics, socioeconomic status, etc.) for Rigor Goals 1 and 3. Refine and share honors course development. Collect and analyze demographic data for students nominated and tested for gifted.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Analyze Milestones, AP and IB student achievement data of gifted endorsed teachers.
Position/Role Responsible	Director of Innovation & Advanced Programs
Evidence Based Indicator	Strong
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

## Action Step # 2

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: Student attendance records for summer school, extended day and Saturday School.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Director of Federal Programs and Professional Learning, Director of ESOL/Title III, and Special Education Director
Evidence Based Indicator	Strong
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	Monitoring Implementation: Industry credentialed data file on Ga Portal and individual teacher records.
Method for Monitoring Effectiveness	Motioning Effectiveness: Industry Credentialed data file on Ga Portal

## Action Step # 3

Position/Role Responsible	Director of CTAE
Evidence Based Indicator	Strong
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	Monitoring Implementation: Sign-in sheets, agendas, feedback from participants.
Method for Monitoring Effectiveness	Monitoring Effectiveness: TKES evaluations for teachers, CCRPI data, and Leadership Retention Data.
Position/Role Responsible	Executive Director of Leadership Development, Assistant Superintendent of Teaching and Learning
Evidence Based Indicator	Strong
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
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## Action Step # 4

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 and teachers in the area of best instructional practices for supporting ELs.
Funding Sources	Title III, Part A
Subgroups	English Learners
Systems	Professional Capacity
Method for Monitoring Implementation	Monitoring Implementation: Implementation of practices into classroom instruction, sign-ins and agendas.
Method for Monitoring Effectiveness	Monitoring Effectiveness: TLE evaluations, Student Achievement Data, and professional learning evaluations.
Position/Role Responsible	Director of Title III, ESOL, and Migrant Programs
Evidence Based Indicator	Strong
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)?	System personnel, WCEPS, West Ed, UGA/CLASE, and other outside consultants
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## Action Step # 6

Action Step	Expand ESOL endorsement opportunities for gen ed teachers.
Funding Sources	Title III, Part A
Subgroups	English Learners
Systems	Professional Capacity

## Action Step # 6

Method for Monitoring Implementation	Monitoring Implementation: Notification of course completion of CaseNex.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Director of Title III, ESOL, and Migrant Programs
Evidence Based Indicator	Strong
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 CaseNex
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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	Monitoring Implementation: Monthly topics for parent meetings, agendas, and sign-ins.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Parent Surveys and feedback.
Position/Role Responsible	District Parent Outreach Facilitator
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits,	The Parent Institute
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## Action Step # 7

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	Monitoring Implementation: Hall County School District High School Course Guide
Method for Monitoring Effectiveness	Monitoring Effectiveness: Graduation Rate Data
Position/Role Responsible	Assistant Superintendent of Teaching and Learning
Evidence Based Indicator	Strong
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	Monitoring Implementation: CTAE Teacher Lesson Plans for Standard #1 (Soft Skills)
Method for Monitoring Effectiveness	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
Evidence Based Indicator	Strong
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	Work with district level committee to explore MTSS, create a common language, and develop a timeline for implementation.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

## Action Step # 10

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas, timeline, and feedback
Method for Monitoring Effectiveness	Student achievement and discipline data
Position/Role Responsible	Director of Students Services, Director of Federal Programs and Professional Learning
Evidence Based Indicator	Strong
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, AVITA, RESA, and Brenau University
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## Action Step # 11

Action Step	Provide mental health, trauma informed, and academic success supports for students via a Title IV Student Success Coach and a MTSS Specialist.
Funding Sources	Title IV, 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	Agendas, timelines, feedback, logs
Method for Monitoring Effectiveness	Student achievement and discipline data
Position/Role Responsible	Director of Students Services, Director of Federal Programs and Professional Learning

## Action Step # 11

Evidence Based Indicator	Strong
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, AVITA, RESA, and Brenau University
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## 2. DISTRICT IMPROVEMENT GOALS

## 2.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Decreasing the student achievement gap.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Lower achievement from specific sub-groups
Goal	By the end of FY20, the percentage of Economically Disadvantaged students moving into the “Proficient” and “Distinguished” levels of performance on the Georgia Milestones ELA Assessments will increase by 3% in the “Proficient” and “Distinguished” levels of performance.

## Action Step # 1

Action Step	Provide professional learning opportunities in the implementation of literacy standards and best practices.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Monitoring Implementation: Professional Learning Plan, Sign-In Sheets and Agendas
Method for Monitoring Effectiveness	Monitoring Effectiveness: Student Achievement Data

## Action Step # 1

Position/Role Responsible	Director of Literacy and Numeracy, Director of Federal Programs and Professional Learning
Evidence Based Indicator	Strong
Timeline for Implementation	Monthly

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	Provide Fountas & Pinnell Phonics, Conferencing, and Moby Max Foundational Reading Benchmark Assessments for all 20 elementary schools.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Monitoring Implementation: Student data result reports from Fountas & Pinnell, Conferencing and Moby Max
Method for Monitoring Effectiveness	Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Director of Literacy and Numeracy
Evidence Based Indicator	Strong
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	Pioneer RESA
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## Action Step # 2

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 # 3

Action Step	Create school level literacy leadership teams to work on the Balanced Scorecard Writing Goals.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Monitoring Implementation: School Level Literacy Leadership Team Plans
Method for Monitoring Effectiveness	Monitoring Effectiveness: Student Achievement Data and Balanced Scorecard Data
Position/Role Responsible	Director of Literacy and Numeracy, and Director of Middle and Secondary Education
Evidence Based Indicator	Strong
Timeline for Implementation	Monthly

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	Provide common assessments to all schools.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: Development of the common assessments
Method for Monitoring Effectiveness	Monitoring Effectiveness: Common Assessment Student Data
Position/Role Responsible	Director of Literacy and Numeracy, and Director of Middle and Secondary Education
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

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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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</p> <ul style="list-style-type: none"><li>• how best to improve the district’s activities to meet the purpose of Title II, Part A;</li><li>• and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title III, Part A; Title IV, Part A; Title IV, Part B) and activities being conducted in the community.</li></ul>	<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>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</p>
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## 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</p> <ul style="list-style-type: none"> <li>• how best to improve the district's activities to meet the purpose of Title II, Part A;</li> <li>• and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title III, Part A; Title IV, Part A; Title IV, Part B) and activities being conducted in the community.</li> </ul>	<p>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> <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> <p>Our District CLIP will be posted on the district website and Title I school websites for all stakeholders to view.</p>
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## Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>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. The district will work with schools to provide equity data for scheduling purposes. New hires are monitored to ensure professional qualifications are met.</p>
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## Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</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>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.</p> <p>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 learning in schools.</p> <p>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>For the current fiscal year, using the flexibility granted under Georgia charter law [OCGA 20-2-2065] or State Board Rule - Strategic Waivers [160-5-1-.33], does the district intend to waive teacher certification - Yes or No? [ESSA Sec. 1112(e)(1)(B)(ii)]</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 LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: 1. for all teachers (except Special Education), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</p> <p>[Note that in Georgia certification requirements for Special Education CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>The 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>					
	Subject	Education	Experience	Licensure or Certifications	Tests Passed	Other Requirements
	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 Certificate (GaPSC)</li></ul>	<ul style="list-style-type: none"><li>Entry and Exit Ethics<ul style="list-style-type: none"><li>Content GACE (within first year of employment)</li></ul></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 Experience	<ul style="list-style-type: none"><li>Clearance Certificate (GaPSC)</li></ul>	<ul style="list-style-type: none"><li>Entry and Exit Ethics<ul style="list-style-type: none"><li>Content GACE (within first year of employment)</li></ul></li></ul>	
	Audio	Hold an associate's	2		<ul style="list-style-type: none"><li></li></ul>	

## PQ – Waiver Recipients

	Video Technology (6-12)	degree or higher in broadcast and video production; communication; or mass communications	Years of Industry Related Experience	<ul style="list-style-type: none"> <li>• Clearance Certificate (GaPS C)</li> </ul>	<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>	
	Automotive Service Technology (6-12)	Bachelor's Degree or higher in Related Field	2 Years of Industry Related Experience preferred unless applicant holds current teaching certificate	<ul style="list-style-type: none"> <li>• Clearance Certificate (GaPS C)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• ASE Skills Test (within first year of employment)</li> </ul>	
	Business Education (6-12)	Bachelor's Degree in Business, Computer Technology, or related field		<ul style="list-style-type: none"> <li>• Clearance Certificate (GaPS C)</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 – Waiver Recipients

	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	● Clearance Certificate (GaPS C)	● Entry and Exit Ethics ● Content GACE (within first year of employment)	
	Construction (6-12)	High School Diploma	2 Years of Industry Related Experience	● Clearance Certificate (GaPS C)	● Entry and Exit Ethics ● Skills Test (within first year of employment)	
	Culinary Arts (6-12)	Bachelor's Degree in Family and Consumer Science	2 Years of Industry Related Experience or Associate's Degree in Culinary Arts	● Clearance Certificate (GaPS C)	● Entry and Exit Ethics ● Content GACE (within first year of employment)	
	Culinary Arts (6-12)	Associate's Degree in Culinary Arts	2 Years of Industry Experience or related Teaching	● Clearance Certificate	● Entry and Exit Ethics ● Satisfactory Program Admission	

## PQ – Waiver Recipients

			Experience	ate (Ga PS C)	Assessments scores or proof of exemption (within first year of employment) as determined by PSC	
	Engineering (6-12)	Bachelor's Degree in an Engineering Field	2 Years of Industry Related Experience	<ul style="list-style-type: none"> <li>• Clearance Certificate (Ga PS C)</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>• Clearance Certificate (Ga PS C)</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>
	Food and Nutrition	Associate's Degree in Culinary Arts or higher	2 Years of Industry Experience or related Teaching Experience	<ul style="list-style-type: none"> <li>• Clearance Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Satisfactory Program Admission Assessments</li> </ul>	

## PQ – Waiver Recipients

			ce	(Ga PS C)	scores or proof of exemption (within first year of employment) as determined by PSC or content GACE	
	Graphic Communicat ions & Design (6-12)	Associate's Degree in Graphic Design; Advertising Design; Communication Design; Commercial Art; Graphic Arts; Visual Communication; Computer Animation; Print Management or related Graphics field or 4 year Business related field with Graphic Design Program (Adobe) certifications	2 Years of Industry Related Experien ce	• Cle ara nce Cer tific ate (Ga PS C)	• 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 Healthcare Field	Minimu m or 1-2 Years of Industry Related Experien ce	• Cle ara nce Cer tific ate (Ga PS C) • Cur ren t Stat	• Entry and Exit Ethics	



PQ – Waiver Recipients

				e Lic ens ure in a He alth car e Fiel d		
	Healthcare Science - Adjunct	Associate's or Bachelor's Degree in Healthcare Field	2 Years of Industry Related Experien ce	<ul style="list-style-type: none"><li>● Cle ara nce Cer tific ate (Ga PS C)</li><li>● Stat e Lic ens ure in a He alth car e Fiel d</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 Technology field	2 Years of Industry Related Experien ce	<ul style="list-style-type: none"><li>● Cle ara nce Cer tific</li></ul>	<ul style="list-style-type: none"><li>● Entry and Exit Ethics</li><li>● Content GACE (within first year of</li></ul>	

## PQ – Waiver Recipients

				ate (Ga PS C)	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 on pathways offered)	2 Years of Industry Related Experien ce for pathways offered	• Cle ara nce Cer tific ate (Ga PS C)	• Entry and Exit Ethics • Satisfactory Program Admission Assessments scores or proof of exemption (within first year of employment) as determined by PSC	
	Manufacturi ng & Engineering Sciences	High School Diploma or higher	2 Years of Industry Related Experien ce	• Cle ara nce Cer tific ate (Ga PS C)	• Entry and Exit Ethics • Skills Test	
	Marketing Education (6-12)	Bachelor's Degree in Marketing, Hospitality or Business		• Cle ara nce Cer tific ate (Ga	• Entry and Exit Ethics • Content GACE (within first year of employment)	• Enroll in a GaPSC approved Master's degree program or GTAPP or PACTE

## PQ – Waiver Recipients

				PS C)		(within first year of employment)
	Metals Technology (6-12)	High School Diploma	2 Years of Industry Related Experien ce or Associate 's Degree in Metals Technolo gy	● Cle ara nce Cer tific ate (Ga PS C)	● Entry and Exit Ethics ● Skills Test (within first year of employment)	
	ROTC	High School Diploma	Official military retireme nt orders, or a DD Form 214 Member Copy #4, with Block #24	● Cle ara nce Cer tific ate (Ga PS C)	● Entry and Exit Ethics	● Completion of all required JROTC instructor training for full branch certification ● Completion of associate's degree per the Service Branch and satisfactory Program Admission assessment scores within five years of employment date
	Welding (6-12)	High School Diploma	2 Years of Industry	● Cle	● Entry and Exit Ethics	

## PQ – Waiver Recipients

<p> <b>Welding</b>  <b>Program</b>  <b>Requirements</b> </p>			Related Experience or Associate's Degree in Welding	Clearance Certificate (GAPS C)	Skills Test (within first year of employment)	
	Work-Based Learning	Bachelor's Degree or higher in a CTAE Related Field	Minimum of 1-2 Years of Industry Related Experience	Clearance Certificate (GAPS C)	<ul style="list-style-type: none"> <li>Entry and Exit Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Enroll and complete the Work-Based Learning Basic Training Part A and B</li> <li>Completion of WBL Portfolio</li> <li>Completion of annual WBL Training Updates (Regional/State)</li> </ul>
	Chinese (K-12)	Associate's Degree		Clearance Certificate (GAPS C)	<ul style="list-style-type: none"> <li>Entry and Exit Ethics</li> <li>Medium-High Score on OPI/WPT Test</li> </ul>	
		Associate's Degree			<ul style="list-style-type: none"> <li></li> </ul>	

## PQ – Waiver Recipients

	German (K-12)			<ul style="list-style-type: none"> <li>• Clearance Certificate (GAPSC)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Medium-High Score on OPI/WPT Test</li> <li>• Content GACE</li> </ul>	
	Portuguese (K-12)	Associate's Degree		<ul style="list-style-type: none"> <li>• Clearance Certificate (GAPSC)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Medium-High Score on OPI/WPT Test</li> </ul>	
	Spanish (K-12)	Associate's Degree		<ul style="list-style-type: none"> <li>• Clearance Certificate (GAPSC)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Medium-High Score on OPI/WPT Test</li> <li>• Content GACE</li> </ul>	
	ESOL (K-12)	Bachelor's Degree and Valid Certificate for In-field Content		<ul style="list-style-type: none"> <li>• Clearance Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• ESOL Endorsement must be completed in 1 year</li> </ul>	

PQ – Waiver Recipients

				(Ga PS C) ● In- Fiel d Co nte nt Cer tific ate		
	Gifted (K-12)	Bachelor's Degree and Valid Certificate for In-field Content		● Cle ara nce Cer tific ate (Ga PS C) ● In- Fiel d Co nte nt Cer tific ate	● Gifted Endorsement must be completed in 2 years	
	Long-Term Substitute (K-12)	High School Diploma or GED				● Background check ● Substitute teacher training

PQ – Waiver Recipients

	Provisionally Certified in any Content Area (K-12)	Bachelor's Degree		● Pro visi ona l Cer tific ate	● Entry and Exit Ethics ● Content GACE (within three years of employment)	
	Dual Immersion Courses (K-12):  Specifically all elementary (Pre-K-5) content courses (Reading, ELA, Math, Science Social Studies) taught in a dual immersion classroom	Bachelor's Degree		● Cle ara nce Cer tific ate (Ga PS C)	● Entry and Exit Ethics ● Content GACE (within three years of employment)	

PQ – Minimum Qualification

## PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	The Hall County School District does waive certificate. See chart below for minimum professional qualifications.					
	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:					
	Subject	Education	Experience	Licenses or Certifications	Tests Passed	Other Requirements
	Agriculture Education or Agriculture Mechanics (6-12)	Bachelor's Degree in Agriculture Science or related Agriculture field		● Clearance Certificate (GaPSC)	● 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)
	Agriculture Mechanics (6-12)	Associate's Degree in Agriculture Mechanics	2 Years of Industry Related Experience	● Clearance Certificate (GaPSC)	● Entry and Exit Ethics ● Content GACE (within first year of employment)	
Audio Video	Hold an associate's degree or higher in	2 Years of	●	● Entry and		



## PQ – Minimum Qualification

	Technology (6-12)	broadcast and video production; communication; or mass communications	Industry Related Experience	Clearance Certificate (GaPS C)	Exit Ethics <ul style="list-style-type: none"> <li>• Satisfactory Program Admission Assessments scores or proof of exemption (within first year of employment) as determined by PSC</li> </ul>	
	Automotive Service Technology (6-12)	Bachelor's Degree or higher in Related Field	2 Years of Industry Related Experience preferred unless applicant holds current teaching certificate	<ul style="list-style-type: none"> <li>• Clearance Certificate (GaPS C)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics <ul style="list-style-type: none"> <li>• ASE Skills Test (within first year of employment)</li> </ul> </li> </ul>	
	Business Education (6-12)	Bachelor's Degree in Business, Computer Technology, or related field		<ul style="list-style-type: none"> <li>• Clearance Certificate (GaPS C)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics <ul style="list-style-type: none"> <li>• Content GACE (within first year of employment)</li> </ul> </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>
		Associate's or	2		<ul style="list-style-type: none"> <li>•</li> </ul>	

## PQ – Minimum Qualification

	Computer Science (MS)	Bachelor's Degree in the Computer Science/Information Technology field	Years of Industry Related Experience unless applicant holds current teaching certificate	<ul style="list-style-type: none"> <li>• Clearance Certificate (GaPS C)</li> </ul>	Entry and Exit Ethics <ul style="list-style-type: none"> <li>• Content GACE (within first year of employment)</li> </ul>	
	Construction (6-12)	High School Diploma	2 Years of Industry Related Experience	<ul style="list-style-type: none"> <li>• Clearance Certificate (GaPS C)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Skills Test (within first year of employment)</li> </ul>	
	Culinary Arts (6-12)	Bachelor's Degree in Family and Consumer Science	2 Years of Industry Related Experience or Associate's Degree in Culinary Arts	<ul style="list-style-type: none"> <li>• Clearance Certificate (GaPS C)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Content GACE (within first year of employment)</li> </ul>	
	Culinary Arts (6-12)	Associate's Degree in Culinary Arts	2 Years of Industry Experience or related Teaching Experience	<ul style="list-style-type: none"> <li>• Clearance Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Satisfactory Program Admission Assessments</li> </ul>	

## PQ – Minimum Qualification

			ce	(Ga PS C)	scores or proof of exemption (within first year of employment) as determined by PSC	
	Engineering (6-12)	Bachelor's Degree in an Engineering Field	2 Years of Industry Related Experien ce	● Cle ara nce Cer tific ate (Ga PS C)	● Entry and Exit Ethics ● Content GACE (within first year of employment)	
	Family and Consumer Science (6-12)	Bachelor's Degree in Family and Consumer Science or related field (Nutrition, etc.)		● Cle ara nce Cer tific ate (Ga PS C)	● 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)
	Food and Nutrition	Associate's Degree in Culinary Arts or higher	2 Years of Industry Experien ce or related Teaching Experien ce	● Cle ara nce Cer tific ate (Ga	● Entry and Exit Ethics ● Satisfactory Program Admission Assessments scores or	

## PQ – Minimum Qualification

				PSC)	proof of exemption (within first year of employment) as determined by PSC or content GACE	
	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 related Graphics field or 4 year Business related field with Graphic Design Program (Adobe) certifications	2 Years of Industry Related Experience	<ul style="list-style-type: none"> <li>• Clearance Certificate (GaPSC)</li> </ul>	<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>	
	Healthcare Science (6-12)	Associate's or Bachelor's Degree in Healthcare Field	Minimum or 1-2 Years of Industry Related Experience	<ul style="list-style-type: none"> <li>• Clearance Certificate (GaPSC)</li> <li>• Current State</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> </ul>	

## PQ – Minimum Qualification

				Lic ens ure in a He alth car e Fiel d		
	Healthcare Science - Adjunct	Associate's or Bachelor's Degree in Healthcare Field	2 Years of Industry Related Experien ce	<ul style="list-style-type: none"> <li>• Cle ara nce Cer tific ate (Ga PS C)</li> <li>• Stat e Lic ens ure in a He alth car e Fiel d</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 Technology field	2 Years of Industry Related Experien ce	<ul style="list-style-type: none"> <li>• Cle ara nce Cer tific ate</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Content GACE (within first year of employment)</li> </ul>	

## PQ – Minimum Qualification

				(Ga PS C)		
	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 Experien ce for pathways offered	● Cle ara nce Cer tific ate (Ga PS C)	● Entry and Exit Ethics ● Satisfactory Program Admission Assessments scores or proof of exemption (within first year of employment) as determined by PSC	
	Manufacturi ng & Engineering Sciences	High School Diploma or higher	2 Years of Industry Related Experien ce	● Cle ara nce Cer tific ate (Ga PS C)	● Entry and Exit Ethics ● Skills Test	
	Marketing Education (6-12)	Bachelor's Degree in Marketing, Hospitality or Business		● Cle ara nce Cer tific ate (Ga PS	● Entry and Exit Ethics ● Content GACE (within first year of employment)	● Enroll in a GaPSC approved Master's degree program or GTAPP or PACTE (within first

## PQ – Minimum Qualification

				C)		year of employment)
	Metals Technology (6-12)	High School Diploma	2 Years of Industry Related Experience or Associate's Degree in Metals Technology	<ul style="list-style-type: none"> <li>• Clearance Certificate (GAPS C)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics Skills Test (within first year of employment)</li> </ul>	
	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>• Clearance Certificate (GAPS 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	<ul style="list-style-type: none"> <li>• Clearance</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics Skills</li> </ul>	

## PQ – Minimum Qualification

			Experience or Associate's Degree in Welding	Experience Certificate (GAPS C)	Test (within first year of employment)	
	Work-Based Learning	Bachelor's Degree or higher in a CTAE Related Field	Minimum of 1-2 Years of Industry Related Experience	<ul style="list-style-type: none"> <li>• Clearance Certificate (GAPS C)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Enroll and complete the Work-Based Learning Basic Training Part A and B</li> <li>• Completion of WBL Portfolio</li> <li>• Completion of annual WBL Training Updates (Regional/State)</li> </ul>
	Chinese (K-12)	Associate's Degree		<ul style="list-style-type: none"> <li>• Clearance Certificate (GAPS C)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and Exit Ethics</li> <li>• Medium-High Score on OPI/WPT Test</li> </ul>	
	German	Associate's Degree		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Entry and</li> </ul>	



## PQ – Minimum Qualification

	(K-12)			Clearance Certificate (GAPSC)	Exit Ethics • Medium-High Score on OPI/WPT Test • Content GACE	
	Portuguese (K-12)	Associate's Degree		• Clearance Certificate (GAPSC)	• Entry and Exit Ethics • Medium-High Score on OPI/WPT Test	
	Spanish (K-12)	Associate's Degree		• Clearance Certificate (GAPSC)	• Entry and Exit Ethics • Medium-High Score on OPI/WPT Test • Content GACE	
	ESOL (K-12)	Bachelor's Degree and Valid Certificate for In-field Content		• Clearance Certificate (GAPSC)	• ESOL Endorsement must be completed in 1 year	

PQ – Minimum Qualification

				PS C) ● In- Fiel d Co nte nt Cer tific ate		
	Gifted (K-12)	Bachelor's Degree and Valid Certificate for In-field Content		● Cle ara nce Cer tific ate (Ga PS C) ● In- Fiel d Co nte nt Cer tific ate	● Gifted Endorsement must be completed in 2 years	
	Long-Term Substitute (K-12)	High School Diploma or GED				● Background check ● Substitute teacher training
		Bachelor's Degree			●	

PQ – Minimum Qualification

	Provisionally Certified in any Content Area (K-12)			● Pro visi ona l Cer tific ate	Entry and Exit Ethics ● Content GACE (within three years of employment)	
	Dual Immersion Courses (K-12):  Specifically all elementary (Pre-K-5) content courses (Reading, ELA, Math, Science Social Studies) taught in a dual immersion classroom	Bachelor's Degree		● Cle ara nce Cer tific ate (Ga PS C)	● Entry and Exit Ethics ● Content GACE (within three years of employment)	

State and Federally Identified Schools

Describe actions the district will take to assist its state and federally-identified schools (CSI and TSI) needing support. Include the prioritization of Title II, Part A funds.	A face-to-face meeting will be held with principals of federally-identified school twice each year (April & 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
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## State and Federally Identified Schools

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

I Schools are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs.

Title I Schools federally-identified will develop a plan (as required by the 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.

Title II-A funds will be prioritized to CSI/TSI schools to support professional learning initiatives outlined in the school's improvement plan. Currently, Lanier College and Career Academy has been named a school in need of improvement. Along with 1003 (a) funds, Title II-A funds will be used to support professional learning in the areas of academic achievement, high impact instructional strategies, and dropout prevention initiatives.

## 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 provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

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 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. The Work-Based Learning Coordinators develop and coordinate career lesson activities at the elementary and middle school levels.

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.

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.

The Hall County School District offers the following pathways:

- Agriculture Leadership in Animal Productions
- Agricultural Mechanics
- Agricultural Mechanics/Metals Fabrication
- Horticulture & Animal Systems
- Veterinary Science
- Carpentry
- Electrical
- Plumbing
- Heating, Vent, Air Conditioning & Refrigeration
- HVACR Electrical
- Audio-Video Technology/Film I
- Audio-Video Technology/Film II
- Graphic Communications
- Graphic Design
- Business & Technology
- Entrepreneurship

## 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 provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

- Early Childhood Education
- Teaching As A Profession
- JROTC Naval Science
- Allied Health & Medicine
- Biotechnology Research & Development
- Diagnostics/Non-Invasive Technology
- Diagnostics/Phlebotomy
- Emergency Medical Responder
- Patient Care
- Therapeutic Services-Exercise Physiology
- Therapeutic Services- Pharmacy
- Therapeutic Services- Sports Medicine
- Therapeutic Services- Surgical Technology
- Culinary Arts
- Hospitality, Recreation & Tourism
- Food & Nutrition
- Personal Care Services- Cosmetology
- Computer Science
- Cybersecurity
- Game Design
- Programming
- Web & Digital Design
- Law Enforcement Services/Forensic Science
- Security & Protective Services
- Machine Operations
- Sheet Metal
- Welding
- Marketing & Management
- Marketing Communications & Promotions
- Sports & Entertainment Marketing
- Engineering & Technology
- Engineering Drafting & Design
- Automobile Maintenance & Light Repair

## Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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.

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.

Special Education will continue to collect data on measures of quality and climate, disaggregated by subgroups of students including rates of

## Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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.	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.
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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> <li>• increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</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 information about graduation requirements, programs and courses of study and career pathway options.</p> <p>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.</p> <p>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.</p>
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## Middle and High School Transition Plans

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## Preschool Transition Plans

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

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 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.

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.

## 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. The description must include the multi-criteria selection to be used to identify the students to be served.</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 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.</p> <p>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</p>
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## Title I, Part A – Instructional Programs

<p><b>Provide a general description of the instructional program in the following:</b></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>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.</p> <p>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.</p> <p>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.</p>
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## Title I, Part C – Migrant Intrastate and Interstate Coordination

<p><b>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:</b></p> <ul style="list-style-type: none"> <li>• the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;</li> <li>• the timely transfer of pertinent school records, including information on health, when children move from one school to another; and</li> <li>• how the district will use the Migrant Student Information Exchange (MSIX).</li> </ul>	<p>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.</p> <p>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.</p> <p>MSIX is to be utilized by each SSP whenever an out of District move takes place. Also for school records, MSIX is utilized as HS records are uploaded to reflect current classes and credits.</p> <p>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.</p>
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## Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide academic instructional support and outreach activities:</p> <ul style="list-style-type: none"> <li>2. to migratory preschool children</li> <li>3. to out-of-school youth and drop-outs/ul</li> <li>4. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide outreach activities (coordination with other educational programs, health services, nutrition programs, and social services) to migrant families, out-of-school youth, drop-outs and preschool children during the regular school year and summer.</li> </ul>	<p>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.</p> <p>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.</p> <p>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).</p>
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## 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>Goal 1: Improve graduation rate outcomes for students with disabilities</p> <ul style="list-style-type: none"> <li>-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</li> <li>-Increase attendance among students with disabilities and at-risk students, decrease behavior among the students and increase course completion</li> <li>-Community-based Instruction</li> <li>-CTAE job tours and pathway completion to improve graduation outcomes for students with disabilities</li> <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>-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. The special education coordinators responsible for high school supervision and the department's transition specialist reviews all transition plans to ensure that they are not only compliant but that they are also effective based on research from the National Dropout Prevention Institute and the Transition Specialist endorsement</li> </ul>
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## 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;

program sanctioned by the Georgia Professional Standards Commission.

- Effective determination of student LRE to the maximum extent appropriate and co-teaching availability in all subject areas with a full continuum of services
- Alternative schooling that can provide a variety of options for students that can lead to graduation
- Increased Family engagement linked to student learning and understanding that students' learning is a collaborative process between the family and schools.
- Early Literacy Development to help low achieving students build the foundations needed for effective learning throughout elementary, middle, high, and post-secondary education
- Effective use of assistive technology based on the individual need of the student to improve student achievement and increase graduation rates
- Process to identify at-risk students and provide support with targeted interventions

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

- IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;

Goal 2: Improve services for young children (3-5) with disabilities

- Effective structure and implementation of Child Find
  - Effective processes for evaluation, eligibility and placement
  - Transition meetings between pre-k and elementary schools
- 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
- 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.
- The district conducts Child Find for children ages 3-5 through a variety of means. District representatives meet with private school representatives and parents of homeschoolers annually to collaborate regarding services. Additionally, district representatives meet with local pediatricians regarding Child Find. Monitoring is conducted through the special education preschool coordinator. She works with local agencies (Babies Can't Wait, Ninth District HeadStart, etc.) to identify preschool-aged children on a monthly basis.

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 participation in IEP meetings</li><li>-Effective process for determining the need for ESY</li></ul> <p>Every two weeks, a list of the IEP and eligibility meetings held in the district is generated for the special education coordinators. The coordinators then review each IEP/eligibility in Infinite Campus to determine compliance. Teachers whose IEPs/eligibilities are out of compliance are identified and receive technical assistance on any area of noncompliance. Additionally, a Due Process checklist is completed by the case manager for every Annual Review and is monitored by the special education coordinators. Finally, special education coordinators observe in classrooms regularly to ensure provision of effective specialized instruction. This includes review of progress monitoring data to ensure collection with fidelity. Those teachers who are in need of technical assistance are provided that through various PL opportunities in the district and through our GLRS. This includes such trainings as writing appropriate transition plans, implementing Unique curriculum with fidelity, and Wilson Reading System training.</p> <p>In terms of related services, a similar process is followed. For example, the lead OT/PT conducts file reviews annually and provides a structure for peer file reviews as well. This includes targeted observations and professional learning for those OTs and PTs who require technical assistance. The Special Education budget allows for attendance of professional learning opportunities through GLRS and state and national professional organizations. The effective delivery of related services is determined through following the regulations set forth by the Georgia Department of Education, IDEA, and current literature on best practice.</p>
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## 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 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 professional learning that focuses 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>
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## Title IV, Part A – Activities and Programming

<p>Describe continuing and/or new activities and programming, including objectives and intended outcomes, planned for supporting:</p> <ul style="list-style-type: none"> <li>● well-rounded educational opportunities for all students, if applicable</li> <li>● safe and healthy students, if applicable.</li> <li>● the effective use of technology, if applicable.</li> </ul>	<p>Safe and Healthy:</p> <ul style="list-style-type: none"> <li>● Summer Transition camp was developed to assist upcoming kindergarten, sixth, and ninth graders in transitioning into a new safe and healthy school environment. The goal is to help reduce anxiety and increase student success by previewing the upcoming grade level.</li> <li>● Also to assist with safe and healthy students PBIS is being supported with Title IV, Part A via a part time coordinator and professional learning provided to schools.</li> <li>● Based on CNA data it is determined there is a need for a stronger focus on mental health and support for our most fragile learners. Hiring a Title IV Student Success Coach and a Title IV MTSS Specialist would allow us to support student mental health, academic success, school dropout prevention, reduction of exclusionary discipline practices, and trauma informed classroom management.</li> </ul> <p>Well Rounded:</p> <p>Well rounded educational opportunities are provided to students with the assistance of a College and Career Coordinator providing counseling, including information on opportunities for financial aid as it relates to FAFSA. Dual enrollment data supports the need to support more students with the addition of 1.5 College and Career Coordinators.</p> <p>Effective use of Technology:</p> <p>Effective use of technology is supported with professional learning opportunities during the summer. The focus of the professional learning is on blended learning and how to use available technology resources to maximize student learning.</p>
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## Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will engage in on-going consultations with original stakeholders as well as any newly formed collaborations with entities that possess a demonstrated record of success regarding the progress monitoring of activities and programming.	Ongoing consultation takes place via website, surveys, and regularly scheduled meetings. Different stakeholder meetings take place bi-monthly, monthly, and bi-annually. Progress on district improvement goals, interventions, and activities are discussed within the stake holder meetings.
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## Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

<p>Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?</p> <ul style="list-style-type: none"> <li>● Intervention Effective – Equity Gap Eliminated</li> <li>● Intervention Effective – Maintain Activities/Strategies</li> <li>● Intervention Effective – Adjust Activities/Strategies</li> <li>● Intervention Not Effective – Adjust Activities/Strategies</li> <li>● Intervention Not Effective – Abandon Activities/Strategies</li> </ul>	<p>Equity Gap #1- District Mean Growth Percentile</p> <ul style="list-style-type: none"> <li>● Intervention Effective- Maintain Activities/Strategies</li> </ul> <p>Equity Gap #2- Student achievement identify subgroups, grade level span and content area(s)</p> <ul style="list-style-type: none"> <li>● Intervention Effective- Maintain Activities/Strategies</li> </ul>
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Provide a brief description of LEA's success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	<p>For Equity Gap #1, the equity intervention for 2018-2019 was to provide targeted school leader development. For Equity Gap #2, the equity intervention for 2018-2019 was to provide targeted teacher development on content, pedagogy and student supports and interventions. In regards to providing the equity interventions, the action steps were implemented and monitored for effectiveness. In analyzing the equity gaps, the team reviewed student achievement data, TKES data, CCRPI data, parent surveys, CTAE data, and district student behavior data to determine the effectiveness of the interventions.</p> <p>In generalizing the Hall County School District student achievement data, the team denotes a number of positive trends. Student achievement can be characterized as slow, but steady progress with increasing graduation rates, increasing AP scores, increasing IB Diploma pass rates, and slight movement of more students towards Developing, Proficient, and Distinguished with regard to Milestones EOCs and EOGs. However, the subgroup achievement gaps are not narrowing at a similar pace. While overall achievement growth can only be deemed as a positive trend, the subgroup gaps have actually grown in certain contents and grade levels. District support will continue to be</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Provide a brief description of LEA’s success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>necessary to impact the classroom level to help teachers meet the needs of the identified subgroups. The number of CTAE Pathway Completers continues to increase each year. For the PBIS initiative, the discipline data shows an increase in the number of students serving 10 or fewer days in In School Suspension. The parent surveys continue to show strong community relationships and communication. For the 2018-2019 school year, there was one teacher that scored a Level 1 in TKES and nineteen teachers that scored at Level 2. All other teachers scored at Level 3 or 4.</p> <p>A concern remains with the narrowing of subgroup achievement. The district professional development pertaining to data analysis and progress monitoring should provide opportunities to close the achievement gaps. Overall, the interventions are showing positive trends; therefore, the Hall County School District will maintain the activities and strategies for Equity Gap #1 and Equity Gap #2.</p>
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## FY20 Foster Care Transportation Plan

Local Educational Agency (LEA) Hall County School District

Superintendent Name Will Schofield

Mailing Address 711 Green Street NW

Physical Address (if different from above) \_\_\_\_\_

City Gainesville Zip 30501

Foster Care Point of

Contact (POC) Name Holly Klippel

POC Email holly.klippel@hallco.org

POC Mailing Address 711 Green Street NW

City Gainesville Zip 30501

POC Telephone 770-967-5846

POC Fax 770-967-5850



Superintendent Signature

6/27/2019

Date

William Schofield

Print Name of Superintendent

## FY20 Foster Care Transportation Plan

The Georgia Department of Education (Department) is required to ensure the educational stability of children in foster care. (ESEA section 1111(g)(1)(E)). In coordination with state and tribal child welfare agencies, the Department must ensure that its LEAs implement the Title I educational stability requirements for children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and,
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. (ESEA section 1111(g)(1)(E)(i)-(iii)). In fulfilling this role, the SEA should coordinate with the state or tribal child welfare agency to develop and disseminate uniform guidelines for implementing the Title I educational stability provisions. Developing uniform statewide policies and procedures for ensuring educational stability for children in foster care, as many States have already done under the Fostering Connections Act, will facilitate successful implementation at the local level. This is particularly important given the shared agency responsibility for educational stability under Title I and the Fostering Connections Act, and because a single LEA or local child welfare agency will likely have to collaborate with multiple partner agencies in implementing these provisions.

Additionally, the SEA must conduct regular monitoring and oversight to guarantee appropriate implementation of these provisions at the local level. (See 2 C.F.R. §§ 200.331(d), 200.328(a); 34 C.F.R. § 76.770).

On the state level, the Georgia Department of Human Services (DHS), which houses the Division of Family and Children Services (DFCS) periodically sends a list of children in foster care that are flagged in the Department's student information system for information sharing and reporting purposes; however, on the local level, LEAs will be notified directly by foster parents, Court Appointed Special Advocate, DFCS case workers or Education Support Monitors (ESM), within the Educational Programming, Assessment and Consultation (EPAC) unit of DFCS. Once identified, LEAs must implement its plan to ensure educational stability for children in care. For the best interest of the children in care, LEAs should follow all mandated regulations under FERPA and keep the status of these children confidential.

As a result, the Department is requiring all LEAs, including virtual schools and charter schools that function as an LEA, to complete a Foster Care Transportation Plan. The plan should be completed in addition to the development and implementation of written transportation procedures and the identification of a Foster Care Point of Contact. Please complete this plan and return it by:

**Wednesday, July 31, 2019**

### **Instructions for submission:**

- After the LEA superintendent signs the assurances, scan the entire document as a PDF and save it as the "FY20 Foster Care Transportation Plan".
- Upload the signed PDF version of the document to the CLIP online portal via the Consolidated Application for FY20.

## FY20 Foster Care Transportation Plan

**NOTE:** In order to answer the questions below, refer to the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care.

### I. Foster Care Transportation Plan: PLANNING

A. The LEA's role is to have a transportation plan in place for children in foster care to their school of origin. Describe your plan to:

1. Coordinate transportation with the local child welfare agency.
2. Implement steps to be taken if additional costs are incurred.
3. Execute the local dispute resolution process.

Include the roles of key players (e.g. LEA Foster Care Point of Contact, LEA Superintendent, LEA Federal Program Director, EPAC Unit Education Support Monitor, Case Worker, Court Appointed Special Advocate, Juvenile Court representative, etc.) *Please limit the response to 1,000 characters.*

Coordinate transportation with the local child welfare agency.

Real time coordination will occur between Case Managers (CM), Education Support Monitor (ESM-DFCS POC), LEA Foster Care Point of Contact, Foster Parents (FP), and Court Appointed Special Advocates (CASA) when applicable, regarding foster children entering and exiting care; changing placements; enrollment and withdrawal; and making best interest determinations. When transportation is an issue, those parties will collaborate to develop a transportation plan that meets the needs of the individual child. "No cost plans" will be explored first and may include the following:

1. Foster parent transports child to school of origin (within 25 miles round trip);
2. Foster parent transports child to nearest school transportation pick up location; or
3. LEA will follow existing plan for transporting children with disabilities when the foster child is disabled.

See addendum.

B. What steps should an LEA and local child welfare agency take to ensure that transportation is provided immediately, even if they face difficulty reaching agreement on how to pay for additional transportation costs? *Please limit the response to 1,000 characters.*

LEA and DFCS will work cooperatively to ensure that transportation is not a barrier to the educational stability of children in foster care. To that end, the partners will follow the steps outlined below if they face difficulty reaching an agreement on how to pay for additional transportation costs:

1. As outlined in Section A, it is pre-determined that LEA will assume financial responsibility for costs incurred as the result of the re-routing of school busses while DFCS will assume financial responsibility for costs associated with reimbursing foster parents for travel or the cost of contracting with local transportation companies.
2. Initial transportation planning will occur at the lowest level between CM, ESM (DFCS POC), and LEA Foster Care POC. Foster Parents and CASA will be included as appropriate. Disputes will be forwarded to the LEA Federal Program Director and DFCS custody County Director for resolution.

See addendum.

C. The LEA must designate a Foster Care Point of Contact that coordinates with the local child welfare agency. Describe the point of contact's role and responsibilities. *Please limit the response to 1,000 characters.*

The LEA Foster Care POC will serve as the liaison that coordinates with local DFCS. This individual will assume responsibility for streamlined communication and collaboration with DFCS staff, including Case



Georgia Department of Education  
Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

## FY20 Foster Care Transportation Plan

Managers and the Education Support Monitor (DFCS POC). Such collaboration will ensure the smooth implementation of provisions outlined in ESSA to include: thoughtful Best Interest Determinations; appropriate and timely transportation plans for those children placed out of the zone of their school of origin; and, immediate enrollment and records transfer. In addition, the LEA Foster Care POC will facilitate training for LEA staff with regards to the unique challenges of children in foster care; ensure monitoring of attendance and progress of foster children enrolled in LEA; and, ensure effective and confidential data collection and sharing. Finally, the LEA Foster Care POC will ensure that disputes are mediated according to local, state and federal policies.

### II. Foster Care Transportation Plan: GUIDING QUESTIONS

A. If a child is placed within the LEA's school attendance area and projected transportation cost are negligible, transportation should be immediately provided without supplemental assistance from the local child welfare agency. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:

	YES	NO	N/A
1. The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.	No		
2. The LEA agrees to pay for the cost of such transportation.	No		
3. The LEA and local child welfare agency agree to share the cost of such transportation.	Yes		

Describe the agreement the LEA has made with the local child welfare agency regarding transportation costs. *Please limit the response to 1,000 characters.*

In the event that additional transportation costs are unavoidable, LEA and DFCS will share transportation costs. The DFCS will assume financial responsibility for extraordinary costs such as contracting with transportation companies or paying foster parents to transport farther than 25 miles. The LEA will assume financial responsibility for costs associated with re-routing LEA transportation.

B. All LEAs must meet the requirement to provide transportation for children who are in foster care to their schools of origin (*Similar to the McKinney-Vento requirement for students experiencing homelessness*). Does your LEA currently provide transportation services? If no, describe your plan to meet this mandate.

Yes

*Please limit the response to 1,000 characters.*

## ASSURANCES

By checking the box beside each statement and by affixing my signature to these Assurances, I certify that I have read each and agree to be held accountable for the content of each of the following statements:

- ☒ The LEA will collaborate with state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care.
- ☒ The LEA ensures that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner.
- ☒ The LEA ensures that children in foster care remain in the school of origin while any disputes regarding transportation costs are being resolved.
- ☒ The LEA will collaborate with State or local child welfare agency to provide transportation if a child is placed in foster care placement across district, county, or State lines.
- ☒ In accordance to the Every Student Succeeds Act (ESSA) and the Fostering Connections Act, the LEA will continue to provide transportation to children that exited foster care for the remainder of the school year, if it is in the best interest of the student.

I am authorized to sign and submit this application on behalf of the applicant. My signature certifies that all information included in the application is accurate. I understand that all information submitted is subject to verification.

Hall County Schools  
LEA Name

William Schofield  
Printed Name of Superintendent

  
Signature of Superintendent  
(Please sign in blue ink only)

Superintendent  
Title

6/27/2019  
Date

## Addendum

### *A.*

Implement steps to be taken if additional costs are incurred.

In the event that the above options are not feasible and additional costs are incurred, LEA and DFCS will share transportation costs: DFCS assuming responsibility for extraordinary costs such as contracting with transportation companies, and LEA assuming liability for costs associated with re-routing LEA transportation. Together, CM, ESM, HL, FP, and CASA will explore the following options:

1. LEA will re-route transportation to pick child up at nearest bus stop or at foster home (as determined by Transportation Department) and transport directly to school of origin or to "Transportation Hub";
2. LEA will re-route transportation to pick child up at agreed-upon point at county line in the event that child is placed in a neighboring county;
3. DFCS will arrange for payment to foster parent for transportation farther than 25 miles round trip; or
4. DFCS will utilize existing contracts with transportation companies to provide transportation to school of origin or to agreed-upon point at county line when child is placed in neighboring county.

Execute the local dispute resolution process.

LEA and DFCS will work cooperatively to develop transportation plans that ensure the educational stability of children enrolled in LEA. In the event of a dispute, LEA and DFCS will defer to LEA Federal Program Director and DFCS County Director for final determination of resolution. In accordance with ESEA section 1112(c)(5)(B)(i), LEA will provide or arrange for adequate and appropriate transportation during the dispute resolution process.

### *B.*

3. Final determination of how to pay for additional transportation costs will be made by LEA Transportation Director.

4. Daily attendance will not be impacted by transportation disputes between LEA and DFCS. In accordance with ESEA section 1112(c)(5)(B)(i), LEA will provide or arrange for adequate and appropriate transportation to and from the child's school of origin during the dispute resolution process.

## **Parent and Family Engagement Policy 2019-2020**

### **What is Parent and Family Engagement?**

Family Engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning.
- That parents are encouraged to be actively involved in their child's education.
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities, such as those described in Section 1116 of the ESSA.

### **Parent and Family Engagement Policy**

- Hall County School District has developed this parent and family engagement policy that establishes the district's expectations for parent and family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe the district's commitment to engage families in the education of their children and to build the capacity in Title I schools to implement parent and family engagement strategies and activities designed to achieve the district and student academic achievement goals. When schools, families, and communities work together to support learning, children tend to do better in school, graduate, and enjoy his/her school experience.
- Title I, Part A provides for substantive parent and family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school districts to involve parents in their children's education. Consistent with Section 1116, the Hall County School District will work with Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA. In addition, Section 1112(3)(C) of ESSA contains the requirements for effective means of outreach to parents of English Learners. The Hall County School District will work with Title I and Non-Title I schools to involve parents of English Learners in their children's education.

### **Jointly Developed**

The Hall County School District will take the following actions to involve parents and family members in the joint development of its district wide parent and family engagement plan:

- Invite all parents to participate and provide suggestions and ideas during the Annual Stakeholder District Input meeting in April to improve this district parent and family engagement policy for the 2019-2020 school year. The district sends an invitation informing all parents about this meeting by posting announcements on the school district website and student information system announcement page. Members of the school advisory committees are also invited to the meeting. During this meeting, parents also review, discuss and provide feedback about the Consolidated LEA Improvement Plan (CLIP) and School Improvement/Title I Schoolwide Program.
- Upon final revision, the district parent and family engagement policy is incorporated into the CLIP which is submitted to the state.



- Invite parent comments and feedback from all parents, any time on the district and school's websites or by submitting written comments regarding their child's school to involve parents in the development of the parent and family engagement policy, the district plan, and the use of parent and family engagement funds.
- Provide parents access to the information in the district's parent and family engagement policy through the district website and engage in open communication about the plan during parent meetings and school advisory meetings.
- Conduct an annual review of parent and family engagement activities and discuss ideas for increasing parent participation by identifying barriers, developing strategies to remove barriers to parent participation, and encouraging the implementation of strategies to support school and family interactions. Solicit parent input as to how Title I funds for parent and family engagement activities will be used and how these funds can support the needs of parents and family members to be able to help their child learn.
- Solicit parent feedback and input continuously through school advisory meetings, PTO meetings, workshops, newsletters and school and district websites. All feedback received by the end of May was considered for this policy. Feedback from parents is used to inform the District Parent and Family Engagement Policy so that the evidence-based strategies incorporated into the policy are meaningful and relevant for parents.
- Post the district parent and family engagement policy on the district and Title I school websites, distribute during the annual Title I school meetings and make hard copies available in the front office of each Title I school.

### **Technical Assistance**

The Hall County School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Parent and Family Engagement activities to improve student academic achievement and school performance:

- Provide ongoing assistance and support via the Title I Program Assistant Director and the district Parent Outreach Facilitator (POF) to all Title I schools to ensure parent and family engagement requirements are being satisfied, and that parent and family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the POF to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the POF will hold bi-monthly meetings and trainings with its Title I schools' parent liaisons to review family engagement plans and activities. Speakers from local businesses and community organizations are regularly invited to present at these meetings to lend their expertise in engaging parents and families and/or sharing resources available to support parents and families. Additionally, the district will convene a meeting in July for principals to review Parent and Family Engagement requirements and plan opportunities for Parent and Family Engagement activities and meetings for the following year.
- Offer guidance on appropriate use of parent and family engagement funds along with updates of funds remaining in the parent and family engagement budget.

### **Reservation of Funds**

The Hall County School District reserves 1 percent from the total amount of Title I funds it receives in FY20 to carry out the parent and family engagement requirements listed in this policy and as described in Section 1116 of the ESSA. Furthermore, the Hall County School District will distribute 90 percent of the amount reserved to all Title I schools to support their school's local-level parent and family engagement programs and activities. These programs and activities are designed to build parents' and family members' capacity to support their child academically.

Each Title I school will host an annual School Improvement Input Meeting in late Spring for parents to provide suggestions as to how these parent and family engagement funds will be used in the upcoming year at the district and school-level. Additionally, a feedback form is posted on school websites to solicit parent and family input as to how Title I funds for parent and family engagement activities will be used and how these funds can support the needs of parents and family members to be able to help their child learn. Suggestions from these meetings and the feedback forms are reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget.

The district will provide clear guidance and communication to assist each Title I school in developing an adequate parent and family engagement budget that addresses their needs assessment and parent recommendations.

## **Opportunities for Parent Consultation**

Input and suggestions from parents are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meetings described in this section to share their ideas and suggestions to help the district, schools, and students in reaching our student academic achievement goals.

### **District Meeting ~ April 22, 2020**

All parents are invited to receive the latest updates from the Hall County School District as well as review and provide input into the district parent and family engagement policy and the Consolidated LEA Improvement Plan for the 2020-2021 school year. Notices regarding this meeting will be sent to all parents by posting announcements on the school district website and student information system announcement page and will be communicated in advance of the meeting.

### **School Improvement Meetings~ March 9, 2020 – May 29, 2020**

During this window of time, each Title I school will host parent input meetings for parents to participate in roundtable discussions to review the school improvement plan, the school's parent and family engagement policies, school compacts as well as provide input on the family engagement budget and programs. Each Title I school will send an invitation to all parents by two different methods included by not limited to student information system, school websites, social media, flyers, newsletters. Invitation will include the date, time and location of the meeting.

### **District Comprehensive Needs Assessment (CNA) Meeting- May 11, 2020**

HCS D parent, students, school and district representatives, community leaders and business partners are all invited to attend this meeting to give input on matters related to the district CNA.

Parent input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will contain questions related to the family engagement budget as well as a section for parents to provide their comments.

**If you are unable to attend these meetings. Please visit <https://www.hallco.org/web/federal-programs/> to review the meeting documents and leave your input.**

## **Building School and Parent Capacity**

The Hall County School District will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the Title I schools, parents, and the community to improve student academic achievement through the following districtwide activities and programs.

### **Assistance to Parents**

The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as:

- Georgia Standards of Excellence
- Local Assessments, Georgia Milestones
- Title I, Part A requirements
- Strategies parents can use to support and monitor their child's academic progress
- Partnering with teacher to support their child's academic achievements

### **Materials and Training**

The Hall County Title I Schools will provide informational meetings and workshops for all parents to gain knowledge about the state-adopted standards and the achievement standards, as well as the required assessments for Georgia students including alternative forms of assessment. The dates and locations for these meetings and workshops will be posted on each Title I school's website and/or shared through student information system, social media, newsletters and flyers. Dates and times for these meetings and workshops will be determined and announced by each individual school.

The Hall County School District will also provide a parent toolbox on the district website that will contain resources and materials, including parent guides, study guides, and practice assessments, to help parents work with their children at home. In an effort to assist parents with understanding the online student information system and other digital educational resources, Title I schools or District POF will host workshops for parents. Schools will also provide literacy training workshops. Dates and times for these workshops will be determined and announced by each individual school.

### **Coordination of Services**

The Hall County School District will coordinate and integrate the district's parent and family engagement programs with Head Start through the District Parent Outreach Facilitator (POF). The POF meets with parents providing information and resources to support school orientation for parents and students to assist in successful student transitions to kindergarten. In the spring, the elementary schools will host Kindergarten registration days so parents may receive information to help prepare them and their children for Kindergarten. Also, late in the spring elementary, middle and high schools will work together to assist students and parents with school transitions from elementary to middle school and from middle school to high school. High schools will also work with local colleges and the Early College at Jones to provide helpful information to assist families with transition to college.

### **Communication**

The Hall County School District will ensure that information related to the school and parent programs, meetings, and other activities, is available to all parents in an understandable and uniform format. Parent notifications and resources will be sent home in Spanish and to the extent practicable in other languages. Schools will use bilingual parent liaisons to assist and facilitate EL parent involvement. Information posted on the district website will be translated to the extent practicable. The district will also utilize school telephone systems, school websites, local social media, and other school message systems to post information for parents.

### **Building Staff Capacity to Equip Personnel with Strategies to Increase Parent Involvement**

The Hall County School District with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. Hall County School District will provide staff development four times a year using Canvas course on strategies to improve communication with parents and ideas to increase family engagement.

### **Parent and Family Engagement Annual Evaluation**

Each year the Hall County School District and its schools conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers and needs of parents and family members to encourage greater participation in family engagement activities and assist with their child's learning (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its Parent and Family Engagement policies.

In the early Spring each Title I school will send home a survey. These surveys will be distributed electronically and in hard copy in an effort to reach all stakeholders. Additionally, these surveys will also be posted on the school's website. In addition to the survey, each Title I school through their input meetings will design strategies for more effective family engagement.

Hall County Schools will use the results of the survey and input meetings to recommend strategies to improve effective family engagement, to remove possible barriers to parent participation and to revise its parent and family engagement policies.

### **Accessibility**

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Title III Program Assistant Director and Special Education Director to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

### **Mark your calendars**

District Meeting - April 22, 2020

School Improvement Meetings- March 9, 2020 – May 29, 2020

District Comprehensive Needs Assessment (CNA) Meeting- May 11, 2020

### **Adoption**

This districtwide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, schools, and district personnel at the annual Stakeholder Input Meeting.

This policy was adopted by the Hall County School District in June 2019 and will be in effect for the 2019-2020 academic school year. The school district will distribute this policy in multiple ways to all parent of participating Title I, Part A children.

Georgia Department of Education (GaDOE)  
Title I, Part C – Education of Migratory Children  
**Local Identification and Recruitment (ID&R) Plan**

School District: *Hall County Schools*

School Year: *2019-2020*

*All school districts in Georgia follow the state and regional GaDOE MEP ID&R plan as outlined in the Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook. The plan below describes how the school district will implement ID&R requirements aligned to the state and regional ID&R plans.*

**I. ID&R Planning and Implementation**

1. How often will the MEP contact meet with local ID&R staff (recruiters and supplemental service providers or SSPs) to monitor the implementation of this ID&R plan (minimum of once a semester and summer)?  
*Our MEP contact meets with local ID&R staff on a quarterly basis (more frequently if needed) to monitor the implementation of the ID&R plan. In the last meeting of the school year, typically in April, Migrant staff plan and develop summer school activities and plan for summer ID&R.*
2. How will the district manage and coordinate local staff year-round (regular school year and summer) ongoing recruitment efforts for enrolled and out-of-school youth (OSY) including pre-school aged children? Please describe and include flexible staff schedules, peak periods of agricultural activity, visits to seasonal and temporary work sites such as; farms, packing sheds, and processing plants that work with poultry, beef, or wood. Include narrative that ensures the use of the ID&R Activities checklist to guarantee all ID&R activities are taking place at the appropriate time with required documentation.  
*The Hall County full-time recruiter and SSPs have flexible hours during the regular school year and summer to sustain ongoing recruitment efforts. Migrant staff (interested in working during the summer) are paid hourly for providing services (summer school) for enrolled and out of school youth including pre-school aged children. Migrant staff are contracted with to continue with identification and recruitment efforts during the summer.*

*Our district employs a full-time recruiter who conducts daily/weekly recruitment as well as performing and updating the ID&R's activities listed in the ID&R checklist. As a poultry capital, the Hall County School District's agricultural activity is relatively constant throughout the year. SSPs will accompany the full-time recruiter a minimum of twice per year. This will be done as a team, group, or individually. SSPs and the full-time recruiter will attend training and informational sessions with the DOE recruiter. The HCSD's full time recruiter stays abreast of recruiting events taking place in the poultry plans and farming areas and makes plans to attend and inform qualifying families of available opportunities.*

*Beginning with FY20 school year, we have an online opportunity for OSY/DOs who cannot attend face to face meetings. We are working to establish a platform (through Canvas) for them so that they can work on the online modules based on the areas indicated on their OSY survey. These students will have the opportunity to work at their own pace and on their own time. Migrant staff will work with them to set this up and communicate with them during the process.*

*OSY youth and pre-school aged students are also targeted for services based on the occupational surveys. During recruitment efforts, based on the occupational surveys, families are asked about students who may be OSY eligible and pre-school aged. Families are informed of services for these students at that time.*

*"Making Education Work for All Georgians"*

3. How will the district coordinate with regional and state MEP staff for identifying and contacting potentially eligible migratory families, targeting enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed as needed (within two days)?

*The HCSS utilizes the Parent Occupational Survey, completed by parents of newly enrolled students and returning students, to identify potential eligible migrant families. We also check new student enrollment data for those coming in from out of state utilizing MSIX and communicate directly with neighboring districts on their transferees. Infinite Campus is used for contact information and enrollment information as well. Home visits are ongoing throughout the school year by the full-time recruiter and twice a year for other SSP staff. For non-enrollee recruiting, staff goes door-to-door targeting specific neighborhoods. Additionally, our full-time recruiter has weekly contact with the state recruiter for ID&R coordination. All COEs are completed in a timely manner—within the first 48 hours.*

4. How will the district contact currently eligible migratory children and youth to determine if new qualifying moves have occurred and ensure COEs are completed as needed?

*Qualifying moves by families are determined promptly during the re-sign period and after school breaks. New interviews are conducted with families who are EOE or are exiting the program to find out if they had a new qualifying move. Staff also interviews those moving into the district. All COEs are completed and submitted in a timely manner—within the first 48 hours. If students withdraw and re-enroll, they are given another occupational survey to complete.*

*Every student in the HCSD is given an occupational survey at the beginning of each school year and as new students enroll. It is included as a part of the back to school packet/welcome school packet.*

5. How will the district ensure the occupational survey (which is completed by all students during new student registration and back-to-school registration) is gathered, reviewed, and prioritized for further follow up to identify potential migratory children and youth? Include a reference to training local school staff on the process.

*During the spring semester and at the beginning of each school year, the system migrant director visits administrative meetings and discusses the process for the green forms. Emails are also sent communicating the process.*

*The district recruiter and system program manager will review the occupational survey to ensure that the most current form is being used. In the spring of each year, copies of the occupational survey are made and distributed to each school to include with the back to school packets. Schools also have the surveys on hand for new students when they register. Schools are also contacted by the system full-time recruiter to let them know who to send the "green forms" to. The schools will return the "green form" to the full-time recruiter and the follow-up of all surveys with positive responses is completed with a 2-day period. All COEs will be submitted within 2 days. The district also utilizes the re-sign process to re-identify eligible students.*

6. How will the district coordinate with other agencies, organizations, and resources to build a recruitment network and identify potentially eligible migratory participants?

*The HCSD provides information regarding the migrant programs by establishing a recruitment network with poultry plants, health department, thrift shops, food banks, department of labor, farms, and the Good News Clinic. Representatives from these organizations and agencies are invited to the PAC meetings. The district also participates in local health fairs and events to seek and recruit families.*



Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

## **II. School District/Local Agricultural Information**

1. How will the district create and/or maintain a current local agricultural map containing profiles of employers, agricultural activities, crops and/or growing seasons in your area? Please explain how this information will be updated during the year (each semester minimum).  
*During each semester, the district MEP staff prints and reviews the local agricultural map for updated profiles of the employers, agricultural activities, crops and/or growing seasons in our area. An employer roster is developed and maintained to include business names, business addresses, and name and phone number of contacts.*
2. How will the district create and or maintain a local agricultural map that includes the areas/neighborhoods and labor camps where migratory families may reside? Please explain how this information will be updated during the year (each semester minimum).  
*During each semester, the district MEP staff prints an updated agricultural map and utilizes Hall County maps to identify migrant families by school zones. Each migrant staff is responsible for the assigned school territory for re-sign purposes. An updated area map showing where labor camps are located in Gainesville is also maintained. The recruitment is also carried out by posting on the recruiter wall. The full-time recruiter is continuously in contact with local agencies in an effort to keep the map updated and current.*
3. What is the district's plan for contacting employers within its boundaries regarding hiring practices, crops and growing seasons in order to identify potentially new eligible migratory families?  
*The district's full-time recruiter updates employer contact information on the employer roster on a regular basis. The full-time recruiter also visits the employers to receive updates on hiring practices and training schedules for new employees. The full-time recruiter also seeks opportunities to present migrant program information to new and existing employers.*
4. The district's list of agricultural activities, local agricultural map, residential map, and list of employers must be readily available to be shared with the GaDOE MEP staff throughout the current school year when requested and/or needed. Where will this information be stored in the district? (Please ensure to keep all this information current and on file).  
*An ID&R binder is kept with current information on agricultural activities, local agricultural map, residential map, and list of employers. The binder is stored with the full-time recruiter and is readily available for GaDOE review and request throughout the current school year.*

### ***DISCLAIMER***

***The Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook is the primary source of information for all aspects of ID&R.***

### **Reminders**

- All quality control procedures must follow the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* quality control descriptors. Please visit: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/publications.aspx> and click on the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* link.
- You may use the Georgia MEP State Agricultural Activities map as a starting point when creating your local agricultural map: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Identification-and-Recruitment.aspx>

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- Remember that your local agricultural map must include information unique to your area and compliment the Georgia MEP State agricultural map with information not currently identified/found in it.

### **Agreement**

☒ I agree that all the information provided in this ID&R Plan is true and up-to-date to the best of my knowledge and will be readily available for the Georgia MEP staff for use, research, resources, and or monitoring purposes throughout the current school year.

Created by: *Anna S Sargent*

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