



# Comprehensive Needs Assessment 2021 - 2022 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
Multiple Program(s)	Superintendent/Assistant Superintendent	Kevin Bales
Multiple Program(s)	Federal Programs Director	Dr. Anna Sargent
Multiple Program(s)	Curriculum Director	Matthew Alexander, Suzanne Jarrard
Multiple Program(s)	School Leader (#1)	Jennifer Kogod
Multiple Program(s)	School Leader (#2)	Angel Rodriguez
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	Laura Lucas
Rural	REAP Coordinator	N/A
Special Education	Special Education Director	Dr. Karla Swafford
Title I, Part A	Title I, Part A Director	Laura Lucas
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	Dr. Anna Sargent
Title III	Title III Director	Dr. Anna Sargent
Title IV, Part A	Title IV, Part A Director	Dr. Anna Sargent
Title I, Part C	Migrant Coordinator	Dr. 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	Tamara Etterling

**Recommended and Additional Team Members**

<b>Program</b>	<b>Position/Role</b>	<b>Name</b>
Multiple Program(s)	Principal representatives	Joey Millwood
Multiple Program(s)	High school counselor / academic counselor	Judy Lambeth
Multiple Program(s)	Early childhood or Head Start coordinator	Brittney Bennett and Lisa Shows
Multiple Program(s)	Teacher representatives	Frank Zamora
Multiple Program(s)	ESOL teacher	Allyson George
Multiple Program(s)	Local school governance team representative (charter systems only)	N/A
21st CCLC	21st CCLC program director	
21st CCLC	21st CCLC site coordinator or data specialist	
Migrant	Preschool teacher	N/A
Special Education	Student success coach (SSIP)	
Title II, Part A	Human resources director	Brad Brown
Title II, Part A	Principal supervisors	Suzanne Jarrard
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
Multiple Program(s)	Students (8th - 12th grade)	N/a
Multiple Program(s)	Private School Officials	John Simpson
Migrant	Out-of-School Youth and/or Drop-outs	Sandra Berninger
Title I, Part A	Parent Representatives of Title I Students	Katie Irvin
Title I, Part A - Foster Care	Local DFCS Contacts	Heather Easterwood
Title II, Part A	Principals	Brittney Bennett
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	Holly Manuney
Title I, Part A	Parents of English Learners	Guadalupe Gomez

#### Recommended and Additional Stakeholders

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

## Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local migrant workers or migrant community leaders	
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, and in particular parents and/or guardians, were able to provide meaningful input into 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> <p>District leadership selected staff, s, parents and community members that</p>
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	<p>represent all areas of our district to fulfill required team members and recommended team members. These representatives received electronic communication with draft documents and electronic feedback forms. In order to offer multiple opportunities for stakeholders to provide feedback, representatives were also given the option to call and offer feedback as well as participate in a zoom meeting. 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>The district is using feedback from stakeholders and meeting as a district teaching and learning team to review data form the stakeholders input. The District Teaching and Learning Team reviewed the collective stakeholder input and revised the root cause analysis (as needed) to determine what we do well, what we need to do to improve and what action steps they recommended. The District Teaching and Learning team then prioritized the recommendations and created further steps in the CNA.</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.	2.38
<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.	2.18
<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.	2.28
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .Source::</b>TLE Electronic Platform (FY19)	



## 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.	2.14
<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.	2.15
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .Source::</b>TLE Electronic Platform (FY19)	
<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.	2.07
<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.	2.04
<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> .Source::</b>TLE Electronic Platform (FY19)	

## 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.	2.38
<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.	2.44
<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.	2.18

## 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.	2.28
<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.	2.13
<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.	2.12
<b>7.Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.39
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.16
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source::</b> </b></td><td></td></tr>	

## 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.	2.39
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source::</b> </b></td><td></td></tr>	

## 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.	2.28
<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.	2.13
<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.	2.12
<b>7.Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.39
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.16
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .Source: </b>TLE Electronic Platform (FY19)	



## 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.	2.23
<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.	2.39
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.18
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 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.	2.44
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.16
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source::</b> </b>TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.18
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 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.	2.38
<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.	2.44
<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.	2.18
<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.	2.28
<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.	2.13
<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.	2.12
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.39
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.16
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . Source: </b>TLE Electronic Platform (FY19)	

## 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.	2.23
<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.	2.14
<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.	2.15
<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.	2.07
<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.	2.04
<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.	2.39
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.18
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . Source::</b>	
TLE Electronic Platform (FY19)	

## 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).

<p><b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Parent Surveys, Interviews with Stakeholders, Student Surveys (including Health Surveys), GSAPS Surveys, and Teacher Surveys.</p>
<p><b>What does the perception data tell you?</b> (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>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.</p> <p>Perception data indicate mental health supports are needed to build resilience skills to address mental health challenges such as stress, anxiety, behaviors that could be harmful to themselves or others, etc.</p>
<p><b>What process data did you use?</b> (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>District Improvement Plan, Balanced Report Card, Annual Community Report GSAPS Data, PBIS EOY Data, Project AWARE Data, MTSS/RTI Data</p>
<p><b>What does the process data tell you?</b> (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>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. Additionally, the HCSD has processes in place to better serve the needs of the whole child with a specific focus on supporting students' mental health needs. The HCSD strives to effectively monitor all systems and process to ensure that student achievement along with mental health are a focus.</p>



What achievement data did you use?	EOC, EOG, Graduation Rate, Drop-out Rate, CTAE Pathway Completers, SAT Scores, Local Math Fluency Assessment, Local Common Benchmark Assessment, and Fountas and Pinnell Assessment, as well as the IKAN and GLOSS assessment. Next year, the Hall County School District will add the BEACON, and MAP assessments.
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What does your achievement data tell you?	<p>For SY20, graduation rates increased for the district and remain over 5% higher than the state average. On a related note, dropout rates declined for two years in a row. The number of Pathway Completers decreased slightly in FY20. The student achievement data review of the 2018-2019 data gives yield to a number of positive trends for the Hall County School District. (*As SY21 Milestones data become available, student achievement outcomes will be updated here accordingly.) With regard to Milestone assessments, the combined percentages of Proficient and Distinguished Learners in ELA (EOG), Math (EOG), Science (EOG), Social Studies (EOG), 9th Grade Literature, US History, Biology, and Physical Science show improvement from the previous year. Combined percentages in Economics, American Literature, Coordinate Algebra, and Analytic Geometry indicated decreases or slight decreases compared to the SY18 data set. A concern remains with the narrowing of subgroup achievement gaps. As noted in previous years, overall achievement growth in certain areas continues to yield even larger subgroup gaps in many content areas and grade levels. District support for building leaders to focus on student outcomes and district expectations of progress monitoring strategies for improved subgroup performance have the ability to close achievement gaps.</p>
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What demographic data did you use?	Hall County Tax Digest, Hall County School's Perception Data, and Hall County School's Demographic Data
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What does the demographic data tell you?	<p>In the SY21 Hall County Schools had 26,914 students which are steady numbers from the previous year. The October 2019 (SY20) FTE calculation for economically disadvantaged students (56%) for the Hall County School District (HCSD) remains in place for official reporting. The HCSD has had a slight increase in the percentage of Students with Disabilities (SWDs) and no change in the percentage of students that are English learners. The slight 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 slightly with 5% black, 45% Hispanic and 47% white. The district is committed to meeting the needs of all students, including those with unique needs, such as students in poverty or for whom English is a second language. The school district has a higher than average proportion of its student population who are English Language Learners, and the proportion of students in poverty has increased, meaning that the school district must allocate additional resources to meet the unique needs of these students and to maximize their achievement, which raises the average per pupil cost of educating boys and girls. Tax exemptions for seniors 70 and older, coupled with an aging population and growing retirement community,</p>
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	has steadily been increasing the proportion of the digest that is exempt from property taxes, reducing the amount of taxes that the district can harvest per mil levied, and placing a greater proportion of the burden to support the district on the segment of the population below the age of 70.
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### 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 four 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. Since 2019, the district has placed extraordinary emphasis on literacy. Comprehensive professional learning at the district, school and classroom level focused on literacy has been highlighted 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, BAS, IKAN, GLOSS, Fountas &amp; Pinnell, 5th Grade Writing Assessment, Math Fluency, GKIDS, and Common Benchmark Assessments (CBAs). 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. 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>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 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>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>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) throughout our schools and utilize 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 2020, 22% of 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>The HCSD will offer Summer Transition Camps at 18 schools during the summer funded with Title IV. The Summer Transition Camps will be offered to students that are transitioning from Pre-K to Kindergarten and Fifth to Sixth Grade.</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>Tax exemptions for seniors 70 and older, coupled with an aging population and growing retirement community, has steadily been increasing the proportion of the digest that is exempt from property taxes, reducing the amount of taxes that the district can harvest per mil levied, and placing a greater proportion of the burden to support the district on the segment of the population below the age of 70.</p>
<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p><b>For SY20, graduation rates increased for the district and remain over 5% higher than the state average. On a related note, dropout rates declined for two years in a row. The number of Pathway Completers decreased slightly in FY20. With regard to Milestone assessments, the combined percentages of Proficient and Distinguished Learners in ELA (EOG), Math (EOG), Science (EOG), Social Studies (EOG), 9th Grade Literature, US History, Biology, and Physical Science show improvement from the previous year. Combined percentages in Economics, American Literature, Coordinate Algebra, and Analytic Geometry indicated decreases or slight decreases</b></p>

## Strengths and Challenges Based on Trends and Patterns

	compared to the SY18 data set. A concern remains with the narrowing of subgroup achievement gaps. As noted in previous years, 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 [Identifying Need webinar](#) for additional information and guidance.

Strengths	The district's special education department has been found to be fiscally compliant through the state's federal programs monitoring process. This includes Maintenance of Effort. The district has achieved an overall compliance matrix percentage of 94.4% with 100% of preschool evaluations and eligibilities on time and 99.7% of all initial referrals completed on time.
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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>
Challenges	<ul style="list-style-type: none"> <li>● Difficulty with identifying all students in care. Delayed updates through SLDS for students entering or exiting care and not all students in care referred to the ESM.</li> <li>● LEA not always included in best interest determinations.</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>

## 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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## Title I, Part A - Parent and Family Engagement

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 - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	<ul style="list-style-type: none"> <li>● The Migratory staff of paraprofessionals is committed to meeting the needs of the students. They work to find out what they can do to help them fill gaps that may exist as a result of frequent moves.</li> <li>● The staff is frequently communicating with parents of migratory students through phone calls, texts, or email. They also frequently communicate with teachers on the progress of the migratory students.</li> <li>● The staff receives training support from the state DOE and local staff to prepare them for the tutoring that they will do. 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</p>
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**Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)**

	<p>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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<p><b>Challenges</b></p>	<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>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>Most Recent EOG scores from FY19 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 then their</p>
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**Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)**

	<p>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**

<b>Strengths</b>	<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>
<b>Challenges</b>	<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>
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Challenges	<ul style="list-style-type: none"> <li>• The need for more bilingual and minority applicants.</li> <li>• More professional learning for teachers to meet the diverse needs of learners.</li> </ul>
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## Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. • If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English Learners in the LEA through state and local resources (the state funded ESOL Language Program).

• If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

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>A review of the 2019 ACCESS for ELLs 2.0 data shows that 37.41 elementary students moved 1 band or more on the ACCESS assessment. Overall, district ELs showed a 31.29 positive movement on performance bands. This indicates that we are heading in the right direction with this subgroup.</p> <p>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.</p>
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## Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. • If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English Learners in the LEA through state and local resources (the state funded ESOL Language Program).

- If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

	<p>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>A review of the ACCESS for ELLs 2.0 data (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> <li>● Utilization of funding to obtain necessary paperwork and after-school programs as needed.</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>● Discrepancy between homeless and non-homeless students pertaining to disciplinary incidences.</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 SY20 was 89.0%.</p> <p>Our district hosts new teacher orientation each year and our schools continue the process with new teacher mentoring programs. Professional learning specialists also offer support through monthly sessions with new teachers. Participants in the Growing Administrative Leaders and Growing Teacher Leaders programs work with school and district level leaders as they develop their own leadership skills.</p> <p>New principals and new assistant principals are assigned an experienced</p>
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## Title I, Part A - Equitable Access to Effective Educators

	<p>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 1-10 and 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>
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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> <ul style="list-style-type: none"> <li>● 7 of the 9 PBIS schools remained stable or decreased the number of ISS days from 2019 to 2021.</li> <li>● 9 of the 9 PBIS schools remained stable or decreased the number of OSS days from 2019 to 2021.</li> <li>● All 9 schools increased the number of students with either 0 or 1 discipline incident.</li> <li>● All 9 schools have 95 to 99.8% of their students with 0 or 1 discipline incident.</li> <li>● 4 of the 9 schools have 99% of their students with 0 or 1 discipline incident for the 2021 year.</li> </ul>
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## Title IV, Part A - Student Support and Academic Enrichment

	<p><b>During the 2019-2020 school year:</b></p> <ul style="list-style-type: none"> <li>● Cohort III was trained. Two schools participated.</li> <li>● Walk-Throughs were completed in all 7 PBIS schools.</li> <li>● All PBIS schools completed the fidelity assessments (SAS, TFI, Walk-Throughs)</li> </ul> <p><b>During the 2020-2021 school year:</b></p> <ul style="list-style-type: none"> <li>● Cohort IV was trained. Two schools participated (our first high school-EHHS)</li> <li>● Walk-throughs were completed on all 9 PBIS schools.</li> <li>● PBIS schools completed all fidelity assessments (SAS, TFI, Walk-throughs)</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 offered 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. In 2020, Summer Transition Camps served 20 elementary schools in Hall County. For 2021, 16 schools at the elementary and middle school levels in the district will offer transition assistance to rising kindergarten and sixth grade students.</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 offers a wide range of students, many of them first generation college students, an innovative way to earn a high school diploma while also earning college credit. Another of our schools, Lanier College Career Academy, also offers students several opportunities for Dual Enrollment in specialized areas.</p>
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## Title IV, Part A - Student Support and Academic Enrichment

	<p>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 2020-21, 934 students enrolled in approximately 2066 dual enrollment courses first semester. In second semester, 829 students enrolled in approximately 1600 dual enrollment courses. Early College alone has increased from 118 students participating in 2016 to 642 and 609 students participating in first and second semester of 2021 respectively.</p> <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. The addition of a MTSS Specialist and Student Success Coach helps us to 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 3 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
Challenges	Not applicable to Hall County Schools

### 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	Meeting the social emotional needs of students to support academic growth.
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
Additional Considerations	

### 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 - Meeting the social emotional needs of students to support academic growth.**

## Root Cause # 1

## Root Cause # 1

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



## Root Cause # 2

Additional Responses	
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## Root Cause # 3

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

Additional Responses	
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# District Improvement Plan 2021 - 2022



## Hall County

## DISTRICT IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Hall County
Team Lead	Laura Lucas and Amanda Lewallen

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

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

## 3. DISTRICT IMPROVEMENT GOALS

## 3.1 Overarching Need # 1

## Overarching Need

Overarching Need as identified in CNA Section 3.2	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 FY22, 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)
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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

## Equity Gap

Grade Level Span(s)	NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

## 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

## Action Step # 1

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	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 Title I Services
Evidence Based Indicator	Strong

## Action Step # 2

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

Action Step	Employ new and existing technologies to engage students, facilitate PL for staff, and increase efficiency.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	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 Title I Services



## Action Step # 3

Evidence Based Indicator	Strong
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Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	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.

## Action Step # 4

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

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

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

Action Step	Provide high quality CTAE career pathways and WBL opportunities to assist in preparing students for workplace success.
Funding Sources	Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

## Action Step # 5

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

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Lake Lanier Islands, Milton Martin Toyota, ZF Industries, IMS Gears, Carroll Daniel Construction, Cargill
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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

## Action Step # 6

Subgroups	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
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA and University of North Georgia
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## Action Step # 7

## Action Step # 7

Action Step	Provide professional learning for existing leaders through monthly training and through leader PLCs focused on T&L.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	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
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	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
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

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

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	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 Services, Title III Director
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	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 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
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Lake Lanier Islands, Milton Martin Toyota,ZF Industries, IMS Gears, Carroll Daniel Construction, Cargill
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## Action Step # 12

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
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA
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## Action Step # 13

## Action Step # 13

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

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE for ASPIRE training
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## Action Step # 14

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 and CTAE Resource Network Certificates
Position/Role Responsible	Director of CTAE
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Hall County Chamber of Commerce, Kubota, ZF Industries, IMS Gears, Cargill, Milton Martin Toyota, etc.
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## Action Step # 15

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
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

Does this action step support the selected equity intervention?      Yes

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

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

Does this action step support the selected equity intervention?      Yes

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

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
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Brenau University, University of North Georgia, Lanier Technical College
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## Action Step # 18

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
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA
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## Action Step # 19

Action Step	Provide opportunities to offer a Coaching Endorsement to elementary, middle, and high school instructional coaches through partnership with RESA.
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	Survey Results, Sign-In Sheets, Agendas
Method for Monitoring Effectiveness	Student Data Achievement
Position/Role Responsible	Director of Federal Programs and Professional Learning
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA
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## 3. DISTRICT IMPROVEMENT GOALS

## 3.2 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	Economically and culturally diverse families, families with language differences, transiency, and student mental health
Root Cause # 2	How to support the varying needs of students to be academically successful
Root Cause # 3	Lower achievement from specific sub-groups
Goal	By the end of FY23 (with FY22 being the baseline year), the percentage of students in each subgroup meeting “Proficient” levels of performance on local assessments (Elementary - MAP/Beacon, Middle/High - Common Benchmark Assessments) will increase by 2%.

## Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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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; schools work to achieve percent increase in undeserved groups.
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

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	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 - Extended school year (ESY), summer school, Summer Transition Camp, extended school day and Saturday school
Funding Sources	Title I, Part A IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: Student attendance records for summer school, summer transition camp, extended day, Saturday School, and extended school year (ESY).
Method for Monitoring Effectiveness	Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Director of Federal Programs and Professional Learning, Director of ESOL/Title III, Special Education Director, and Director of Title I Services
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	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
Position/Role Responsible	Director of CTAE
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	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 and teachers, including PL provided by professional learning specialists.
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
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	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

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	System personnel, WCEPS, West Ed, UGA/CLASE, and other outside consultants
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## Action Step # 6

## Action Step # 6

Action Step	Expand ESOL endorsement opportunities for gen ed teachers and certified support staff.
Funding Sources	Title III, Part A
Subgroups	English Learners
Systems	Professional Capacity
Method for Monitoring Implementation	Monitoring Implementation: Course completion through RESA (HCSD Instructors)
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

Does this action step support the selected equity intervention?      Yes

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



## Action Step # 7

Subgroups	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
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Parent Institute
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## Action Step # 8

## 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
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	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 Employability Skills 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

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Lake Lanier Islands, Milton Martin Toyota, ZF Industries, IMS Gears, Carroll Daniel Construction, Cargill
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## Action Step # 10

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 Consolidated Funding
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
Position/Role Responsible	Director of Literacy and Numeracy, Director of Federal Programs and Professional Learning and Director of Title I Services
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly
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## Action Step # 10

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

Action Step	Provide Fountas & Pinnell Phonics, Conferencing 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, and Conferencing
Method for Monitoring Effectiveness	Monitoring Effectiveness: Student Achievement Data
Position/Role Responsible	Director of Literacy and Numeracy
Evidence Based Indicator	Strong

## Action Step # 11

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA
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## Action Step # 12

Action Step	Provide professional learning to enhance 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	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Monitoring Implementation: School Level Literacy Leadership Team Plans
Method for 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

## Action Step # 12

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA
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## Action Step # 13

Action Step	Provide PL on the creation of Hall County common unit/benchmark 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

## Action Step # 13

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

#### 3.3 Overarching Need # 3

##### Overarching Need

Overarching Need as identified in CNA Section 3.2	Meeting the social emotional needs of students to support academic growth.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	How to match the systems, knowledge, skills, and strategies to address the social emotional and behavioral needs of all learners.
Root Cause # 2	How to support the varying social emotional and behavioral needs of students to assist with academic success.
Root Cause # 3	Students and families have experienced adverse childhood experiences and trauma that affect their ability to achieve academic growth
Goal	Increase the percentage of referred students who access school-based mental health services by 2% each year (with FY21 being the baseline year).

##### Action Step # 1

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

## Action Step # 1

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

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 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

## Action Step # 2

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

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 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.
Position/Role Responsible	Director of Federal Programs and Professional Learning; Director of Student Services
Evidence Based Indicator	Strong

## Action Step # 3

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

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
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

## Action Step # 4

Position/Role Responsible	Director of Student Services, Director of Federal Programs and Professional Learning
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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

Action Step	Provide mental health, trauma informed, and academic success supports for students via a Title IV Student Success Coach and a MTSS Specialist, College and Career Coordinators, PBIS Consultant and Tiered Intervention Coordinator.
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

## Action Step # 5

Method for Monitoring Implementation	Agendas, timelines, feedback, logs
Method for Monitoring Effectiveness	Student achievement and discipline data
Position/Role Responsible	Director of Student Services, Director of Federal Programs and Professional Learning
Evidence Based Indicator	Strong

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

### 4.1 Stakeholders, Serving Children, PQ

#### Required Questions

#### Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>District leadership selected staff, parents, and community members that represent that represent all areas of our district to fulfill required team members and recommended team members. These representatives received electronic communication with draft documents and electronic feedback forms. In order to offer many opportunities for stakeholders to provide feedback, representatives were also given the option to call and offer feedback as well as participate in a Zoom meeting. The stakeholders analyzed federal, state and local data. The stakeholders 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>The district is using feedback from stakeholders and meeting as a district teaching and learning team to review data form the stakeholders input. The District Teaching and Learning Team reviewed the collective stakeholder input and revised the root cause analysis (as needed) to determine what we do well, what we need to do to improve and what action steps they recommended. The District Teaching and Learning team then prioritized the recommendations and created further steps in the CNA.</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 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>
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## Coordination of Activities

	Our District CLIP will be posted on the district website and Title I school websites for all stakeholders to view.
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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 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. 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: how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.</p>	<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. 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</p>
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Professional Growth Systems

	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.
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PQ – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]	Yes
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## 4. REQUIRED QUESTIONS

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

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student's IEP), or</li> <li>2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</li> </ol> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>The Hall County School District waives all certification.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>The Hall County School District waives all certification except clearance certificates.</p>
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State and Federally Identified Schools

<p><b>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</b></p>	<p>A face-to-face meeting will be held with principals of federally-identified school twice each year (April &amp; August) in order to discuss their areas of improvement, plan requirements, and budgets. The Director of Federal Programs, Title I Assistant Director, and RESA Title I School Improvement Specialist provide ongoing technical assistance throughout the year to assist the school with the overarching task of closing the achievement gap between their lowest performing subgroup and highest performing subgroup. All of the professional learning opportunities explored in FLP schools and all other Title I Schools are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs.</p> <p>Title I Schools federally-identified will develop a plan (as required by the 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.</p> <p>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.</p> <p>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.</p>
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State and Federally Identified Schools

	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.
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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.	<p>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.</p> <p>Students also have the opportunity to participate in Career Technical Student Organizations (CTSOs). These organizations help prepare emerging leaders and entrepreneurs for careers in various fields. CTSOs provide unique activities that foster career-related skills and leadership development.</p> <p>The district will provide the necessary support (updated equipment, supplies, resources, leadership) to CTAE in order that these courses, pathways, programs, internships and CTSOs can be implemented successfully. Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. The district will work to implement programs so that students will be college and career ready.</p> <p>The Hall County School District offers the following pathways:</p> <ul style="list-style-type: none"> <li>● Agriculture Leadership in Animal Productions</li> <li>● Agricultural Mechanics</li> <li>● Agricultural Mechanics/Metals Fabrication</li> <li>● Food Animal Systems</li> </ul>
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CTAE Coordination

	<ul style="list-style-type: none"> <li>● Horticulture &amp; Animal Systems</li> <li>● Veterinary Science</li> <li>● Carpentry</li> <li>● Electrical</li> <li>● Plumbing</li> <li>● Heating, Vent, Air Conditioning &amp; Refrigeration</li> <li>● HVACR Electrical</li> <li>● Audio-Video Technology/Film I</li> <li>● Audio-Video Technology/Film II</li> <li>● Graphic Communications</li> <li>● Graphic Design</li> <li>● Business &amp; Technology</li> <li>● Entrepreneurship</li> <li>● Early Childhood Education</li> <li>● Teaching As A Profession</li> <li>● JROTC Naval Science</li> <li>● Allied Health &amp; Medicine</li> <li>● Biotechnology Research &amp; Development</li> <li>● Diagnostics/Phlebotomy</li> <li>● Emergency Medical Responder</li> <li>● Patient Care</li> <li>● Therapeutic Services-Exercise Physiology</li> <li>● Therapeutic Services- Pharmacy</li> <li>● Therapeutic Services- Sports Medicine</li> <li>● Therapeutic Services- Surgical Technology</li> <li>● Culinary Arts</li> <li>● Hospitality, Recreation &amp; Tourism</li> <li>● Food &amp; Nutrition</li> <li>● Personal Care Services- Cosmetology</li> <li>● Computer Science</li> <li>● Game Design</li> <li>● Programming</li> <li>● Web &amp; Digital Design</li> <li>● Web Development</li> <li>● Law Enforcement Services/Forensic Science</li> <li>● Security &amp; Protective Services</li> <li>● Machine Operations</li> <li>● Manufacturing</li> <li>● Sheet Metal</li> <li>● Welding</li> <li>● Fashion Marketing</li> <li>● Marketing and Management</li> <li>● Marketing Communications &amp; Promotions</li> </ul>
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## CTAE Coordination

	<ul style="list-style-type: none"> <li>• Sports &amp; Entertainment Marketing</li> <li>• Engineering &amp; Technology</li> <li>• Engineering Drafting &amp; Design</li> <li>• General Automotive Technology</li> <li>• Workforce Ready Pathway</li> </ul>
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## 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.	<p>The Hall County School District will continue to implement the Positive Behavior Interventions and Supports (PBIS) throughout our schools and add the position of a district PBIS Coordinator. The PBIS program will provide support for students to be successful and offer opportunities for many students.</p> <p>Special Education will continue to collect data on measures of quality and climate, disaggregated by subgroups of students including rates of Out-of-school suspensions, In-school suspensions, expulsions, chronic absenteeism (both excused and unexcused) and provide training and monthly reports to school administrators, special education coordinators, and lead special education teachers pertaining to the aforementioned rates. Special education will provide training and strategies from the district's behavior intervention specialist.</p>
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## 4. REQUIRED QUESTIONS

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

#### Required Questions

#### Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>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> <p>For high school to post-secondary transitions, high schools coordinate a number of opportunities for transition. Counselors assist students in scheduling visits to colleges, universities, and technical schools. Counselors also schedule representatives from post-secondary institutions to visit the high school to meet with students throughout the year. Each high school also hosts college and financial aid information sessions for students and parents. To increase student access to college-level courses for high school students, the</p>
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## Middle and High School Transition Plans

	<p>district started an Early College Program in FY17 partnering with the University of North Georgia (UNG) and Lanier Technical College to offer high school students college-level courses taught by professors from those institutions on the Early College at Jones campus. Through the Early College Program students have the opportunity to earn college credit and, in some of the technical college courses, professional certifications. In addition to the Early College Program, high school students have the opportunity to participate in dual enrollment courses on several college campuses, the majority of which include UNG &amp; Lanier Tech. Finally, many high schools arrange for campus visits for entire grade levels of students. For instance, the entire 11th grade class might go to Lanier Tech to tour the campus. High schools have found that by literally getting the students' "feet on a post-secondary campus" that the likelihood of students attending such institutions increases.</p>
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## Preschool Transition Plans

<p><b>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.</b></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 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,</p>
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Preschool Transition Plans

	<p>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.</p> <p>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.</p> <p>Because Pre-K students do not ride the bus in Hall County, the following extra support programs are brought to the summer transition program: learn about habitats with Elachee Science Center, science workshop, all about farm animals, movement-based learning, and learning about reptiles. All students participating in this program are provided with a mini library to keep in their homes, a backpack filled with school supplies required by their schools, math activities, school shirts, jackets, and other instructional items.</p>
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Title I, Part A - Targeted Assisted Schools Description

Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the mti-criteria selection to be used to identify the students to be served.</p>	<p>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: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>Title I Schools - There are currently 21 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 differentiation strategies include: flexible grouping, ongoing assessments, and</p>
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Title I, Part A – Instructional Programs

	<p>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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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

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

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through: the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; the timely transfer of pertinent school records, including information on health, when children move from one school to another; and how the district will use the Migrant Student Information Exchange (MSIX).</p>	<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 will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant</p>	<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>In order to address Migratory preschool children SSPs will reach out to these families and students and provide support via zoom, in person, or mailed resources. The staff will follow up monthly with the parents and students for additional support and resources. These Migratory preschool students will also receive summer reading materials and instructional materials and will be</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>followed up with the SSPs. OSY students will be located and provided with resources such as materials that will help them learn English make choices regarding careers and job opportunities. These services will be provided by the SSPs. Identified P3 and P4 students are served with the funded migratory SES personnel.</p>
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</b>          What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?          Include: Description of your district's procedures          Specific professional learning activities          Plan to monitor implementation with fidelity</p>	<p>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> </ul> <p>-Effective processes for determining and delivering professional learning and technical assistance based on data-driven needs assessment</p> <p>-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.</p> <p>-Effective determination of student LRE to the maximum extent appropriate and co-teaching availability in all subject areas with a full continuum of services</p> <p>-Alternative schooling that can provide a variety of options for students that can lead to graduation</p> <p>-Increased Family engagement linked to student learning and understanding that students' learning is a collaborative process between the family and schools.</p> <p>-Early Literacy Development to help low achieving students build the foundations needed for effective learning throughout elementary, middle, high, and post-secondary education</p> <p>-Effective use of assistive technology based on the individual need of the student to improve student achievement and increase graduation rates</p> <p>-Professional Learning to be conducted at least once monthly with a focus on MindSet training, Writing a Compliant IEP, Running an Effective IEP meeting, ASPIRE/Self-Determination, Wilson Reading, Transition Planning, Assistive Technology, Visual Supports in the ID Classroom, Visual Supports in the General Education Classroom, Co-teaching, Communicating Effectively</p>
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IDEA Performance Goals:

	<p>with Parents, and Community Resources and Supports. The sessions will be offered in person, via video conference, and via Canvas. Additionally, recordings of sessions will be made available for those who cannot attend in person. Special Education Coordinators will conduct some of these sessions at monthly department meetings at each school while others will be offered by the district for larger groups of teachers. The collection of sign-in sheets will serve as one monitoring tool to ensure that staff have received the training. The monitoring of the effectiveness of the trainings will come during the following coordinator activities: review of IEP meetings documents, attendance at IEP meetings, classroom observation, and review of transition plans.</p> <p>-Process to identify at-risk students and provide support with targeted interventions</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</b>  What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?  Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 popationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings</p>	<p>Goal 2: Improve services for young children (3-5) with disabilities</p> <ul style="list-style-type: none"> <li>-Effective structure and implementation of Child Find</li> <li>-Effective processes for evaluation, eligibility and placement</li> <li>-Transition meetings between pre-k and elementary schools</li> </ul> <p>Provide early interventions and services that include but are not limited to comprehensive evaluation services, direct instruction from preschool special education teacher, speech and/or language therapy, occupational therapy, physical therapy, transportation, direct instruction from a teacher for the visually impaired, direct instruction from a teacher for the hearing impaired, audiological services, referral to other agencies</p> <ul style="list-style-type: none"> <li>-Referrals from sources including, but not limited to: Babies Can't Wait, parents, physicians, daycare providers, pre-k teachers, Head Start, Family, friends, teachers of siblings.</li> </ul> <p>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. 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.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</b>  What specific activities align with how you are providing FAPE to children with disabilities?  Include:How teachers are trained on</p>	<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</li> </ul>
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IDEA Performance Goals:

<p>IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>implement a systematic approach to special education</p> <ul style="list-style-type: none"> <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. 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>
<p>Describe how the district will meet the following IDEA performance goals: <b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b> How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncomplianceSupervision and monitoring</p>	<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-To monitor compliance of various state and federal laws, special education coordinators review IEPs, due process checklists, and meetings held twice per month to ensure that any compliance issues are remedied quickly. This ensures that all documents from all types of special education meetings (Annual Reviews, Eligibility, IEP Amendments, etc.) are reviewed for compliance.</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>



IDEA Performance Goals:

procedures that are being implemented to ensure compliance	
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## 4. REQUIRED QUESTIONS

### 4.6 Title IV Part A

#### Required Questions

#### Title IV, Part A – Activities and Programming

<p><b>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</b></p> <ol style="list-style-type: none"> <li>1. In support of well-rounded educational opportunities, if applicable</li> <li>2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> <li>3. In support of safe and healthy students, if applicable</li> <li>4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> <li>5. In support of the effective use of technology, if applicable</li> <li>6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> </ol>	<p><b>Safe and Healthy:</b></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 allows us to support student mental health, academic success, school dropout prevention, reduction of exclusionary discipline practices, and trauma informed classroom management.</li> </ul> <p><b>Well Rounded:</b></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 3 College and Career Coordinators.</p> <p><b>Effective use of Technology:</b></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

## Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will const any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	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 stakeholder meetings.
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## 4. REQUIRED QUESTIONS

### 4.7 Reducing Equity Gaps

Required Questions

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

<p><b>Equity Gap 1</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>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>
<p><b>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</b></p>	<p>For Equity Gap #1, the equity intervention for 2020-2021 was to provide targeted school leader development. For Equity Gap #2, the equity intervention for 2020-2021 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 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</p>

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

	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.
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<b>Equity Gap 2</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies	Equity Gap #2- Student achievement identify subgroups, grade level span and content area(s) <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 the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	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 necessary to impact the classroom level to help teachers meet the needs of the identified subgroups. A concern remains with the narrowing of subgroup achievement.
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## 4. REQUIRED QUESTIONS

### 4.8 Overarching Needs for Private Schools

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

Title I, Part A	There will be no private school participating in FY22 based on ongoing consultation and feedback.
Title II, Part A	There will be no private school participating in FY22 based on ongoing consultation and feedback.
Title III, Part A	There will be no private school participating in FY22 based on ongoing consultation and feedback.
Title IV, Part A	There will be no private school participating in FY22 based on ongoing consultation and feedback.
Title IV, Part B	There will be no private school participating in FY22 based on ongoing consultation and feedback.
Title I, Part C	There will be no private school participating in FY22 based on ongoing consultation and feedback.
IDEA 611 and 619	There will be no private school participating in FY22, but the Sped will continue to provide speech services via an ISP for students who are home schooled or parentally-placed in a private school for Proportionate Share funds.