



District Improvement Plan 2023 - 2024



Hall County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
Team Lead	Heather Barrett
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
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	Decrease the student achievement gap by meeting the needs of diverse 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 FY24, 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	Developing student-centered learning environments. Professional development will be provided by instructional coaches and professional learning support positions funded by several federal programs in areas that include lesson planning, small group instruction, developing formative and summative assessments, unit planning, new teacher induction programming, building professional capacity through endorsement certification programs, leadership, and developing best practices for instruction, and paraprofessional development to support students' social emotional and behavioral needs.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title III, Part A IDEA Perkins
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: 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; Executive Director of Leadership Development, Director of Title I, Director of SpEd, Executive Director of CTAE, Director of Innovative and Advanced Programs, Director of Elementary Literacy and Numeracy, Executive Director of Secondary Education
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	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	Provide high quality CTAE career pathways , industry certifications, employability skills training, CTSOs, and WBL opportunities to assist in preparing students for workplace success.
Funding Sources	Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Monitoring Implementation: CTAE Pathway Completers and WBL Enrollment Data, GA Pipeline Data of CTSO enrollment.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Student Achievement Data, GA Best Certifications and End of Pathway Assessments, HCSD Board Minutes for CTSO Recognition
Position/Role Responsible	Executive Director of CTAE and CTAE Instructors
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)?	Lake Lanier Islands, Milton Martin Toyota, ZF Industries, IMS Gears, Carroll Daniel Construction, Cargill
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Action Step # 4

Action Step	Create flexible and innovative learning opportunities that increase student achievement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Monitoring Implementation: Monitor enrollment in programs of choice and other Innovative learning opportunities.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Analyze Milestone Data and Rigor Goals 1 and 3 data.
Position/Role Responsible	Director of Innovation and Advanced Programs
Evidence Based Indicator	Strong

Action Step # 4

Timeline for Implementation	Yearly
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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)?	
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Action Step # 5

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	Director of Special Education
Evidence Based Indicator	Strong

Action Step # 5

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 # 6

Action Step	Provide College and Career Coordinators to support well rounded learning opportunities.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: Dual number enrollment, after graduation data, drop out rates
Method for Monitoring Effectiveness	Monitoring Effectiveness: Number of college credits earned, student achievement data.
Position/Role Responsible	Director of Federal Programs as well as the Director of Student Services
Evidence Based Indicator	Strong

Action Step # 6

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 # 7

Action Step	Additional opportunities for student learning-Extended School Year (ESY), summer school, Summer Transition Camp (Kindergarten, 6th, and 9th grade students), extended school day and Saturday school.
Funding Sources	Title I, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Method for Monitoring Implementation: Number of participants, lesson plans
Method for Monitoring Effectiveness	Monitoring Effectiveness: Student achievement data.
Position/Role Responsible	Director of Federal Programs, Director of Title I Services, Director of Student Services, Director of Special Education

Action Step # 7

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?	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 # 8

Action Step	Provide parent outreach facilitator (district-level) and parent liaisons (school-level) to build parent capacity.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Monitoring Implementation: Bi-monthly meetings
Method for Monitoring Effectiveness	Monitoring Effectiveness: Sign-in sheets, agendas

Action Step # 8

Position/Role Responsible	Director of Federal Program, Assistant Director Title I Services, Director of Title I Services
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)?	The Parent Institute
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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: Ga Pipeline Data of CTSO enrollment

Action Step # 9

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

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 # 10

Action Step	Employ new and existing technology to engage students, facilitate PL for staff, and increase efficiency.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 10

Subgroups	Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Professional learning agenda and sign-in sheets.
Method for Monitoring Effectiveness	Professional learning evaluations and student achievement data.
Position/Role Responsible	Technology Director, Deputy Superintendent of Teaching and Learning, and Director of Title I Services
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 # 11

Action Step	Enhance and increase partnerships with parents and other stakeholder including professional learning with parent liaisons.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 11

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Meeting agendas and sign-in sheets
Method for Monitoring Effectiveness	Parent surveys and feedback.
Position/Role Responsible	Director of Federal Programs and Director of Title I 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)?	The Parent Institute
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

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?	Yes
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 FY22 being the baseline year) to decrease the number of OSS days in grades 6-12.

Equity Gap

Equity Gap	Discipline OSS Identify Subgroups and grade level spans
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	6 7 8 9 10 11 12
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	Providing training for staff on adolescent mental health and trauma.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: Training agenda and sign-in sheets
Method for Monitoring Effectiveness	Monitoring Effectiveness: Georgia Health Survey
Position/Role Responsible	Director for Student Services
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

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)?	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

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 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 II A and Title IV funding.
Funding Sources	Title II, Part A 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

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 # 4

Action Step	Work with district level committee to explore MTSS, create a common language, and develop a timeline for implementation.
Funding Sources	N/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
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? 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)?	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	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	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

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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4. REQUIRED QUESTIONS

4.1 Stakeholders, Coordination of Activities, Serving Children, and 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. 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, evidenced 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"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <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 teachers and school leaders (serving both the district and individual schools). The description might include:</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 and support to those providing job embedded professional learning.</p>
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Professional Growth Systems

	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"> 1. for all teachers (except Special Education service areas in alignment with the student’s IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[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>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.</p>	<p>A face-to-face meeting will be held with principals of federally-identified school twice each year (April & August) in order to discuss their areas of improvement, plan requirements, and budgets. The Director of Federal Programs, Title I Assistant Director, and RESA Title I School Improvement Specialist provide ongoing technical assistance throughout the year to assist the school with the overarching task of closing the achievement gap between their lowest performing subgroup and highest performing subgroup. All of the professional learning opportunities explored in FLP schools and all other Title 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. There will be one additional Title I School in FY24 (Flowery Branch Elementary 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

	<p>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.</p>
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CTAE Coordination

<p>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>	<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. CTOSs 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 CTOSs 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"> ● Agriculture Leadership in Animal Productions ● Agricultural Mechanics ● Agricultural Mechanics/Metals Fabrication
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CTAE Coordination

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

	<ul style="list-style-type: none"> ● Marketing Communications & Promotions ● Sports & Entertainment Marketing ● Engineering & Technology ● Engineering Drafting & Design ● General Automotive Technology ● Workforce Ready Pathway
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>The Hall County School District will continue to implement the Positive Behavior Interventions and Supports (PBIS) throughout our schools and add the position of a district PBIS Coordinator. The PBIS program will provide support for students to be successful and offer opportunities for many students.</p> <p>Special Education will continue to collect data on measures of quality and climate, disaggregated by subgroups of students including rates of Out-of-school suspensions, In-school suspensions, expulsions, chronic absenteeism (both excused and unexcused) and provide training and monthly reports to school administrators, special education coordinators, and lead special education teachers pertaining to the aforementioned rates. Special education will provide training and strategies from the district's behavior intervention specialist.</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 once again receive detailed information about graduation requirements, programs and courses of study and career pathway options. Students then spend the remainder of the campus visit entering classrooms, observing instruction and seeing programs in which they may have particular interest. Usually on the same day, parents attend a 9th grade information night, where they learn about the high school setting and processes. They, too, meet teachers and current high school students who introduce graduation requirements, programs and courses of study and career pathway options. During the two weeks following these events, students and their parents begin course selection for the freshman year, following the High School Planning Guide and the advisement process provided by the middle school teachers and counselors. High school counselors are also available to parents during evening hours.</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 most Open Houses, 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. Many schools host career fairs where local employers come to conduct interviews on-site. Each high school also hosts college and financial aid information sessions for students</p>
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Middle and High School Transition Plans

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

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>All Pre-K students are housed in Hall County school buildings and are under the direct supervision of the instructional leaders of the building. Building administrators conduct the evaluations of the teachers and spend time in the Pre-K classrooms on a regular basis. These programs are an integral part of their school communities, and their students, teachers, and families are included in school activities. Students are taught from the beginning of the program about the routines and procedures of elementary school such as how to transition from one activity or place to another, how to eat in the cafeteria, how to take turns, and how to use the restroom. Additionally, Pre-K teachers work hard to strengthen and build a foundation for literacy that will link to the learning in kindergarten. All Pre-K classrooms have 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. Our Hall County pre-K Dual Imm. students will be able to transition to a kindergarten dual immersion program, and this introduction to the immersion model directly supports their success in these programs at three of our sites. A parent orientation is held at the beginning of the school year to inform parents of the expectations of the</p>
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Preschool Transition Plans

	<p>program and to share information about developmental milestones, hearing/vision, and immunizations. Teachers hold formal parent conferences twice per year to review the progress of each individual student. They invite parents to participate in school activities regularly to help build a sense of community among their families, and they send monthly educational suggestions home with students by way of a bilingual newsletter (Spanish and English). Pre-K teachers in Hall County Schools also begin working with families and students during the early portion of the second semester on the transition to kindergarten in such ways as to gradually shorten nap or quiet time and teach students about expectations in kindergarten. Parent meetings are held toward the end of the Pre-K year to inform parents about the upcoming kindergarten year. In collaboration with Bright from the Start, Hall County Schools offers a six-week Pre-K Summer Transition Program for students who are transitioning from home to Pre-K and from Pre-K to kindergarten at McEver. 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. There are weekly informational parent meetings to support and strengthen the home school connection and better help and better help parents understand what expectations are as children move to kindergarten.</p> <p>Because Pre-K students do not ride the bus in Hall County, the following extra support programs are brought to the summer transition program: learn about habitats with Elachee Science Center, science workshop, all about farm animals, movement-based learning, and learning about reptiles. All students participating in this program are provided with a mini library to keep in their homes, a backpack filled with school supplies required by their schools, math activities, school shirts, jackets, and other instructional items.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>Not Applicable</p> <p>None of the district's Title I schools are participating in a targeted assistance program. Should it be decided that schools eligible for targeted assistance will be served; the TA program will be implemented according to the appropriate TA guidelines.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: 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. There will be 22 in FY24 (Flowery Branch Elementary School). 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 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</p>
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Title I, Part A – Instructional Programs

	<p>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>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate); description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart; description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>In FY24 the district started including the occupational survey form as part of the online required documentation packet. Each family is required to complete the form. 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 (if completing enrollment via paper) 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. 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. 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

<ol style="list-style-type: none"> 1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe: 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification 	<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. 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. In order to address Migratory preschool children (P3, and P4 students) 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</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>and students for additional support and resources. These Migratory preschool students will also receive summer reading materials and instructional materials and will be followed up with the SSPs. Identified P3 and P4 students are served with the funded migratory SES personnel.</p> <p>OSY/DO students will be located (to the maximum extent feasible) 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. Summer and academic instructional support services and instructional support services during the school year will be provided to OSY/DO students who wish to receive services. These services will consist of books, backpacks, and hygiene materials as needed. The SSP staff will coordinate the resources and services with these students. Resources provided for identified migratory students may include, books, school supplies, health kits, transportation, any additional tutoring requested or offered. The OSY profile is used to identify OSY students who request additional services. Once the profile is completed the SSP will analyze responses and determine next steps for support or referral. Additional supports may include English lessons, referral to organizations for GED attainment if interested.</p> <p>In FY 23 we started a partnership and collaboration with the Mexican Consulate, Migrant program, and Student Services Department. We plan to continue this in FY24.</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: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. 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"> - Processes to increase SWD student engagement and to ensure a positive school climate: ASPIRE-student led IEP initiative that provides the students with the opportunity to develop self-determination skills, job shadowing and coaching, collaboration with GVRA for evaluations of job interest and skills - Increase attendance among students with disabilities and at-risk students, decrease behavior among the students and increase course completion - Community-based Instruction - CTAE job tours and pathway completion to improve graduation outcomes for students with disabilities - Continue to provide ongoing training, support, and materials pertaining to standards based portfolios and completion of GAA - - Effective processes for determining and delivering professional learning and technical assistance based on data-driven needs assessment - 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. - Effective determination of student LRE to the maximum extent appropriate and co-teaching availability in all subject areas with a full continuum of services - Alternative schooling that can provide a variety of options for students that can lead to graduation - Increased Family engagement linked to student learning and understanding that students' learning is a collaborative process between the family and schools. - Early Literacy Development to help low achieving students build the foundations needed for effective learning throughout elementary, middle, high, and post-secondary education - Effective use of assistive technology based on the individual need of the student to improve student achievement and increase graduation rates - 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 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
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IDEA Performance Goals:

	<p>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: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. 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 populationCollaboration 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"> - Effective structure and implementation of Child Find - Effective processes for evaluation, eligibility and placement - Transition meetings between Pre-K and elementary schools - Monitoring of Pre-K related services is conducted through the special education preschool coordinator. She works with local agencies (Babies Can't Wait, Ninth District Head Start, etc.) to identify preschool-aged children on a monthly basis. - Implementation of a robust system for early identification of disabilities in young children is crucial. Services for young children with disabilities are offered in-home, SISU, and private daycares within Hall County Schools based on student needs. Staff identified to serve these students include teachers, paraprofessionals, therapists, special education coordinators, school psychologists, office clerks, and 2 half-time diagnosticians. In that regard, collaboration with parents, pediatricians, and early intervention agencies including Head Start and surrounding daycare facilities is a valuable part of the Child Find procedures for Hall County Schools. To expound on the continuum of services offered and provided, Hall County Schools conducts Child Find for children ages 3-5 through a variety of means. Private school representatives and parents of home-schoolers also attend and participate in information sessions regarding services for young children at least once per year. Advertisements of upcoming information sessions are shared on the district website, social media platforms, and parent information sessions conducted by our parent liaison. Monthly parent training offered and facilitated by our parent liaison cover topics such as IEPs, Parental Rights, Visual Supports, Assistive Technology, and Medicaid basics. Connecting with these external resource agencies provides additional expertise and opportunities for inclusive activities. - Early interventions and services 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
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on 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>Goal 3: Improve provision of FAPE for students with disabilities</p> <ul style="list-style-type: none"> - Collaboration with special education specialists, such as the SpEd Directors, SpEd Coordinators, lead teachers, and related service providers, is essential in supporting teachers' understanding of IEP procedures. Regarding teacher training, SpEd teachers participate in monthly professional learning (PL) sessions led by the coordinators and cover a variety of topics such as Prior Written Notice (PWN), IEP documentation, how to write a comprehensive IEP with measurable goals, and objectives, impact of disabilities statement, consideration of services, FAPE, eligibility procedures, instructional practices, and LRE. SpEd Coordinators attend 1-2 monthly meetings for professional learning based on information shared from the GaDOE, Collaborative RESA, and Director meetings. SpEd Coordinators redeliver information to teachers each month. Also, Compliance Modules on Canvas are required for all SpEd teachers each year; district Professional Learning Days during the year, pre-planning PL, and summer PL provide additional opportunities to improve and maintain compliant practices for teachers. - IEP accommodations/modifications are shared with teachers who work with students receiving special education services continually during the school year (i.e. new student enrollment, IEP meetings, amendments, beginning of the year, end of year, etc.). - All students with disabilities are guaranteed the right to be educated with their peers in the least restrictive environment to the maximum extent appropriate and receive access to a full continuum of services. Consideration of services are discussed and reviewed by the student's IEP team and recommendations/determinations are made on an individual student basis. This process allows for ongoing assessment and evaluation of the student's progress and ensures accountability for their educational outcomes. 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>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</p>
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IDEA Performance Goals:

	on best practice.
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include: LEA procedures to address timely and accurate data submission LEA procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Goal 4: Improve compliance with state and federal laws and regulations To ensure compliant practices are maintained, the SpEd Data Compliance Specialist conducts regular internal audits and self-assessments to evaluate district compliance with special education laws and regulations. This can involve reviewing IEPs, assessing procedural compliance, and facilitating professional learning and technical assistance training with administrators, special education teachers, related service providers, and supporting staff members involved in the special education process.</p> <p>SpEd Coordinators host monthly Zoom "Drive-in" sessions for SpEd teachers and SpEd New Teacher Academy is held prior to the start of the school year. These sessions offer additional opportunities for professional learning. The frequency of these monitoring activities occurs at a minimum of one time per month. Corresponding information is analyzed and reviewed by the SpEd Directors and coordinators. Particular attention is given to impending deadlines such as timely and accurate data reporting, pre and post-school outcomes, and timelines for indicators 11 and 12 (initial evaluations and Babies Can't Wait).</p> <p>Additional efforts to improve compliance include collaboration with GaDOE and other state agencies. This coordinated approach is initiated to seek guidance, clarification, and support from GaDOE and ensure compliance with state and federal laws and regulations. SpEd Directors and the Data Compliance Specialist attend professional learning training sessions, webinars, or conferences offered by these agencies throughout the year to stay informed about updates regarding state and federal laws and regulations.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Well Rounded: Overarching Need 1 Action Step 6</p> <ul style="list-style-type: none"> 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.
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<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Safe and Healthy: Overarching Need 2, Action Step: 1</p> <ul style="list-style-type: none"> 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. <p>Overarching Need 1, Action Step: 7</p> <ul style="list-style-type: none"> 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. <p>Overarching Need 2, Action Step 3</p> <ul style="list-style-type: none"> 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.
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Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p><u>Effective use of Technology:</u> Overarching Need 1, Action Step:10</p> <ul style="list-style-type: none"> • 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.
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<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>NA</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult 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.</p>	<p>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.</p>
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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>Equity Gap 1 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"> ● Intervention Effective- Adjust Activities/Strategies <p>Equity Gap #2-Discipline OSS</p> <ul style="list-style-type: none"> ● Intervention Effective- Maintain Activities/Strategies
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<p>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.</p>	<p>For Equity Gap #1, the equity intervention for 2022-23 was to focus on District Mean Growth Percentile to meet the student achievement gap by meeting the needs of diverse learners. For Equity Gap #2, the equity intervention for 2022-2023 was to focus on Discipline OSS by Identifying Subgroups and grade level spans to focus on meeting the social emotional needs of students to support academic growth.</p> <p>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>Pertaining to Equity Gap #1, The Hall County Schools District will continue to adjust activities and strategies as well as the interventions being used to ensure fidelity in order for student achievement to increase. For FY24, Hall County will use new interventions and strategies while providing professional development to teachers. In Hall County, the percentage of students at the proficient level (Level 3- Proficient Learner and Level 4 Distinguished Learner) on the EOGs and EOCs decreased in academic areas by at least 1% at the lowest and at a 5% decrease at the highest.</p> <p>Percentage of Student at the Proficient Level including Levels 3 and 4 (Level 3 Proficient Learner and Level 4 Distinguished Learner) on the EOC and EOG.</p> <ul style="list-style-type: none"> ● Third grade EOG English Language Arts showed a 1% increase of students in the proficient level difference between SY2022 and SY2023. ● Third grade EOG Mathematics showed a 4% increase of students in the proficient level difference between SY2022 and SY2023. ● Sixth grade EOG Mathematics showed an increase of 4% of students in the proficient level difference between SY2022 and SY2023. ● Seventh grade EOG English Language Arts showed a 7% increase for
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	<p>student in the proficient level difference between SY2022 and SY2023.</p> <ul style="list-style-type: none"> ● Seventh grade EOG Mathematics showed a 1% increase for students in the proficient level difference between SY2022 and SY2023. ● Eighth grade EOG English Language Arts showed a 3% increase for students in the proficient level difference between SY2022 and SY2023. ● EOC American Literature showed a decline of 5% for students in the proficient level difference between SY2022 and SY2023. ● EOC Algebra I showed a decline of 4 percent for students in the proficient level difference between SY2022 and SY2023. ● EOC Biology showed a decline of 2% for students in the proficient level difference between SY2022 and SY2023. ● EOC United States History showed a decline of 4% for student in the proficient level difference between SY2022 and SY2023. <p>For the 2022-2023 school year, there were no teachers scoring a Level 1 in TKES. There were 16 teachers that scored at Level 2. All other teachers scored at Level 3 or 4. As Summative Assessments were not required as part of the TKES process for the 2022-2023 school year, overall Summative Assessments were not calculated.</p> <p>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. As summative conferences were not required as part of the TKES process for 2020-21 school year, overall scores were not calculated.</p> <p>The number of CTAE Pathway Completers continues to increase each year. AP scores and IB Diploma rates continue to show steady progress. The parent surveys continue to show strong community relationships and communication.</p> <p>A concern remains with the narrowing of subgroup achievement. The district professional development pertaining to data analysis and progress monitoring should provide opportunities to close the achievement gaps. EOG and EOCs show a decrease in many areas. Overall, the interventions are showing positive trends in some areas but not in all; therefore, the Hall County School District will analyze the data and adjust the activities and strategies for Equity Gap #1 and Equity Gap #2.</p> <p>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> <p>For the 2022-2023 school year, there were no teachers scoring a Level 1 in TKES. There were 16 teachers that scored at Level 2. All other teachers scored at Level 3 or 4. As Summative Assessments were not required as part of the TKES process for the 2022-2023 school year, overall Summative Assessments were not calculated.</p> <p>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. As summative conferences were not required as part of the TKES process for 2020-21 school year, overall scores were not calculated.</p>
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	<p>For SY22, graduation rates decreased slightly for the district (1.2%), yet remain 2% higher than the state average. The number of Pathway Completers increased slightly in FY22. The student achievement data review of the 2021-2022 data gives yield to a number of positive trends for the Hall County School District. With regard to Milestone assessments, the combined percentages of Proficient and Distinguished Learners in American Literature (EOC), Algebra I (EOC), US History (EOC), Biology (EOC), Math (EOG), and Social Studies (EOG) indicated an increase. The combined percentages of Proficient and Distinguished Learned in ELA (EOG) indicated a decrease. Performance on Science (EOG) Milestones assessments indicated a decrease in performance at the elementary level and an increase in performance at the middle school level.</p> <p>In generalizing the Hall County School District student achievement data, the team denotes a number of trends. Student achievement can be characterized as slow, but steady progress in the areas of AP scores and IB Diploma pass rates; however, the graduation rate decreased slightly (1.6%) along with Milestones EOCs and EOGs decreasing too. The subgroup achievement gaps are still present among 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.</p> <p>A concern remains with the narrowing of subgroup achievement. The district professional development pertaining to data analysis and progress monitoring should provide opportunities to close the achievement gaps. Overall, the interventions are s not yielding the results the district wanted, therefore, the Hall County School District will continue to implement the interventions with fidelity for FY24 for Equity Gap #1 and Equity Gap #2.</p>
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<p>Equity Gap 2 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>	<ul style="list-style-type: none"> ● Equity Gap #2-Discipline OSS ● The intervention used for Equity Gap 2 was PBIS and I-Station. Although all schools have not fully implemented PBIS, all schools used I-station. The data of unduplicated student count for Out of School Suspension shows a decrease in OSS, whereas all other subgroups showed an increase in OSS. The overall interventions did not have a positive impact on OSS. This could be due to some schools just coming on board with full implementation of PBIS and some schools not using PBIS. The result yielded data that leads the district to continue with implementation next year and to also hire additional support at the district level to provide training and add new additional strategies. The district will also continue with MTSS and RTI to
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	<p>help identify students with behavioral issues. The district will continue with this Equity Gap in FY24 as we believe students should be in classes learning and achieving success.</p>
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<p>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.</p>	<p>The intentional focus on Tiered supports for behavior and resiliency skills have led to a reduction in the following behavior incidents.</p> <ul style="list-style-type: none"> ● 55% (6/11) of PBIS schools decreased their ISS days from SY2022 to SY2023 ● 45% (5/11) of PBIS schools decreased their OSS days from SY2022 to SY2023 <p>We have added a part time PBIS Secondary District Coordinator to continue working with our M.S. and H.S. We implemented a behavior universal screener to identify inform Tier 1 for school improvement and to identify intrinsic and extrinsic behavior for Tier 2 support. We have district responses of CICO and DSG groups as interventions for these students.</p> <p>Safe and Healthy: Elementary Schools:</p> <ul style="list-style-type: none"> ● 100% (11/11) of PBIS schools had a 90-100% of their students with 0-1 discipline incident for the SY2023 ● 91% (10/11) of those PBIS schools have 96-100% of their students with 0-1 discipline incident for the SY2023 ● 55% (6/11) of PBIS schools decreased their ISS days from SY2022 to SY2023 ● 45% (5/11) of PBIS schools decreased their OSS days from SY2022 to SY2023 <p>Secondary Schools:</p> <ul style="list-style-type: none"> ● 100% (4/4) of PBIS secondary schools have 85-90% of their students with 0-1 discipline incident for the SY2023 ● 25% (1/4) of PBIS secondary schools decreased both their ISS and OSS days from SY2022 to SY2023 <p>System Wide:</p> <ul style="list-style-type: none"> ● 93% of students in Hall County schools had 0 or 1 discipline incident for the SY2023 ● 67% of our PBIS schools had a greater percentage of students with 0 or 1 discipline incident than the system wide percentage <p>During the 2022-2023 school year:</p> <ul style="list-style-type: none"> ● Cohort VI was trained in tier I PBIS framework. Five schools participated: Chestnut Mountain Elementary, Chicopee Woods Elementary, Mount Vernon Elementary, Spout Springs Elementary, and Cherokee Bluff Middle
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	<ul style="list-style-type: none"> ● 75% of all elementary schools are trained in the SWPBIS framework ● 30% of all secondary schools are trained in the SWPBIS framework ● Two trainings were conducted to train new team members from current PBIS schools ● Five additional schools (raising total to 64% of PBIS schools) attended PBIS tier 2 training ● Five additional schools (raising total to 86% of PBIS schools) attended PBIS Classroom training ● Walk-throughs were completed on 93% (14/15) of PBIS schools ● PBIS schools completed fidelity assessments (SAS, TFI, Walk-throughs) ● 75% (11/15) of elementary schools conducted the behavioral universal screener (SRSS-IE) during SY2023 ● One middle and one high school conducted the SDQ universal screener during SY2023 ● 70% of elementary schools implemented the Sources of Strength curriculum in grades K-5 this year ● 100% of secondary schools conducted Sources of Strength campaigns within their school <p><u>Safe and Healthy:</u></p> ● 73% (8 of 11) of PBIS schools increased ISS days from SY2021 to SY2022 ● 27% (3 of 11) of PBIS schools remained the same or decreased ISS days ● 63% (7 of 11) of PBIS schools increased OSS days from SY2021 to SY2022 ● 36% (4 of 11) of PBIS schools remained the same or decreased OSS days from SY2021 to SY2022 ● 82% (9 of 11 schools) of PBIS schools have 95% to 100% of their students with 0 or 1 discipline incident for the SY2022 ● 27% (3 of 11 schools) of PBIS schools have 99% or 100% of their students wit 0 or 1 discipline incident for the SY2022 <p>System Wide:</p> ● 94% of students in Hall County schools had 0 or 1 discipline incident for the SY2022 ● 82% of our PBIS schools had a greater percentage of students with 0 or 1 discipline incident than the system wide percentage <p>Data pulled from PBIS End of Year Data report reflects:</p> ● 7 of the 9 PBIS schools remained stable or decreased the number of ISS days from 2019 to 2021. ● 9 of the 9 PBIS schools remained stable or decreased the number of OSS days from 2019 to 2021. ● All 9 schools increased the number of students with either 0 or 1 discipline incident.
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	<ul style="list-style-type: none"> ● All 9 schools have 95 to 99.8% of their students with 0 or 1 discipline incident. ● 4 of the 9 schools have 99% of their students with 0 or 1 discipline incident for the 2021 year. <p>Pertaining to Equity Gap# 2- The intervention is effective and the Hall County Schools District will Maintain Activities/Strategies.</p>
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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 FY24 based on ongoing consultation and feedback.
Title II, Part A	There will be no private school participating in FY24 based on ongoing consultation and feedback.
Title III, Part A	There will be no private school participating in FY23 based on ongoing consultation and feedback.
Title IV, Part A	There will be no private school participating in FY24 based on ongoing consultation and feedback.
Title IV, Part B	There will be no private school participating in FY24 based on ongoing consultation and feedback.
Title I, Part C	There will be no private school participating in FY24 based on ongoing consultation and feedback.
IDEA 611 and 619	There will be no private school participating in FY24, 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.