



District Improvement Plan 2025 - 2026



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 FY26, the percentage of all students moving into the “Proficient and Distinguished”(combined) levels of performance on the Georgia Milestones Assessments will increase by 2%.

Equity Gap

Equity Gap	District Mean Growth Percentile (MGP)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-7 Provide equitable access to student support programs and interventions
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Action Step # 1

Action Step	Professional development will be provided by school leadership teams, instructional coaches and district-level professional learning support positions funded by several federal programs in areas that include: *Researched based best practices, including Feedback, Engagement, Efficacy, and Effective Closings *Literacy *Numeracy *New Teacher Induction Programming *Endorsement certification programs *Leadership
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 Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Implementation plan, professional learning plan, professional learning sign in sheets, professional learning agendas, feedback survey results, and longevity data
Method for Monitoring Effectiveness	Student Achievement Data, professional learning feedback
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	Class size reduction worksheets
Method for 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	CTAE Pathway Completers and WBL Enrollment Data, GA Pipeline Data of CTSO enrollment
Method for Monitoring Effectiveness	Student Achievement Data, GA Best Certifications and End of Pathways 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 and critical thinking.
Funding Sources	Title I, Part C Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Enrollment data for programs of choice and other innovative learning opportunities; Documentation of honors/adv course curriculum for rigor; Documentation of cluster grouping/collaborative /SEARCH resource delivery models with fidelity.
Method for Monitoring Effectiveness	Student Achievement Data, Level 2 and 3 Credits earned, and Carnegie unit data in middle schools

Action Step # 4

Method for Monitoring Effectiveness	<p>Evaluating documentation of honors/adv course curriculum for rigor</p> <p>Evaluating documentation of cluster grouping/collaborative /SEARCH resource delivery models with fidelity</p> <p>Data analysis: student results from Carnegie units in 8th and resulting achievement and trajectory</p> <p>Data analysis: student results from math 5th graders taking advanced 6th math and resulting achievement and trajectory</p>
Position/Role Responsible	Director of Innovation and Advanced Programs, Director of Federal Programs
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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

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

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA 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	Dual number enrollment, after graduation data, drop out rates
Method for Monitoring Effectiveness	Number of college credits earned, student achievement data
Position/Role Responsible	Director of Federal Programs, 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)?	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, extended school day and Saturday school.
Funding Sources	Title I, Part A Title I, Part C Title III, 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	Number of participants, lesson plans
Method for 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
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 # 8

Action Step	Provide parent outreach facilitator (district-level), Family Services and Parent Coordinator (district-level), Homeless Liaison (district-level), SPED Parent Mentor (district-level) and Parent Liaisons (school-level) to build parent capacity and enhance and increase partnerships with parents and other stakeholders including professional learning with parent liaisons.
Funding Sources	Title I, Part A McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Sign-in sheets, agendas
Method for Monitoring Effectiveness	Student Health Survey, Student attendance, parent and family engagement feedback forms
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? 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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Action Step # 8

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	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 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	Director of Digital Convergence, Director of Federal Programs, Director of Title I
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Action Step # 9

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

3.2 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	By the end of FY26, increase the percentage of referred students who access school based mental health services in order to increase the overall school climate rating for HCSD by 1% (from 86.74 to 87.74).

Equity Gap

Equity Gap	CCRPI Star climate rating
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-7 Provide equitable access to student support programs and interventions
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Action Step # 1

Action Step	Continue to provide training for staff, as well as parents and families, on adolescent mental health and trauma and additional county level resources.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Training agenda and sign-in sheets
Method for Monitoring Effectiveness	Georgia Health Survey
Position/Role Responsible	Director for Student Services
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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Action Step # 1

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	Continue to provide additional mental health professionals in our schools by expanding partnerships with outside agencies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets at individual schools.
Method for 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

Action Step # 2

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 the support of a PBIS Coordinator and PBIS Consultant.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Addition of PBIS schools for our district. Agendas and sign-in sheets from professional learning.
Method for Monitoring Effectiveness	Student achievement and discipline data
Position/Role Responsible	Director of Federal Programs; Director of Student Services
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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Action Step # 3

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

Action Step	Continue to develop and implement the common language of MTSS in grades K-8 and expand the timeline and implementation process in grades 9-12.
Funding Sources	N/A
Subgroups	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
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)?	Center Point, AVITA, RESA, and Brenau University
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Action Step # 5

Action Step	Continue to provide mental health, trauma informed, and academic success support for students via a Title IV Student Success Coach, MTSS Specialist, and Tiered Intervention Coordinators.
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	Agendas, timelines, feedback, logs
Method for Monitoring Effectiveness	Student achievement and discipline data
Position/Role Responsible	Director of Student Services, Director of Federal Programs
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)?	Center Point, AVITA, RESA, and Brenau University
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4. REQUIRED QUESTIONS

4.1 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 all areas of our district to fulfill required team members and recommended team members. These representatives attended an in person meeting, or if they could not attend in person, they received electronic communication with draft documents and electronic feedback forms.</p> <p>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. 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. The district is using feedback from stakeholders and meeting as a district teaching and learning team to review data from 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. 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. Federal funds are coordinated 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 primarily 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. Our</p>
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Coordination of Activities

	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.</p> <p>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. 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</p>
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Professional Growth Systems

	week. These meetings function as a way to better determine how school professional learning needs can be met and to provide leadership.
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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 and Gifted 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 except clearance certificates, special education certification, and EIP 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, special education certification, and EIP certification</p>
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State and Federally Identified Schools

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>The district currently has one federally identified school:</p> <ul style="list-style-type: none"> • CSI (Lowest Performing): Chicopee Woods Elementary, Year 2 <p>The Director of Title I Services, Title I Assistant Director, GaDOE Effectiveness Specialists, and RESA Title I School Improvement Specialist(s) provide ongoing technical assistance throughout the year to assist the school with the overarching task of improving student achievement, closing the achievement gap between their lowest performing subgroup and highest performing subgroup and improving graduation rates.</p> <p>All of the professional learning opportunities explored in CSI/TSI schools are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs.</p> <p>Federally-identified schools will develop a plan (as required by the GaDOE) that addresses all required components. The plan will be submitted to the GaDOE for approval. In addition to school plans, the district will develop a plan of support to support improvement efforts at each of the federally-identified schools.</p> <p>Title II-A funds will be prioritized to CSI/TSI schools to support professional learning initiatives outlined in the school's improvement plan. 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.</p> <p>The Hall County School District offers the GA Best certificate to</p>
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CTAE Coordination

	<p>students who complete the program requirements. Currently, a full-time Work-Based Learning Coordinator is in place at each high school to coordinate internships and job shadowing activities for students. The Work-Based Learning Coordinators develop and coordinate career lesson activities at the elementary and middle school levels.</p> <p>Students also have the opportunity to participate in Career Technical Student Organizations (CTSOs). These organizations help prepare emerging leaders and entrepreneurs for careers in various fields. CTSOs provide unique activities that foster career-related skills and leadership development. The district will provide the necessary support (updated equipment, supplies, resources, leadership) to CTAE in order that these courses, pathways, programs, internships and CTSOs can be implemented successfully.</p> <p>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 Production ● Agriculture Leadership in Horticulture ● Agriculture Mechanics & Electrical Systems ● Agricultural Mechanics ● Agricultural Mechanics/Metals Fabrication ● Animal/Mechanical Systems ● Food Animal Systems ● Forest Mechanical Systems ● Forestry/Wildlife Systems ● Horticulture & Animal Science ● Horticulture/Mechanical Systems ● Poultry Science ● Veterinary Science ● Carpentry ● Electrical ● Masonry ● Plumbing ● Heating, Vent, Air Conditioning & Refrigeration ● HVACR Electrical ● Heavy Equipment Operations ● Animation and Digital Media ● Audio-Video Technology/Film I ● Audio-Video Technology/Film II ● Graphic Communications ● Graphic Design ● Business & Technology ● Entrepreneurship ● Early Childhood Education ● Teaching As A Profession
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CTAE Coordination

	<ul style="list-style-type: none"> ● Financial Services ● JROTC Naval Science ● Public Management & Administration ● Allied Health & Medicine ● Biotechnology Research & Development ● Diagnostics/Phlebotomy ● Emergency Medical Responder ● Health Informatics/Medical Office ● Patient Care ● Therapeutic Services-Exercise Physiology ● Therapeutic Services - Mental Health Professional ● Therapeutic Services- Pharmacy ● Therapeutic Services - Public Health ● Therapeutic Services- Sports Medicine ● Therapeutic Services- Surgical Technology ● Baking & Pastry ● Culinary Arts ● Hospitality, Recreation & Tourism ● Nutrition & Food Science ● Personal Care Services- Cosmetology ● Computer Science ● Cybersecurity ● Game Design ● Programming ● Web Development ● Law Enforcement Services/Forensic Science ● Security & Protective Services ● Machine Operations ● Manufacturing ● Sheet Metal ● Welding ● Fashion Merchandising/Retail Mgmt. ● Marketing and Management ● Marketing Communications & Promotions ● Sports & Entertainment Marketing ● Engineering & Technology ● 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 which will provide support for students to be successful. The PBIS Coordinator supports school at the elementary and secondary levels by facilitating PBIS Coach Meetings and walk-throughs at the PBIS schools.</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. All schools now have Spotlight to track ISS and OSS to problem solve. Continue having schools use data for action planning. 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, Educational 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 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.</p> <p>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 an Open House, where 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</p>
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Middle and High School Transition Plans

	<p>conduct interviews on-site. Each high school also hosts college and financial aid information sessions for students and parents. To increase student access to college-level courses for high school students, the district started an Early College Program in FY17 partnering with the University of North Georgia (UNG) and Lanier Technical College to offer high school students college-level courses taught by professors from those institutions on the Howard E. Ivester Early College 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 and math that will link to the learning in kindergarten. 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.</p> <p>Eleven of the 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</p>
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Preschool Transition Plans

	<p>Immersion students have the opportunity to transition to a kindergarten dual immersion program. The introduction to the immersion model directly supports their success in these programs at three of our sites.</p> <p>A parent orientation is held at the beginning of the school year to inform parents of the expectations of the program and to share information about developmental milestones, hearing/vision, and immunizations. Teachers hold formal parent conferences twice per year to review the progress of each individual student. They invite parents to participate in school activities regularly to help build a sense of community among their families, and they send monthly educational suggestions home with students by way of a bilingual newsletter (Spanish and English). Pre-K teachers in Hall County Schools also begin working with families and students during the early portion of the second semester on the transition to kindergarten in such ways as to gradually shorten nap or quiet time and teach students about expectations in kindergarten. Parent meetings are held toward the end of the Pre-K year to inform parents about the upcoming kindergarten year. In collaboration with Bright from the Start, Hall County Schools offers a six-week Pre-K Summer Transition Program for students who are transitioning from home to Pre-K and from Pre-K to kindergarten at Lyman Hall.</p> <p>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. 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. 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, Hall County 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>Hall County Schools has no Targeted Assisted Schools</p>
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Title I, Part A – Educational 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>There are currently 22 Title I schools in Hall County and there will be 21 in FY25. Two schools, Oakwood Elementary and McEver Elementary are closing, with students from those schools redistricted to Everwood Elementary School, which will also be a Schoolwide Title I school. The Title I program in Hall County is designed to provide instructional support to raise student achievement in the core content. The LEA has a clear and specific plan to use researched based instructional strategies to enable students who are below grade level to reach a level of proficiency. 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 creating differentiated learning environments so that students can reach proficiency and beyond. 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.</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 systematic instruction. Instruction will be based on data and teachers will regularly meet to discuss implementation of the program. To ensure there are no 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 schedules, existing personnel and resources to support the development of academic skills, including continuous regrouping. Class size reduction is also utilized in our Title I schools where there is an identified need. Reducing class size allows for more opportunities for individualized and small group instruction. Classroom management for both behavior and instructional differentiation are streamlined in smaller classrooms. With fewer students in the classrooms, teachers can be more intentional with the planning of the classroom differentiation. Specific differentiation strategies include: flexible grouping, ongoing assessments, and content differentiation.</p> <p>The district currently has one federally identified school:</p> <ul style="list-style-type: none"> ● CSI (Lowest Performing): Chicopee Woods Elementary (Year 2) <p>The system follows the guidelines as outlined by the state, which include a district plan of support, monthly district Continuous Improvement Team meetings, monthly school based CIT meetings at Chicopee Woods, quarterly walk-throughs, and professional learning based on identified needs.</p>
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Title I, Part A – Educational Programs

	<p>The Eagle Ranch School (local institution for Neglected or Delinquent Children) serves students in grades 4-11. As many of the students arriving at Eagle Ranch are behind academically for their grade level, Eagle Ranch offers an intensive middle school program specifically designed to assist students in achieving an on-grade level status. The school maintains a low student-to-teacher ratio as there is one teacher and one paraprofessional for every 12 students. In addition to the middle school program, the Director of Education also provides after-school tutorial assistance as well as specific remediation programs for the elementary school and high school students who attend public schools in our district.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>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 FY26, 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:ul 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 	<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 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 collaborate with local agencies to help our families gain access to other education, for example, Lanier Tech and WorkSource Georgia opportunities for OSYs.</p> <p>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</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>monthly with the parents and students for additional support and resources. These Migratory preschool students will also receive summer reading materials and instructional materials (Early Literacy and Numeracy), and will be followed up with the SSPs. Identified P3 and P4 students are served with the funded migratory SES personnel. OSY/DO students will be located (to the maximum extent feasible) and provided with resources such as materials that will help them learn English and make choices regarding careers and job opportunities. These services will be provided by the SSPs.</p> <p>Summer and academic instructional support services, as well as 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, and any additional tutoring requested or offered.</p> <p>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 support may include English lessons and referral to organizations for GED attainment if interested. In FY23, we started a partnership and collaboration with the Mexican Consulate, Migrant program, and Student Services Department. We plan to continue this in FY26.</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"> ● Implementation of the ASPIRE student IEP initiative, which empowers students to develop self-determination skills, participate in job shadowing experiences, and take an active role in their educational planning. ● Ongoing coaching and collaboration with the Georgia Vocational Rehabilitation Agency (GVRA) to evaluate students' job interests and skill sets. <p>Strategic efforts to improve attendance among students with disabilities and at-risk populations, reduce behavioral incidents, and increase course completion rates.</p> <ul style="list-style-type: none"> ● Integration of real-world learning experiences that support skill development and independence through Community-Based Instruction. Exposure to job tours and career pathways to support pathway completion and improve graduation outcomes for students with disabilities through Career and Technical Education (CTAE) ● Continued training and support for the development and completion of Georgia Alternate Assessment (GAA) portfolios. ● Professional Learning and Technical Assistance through data-driven needs assessments. <ul style="list-style-type: none"> ● High school special education coordinators and the transition specialist regularly review transition plans using research-based practices from the National Dropout Prevention Institute to ensure effectiveness and compliance. <ul style="list-style-type: none"> ● Commitment to providing the least restrictive environment (LRE) to the maximum extent appropriate, with co-teaching available and a full continuum of services. <ul style="list-style-type: none"> ● Strengthening family-school partnerships by linking engagement efforts to student learning, recognizing that educational success is a shared responsibility. <ul style="list-style-type: none"> ● Targeted literacy support for low-achieving students to build foundational skills essential for long-term academic achievement from early grades through post-secondary education. <ul style="list-style-type: none"> ● Assistive Technology Integration: Effective and individualized use of assistive technology to enhance academic outcomes and support graduation ● goals.
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IDEA Performance Goals:

	<ul style="list-style-type: none"> • Monthly sessions focused on key topics such as MindSet training, compliant IEP writing, effective IEP meetings, self-determination (ASPIRE), Wilson Reading, transition planning, assistive technology, visual supports, co-teaching, family communication, and community resources. Sessions will be offered in person, via video conferencing, and through Canvas, with recordings available for those unable to attend live. • Sessions will be conducted by Special Education Coordinators during school-based monthly department meetings and through district-wide offerings. Participation will be tracked via sign-in sheets, and training effectiveness will be monitored through IEP document reviews, meeting observations, classroom visits, and transition plan evaluations. <p>Early Intervention and Student Support process to identify at-risk students and provide targeted, data-informed interventions to support academic and behavioral success.</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.</p> <p>What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?</p> <p>Include: LEA procedures Services 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 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>Goal 2: Improve services for young children (3-5) with disabilities</p> <ul style="list-style-type: none"> • Comprehensive Child Find Process: The district has established an effective and well-structured Child Find process to actively identify and support preschool-aged children (ages 3–5) with potential disabilities. • Efficient Evaluation and Placement Procedures: Streamlined procedures are in place to ensure timely and accurate evaluations, eligibility determinations, and appropriate placement of young children in special education services. • Seamless Transitions from Pre-K to Elementary: Transition meetings are regularly conducted between Pre-K and elementary school teams to support smooth and developmentally appropriate shifts in educational settings. • Ongoing Coordination with Early Childhood Agencies: The district's preschool special education coordinator collaborates monthly with local early childhood agencies, including Babies Can't Wait, Ninth District Head Start, and others, to identify children in need of services. • Early Identification and Service Delivery: A strong early identification system is in place, providing services in a variety of settings—including in-home, private daycare centers, and SISU—based on individual student needs. The multidisciplinary service team includes special education teachers, paraprofessionals,
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IDEA Performance Goals:

	<p>therapists, psychologists, coordinators, clerical staff, and two part-time diagnosticians.</p> <ul style="list-style-type: none"> ● Family/ Community Collaboration: Active collaboration with families, pediatricians, and early intervention agencies (e.g., Head Start and local daycare centers) strengthens the Child Find process. Private school and homeschool representatives participate in annual informational sessions. ● Public Awareness and Outreach: Child Find and related services are promoted through the district website, social media, and parent liaison-led outreach. Monthly parent information sessions cover key topics such as IEP development, parental rights, visual supports, assistive technology, and Medicaid. ● Inclusive Early Intervention Services: A full continuum of early childhood services is offered, including comprehensive evaluations and direct instruction from specialized educators. Related services include: <ul style="list-style-type: none"> ● Speech and language therapy ● Occupational and physical therapy ● Transportation ● Instruction by teachers of the visually impaired or deaf/hard of hearing ● Audiological services ● Referrals to external support agencies <p>Inclusive Community Engagement: Partnerships with outside resource agencies provide additional expertise and help create inclusive opportunities for preschool-aged children with disabilities.</p>
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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?	<p>Goal 3: Improve provision of FAPE for students with disabilities</p> <ul style="list-style-type: none"> ● Collaboration among special education directors, coordinators, lead teachers, and related service providers is essential to supporting teacher understanding of IEP procedures and best practices. Special education (SpEd) teachers participate in monthly professional learning sessions led by SpEd coordinators, covering key topics such as Prior Written Notice (PWN), IEP documentation, measurable goals, service considerations, FAPE, eligibility procedures, instructional strategies,
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IDEA Performance Goals:

<p>Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>and least restrictive environment (LRE). Coordinators receive ongoing updates from the GaDOE, RESA, and district-level meetings and redeliver this information to teachers monthly. Additional training is provided through required Canvas compliance modules, district-wide PL days, pre-planning sessions, and summer workshops.</p> <ul style="list-style-type: none"> • IEP accommodations and modifications are communicated regularly to all teachers serving students with disabilities, including during new enrollments, IEP meetings, and amendments. The IEP team ensures that each student is placed in the least restrictive environment with access to the full continuum of services. Every two weeks, a district-wide list of IEP and eligibility meetings is generated, and coordinators review each plan in Infinite Campus for compliance. Non-compliant cases are flagged, and teachers receive individualized technical assistance. Classroom observations and reviews of progress monitoring data further ensure fidelity of instruction. Additional professional learning—such as training on transition planning, the Unique curriculum, and the Wilson Reading System—is provided through district offerings and GLRS. • Related service providers follow a similar support structure. The lead OT/PT conducts annual file reviews, peer evaluations, and targeted observations to ensure compliance and instructional quality. Professional learning is available through GLRS and various state and national organizations, funded through the special education budget. All services are delivered in accordance with IDEA, Georgia Department of Education regulations, and evidence-based best practices.
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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 submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Gaal 4: Improve compliance with state and federal laws and regulations to ensure compliant practices are maintained.</p> <ul style="list-style-type: none"> • The Special Education (SpEd) Data Compliance Specialist conducts regular internal audits and self-assessments, focusing on IEP reviews, procedural compliance, and delivery of targeted professional learning and technical assistance to administrators, SpEd teachers, related service providers, and support staff. • Monthly Zoom "Drive-In" sessions led by SpEd Coordinators, along with the SpEd New Teacher Academy held before the start of the school year, provide ongoing professional development and compliance training. These monitoring activities occur at least monthly, and the resulting data is analyzed by SpEd Directors and Coordinators, with an emphasis on meeting key deadlines such as timely and accurate data reporting, post-school outcomes, and compliance with federal indicators (e.g., Indicators 11 and 12 related to initial evaluations and Babies Can't Wait transitions).
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IDEA Performance Goals:

	<ul style="list-style-type: none">• To further strengthen compliance, the district collaborates with the Georgia Department of Education (GaDOE) and other state agencies for guidance and support. SpEd Directors and the Data Compliance Specialist regularly attend professional learning opportunities—such as trainings, webinars, and conferences—to stay current on legal and procedural updates and ensure district practices align with all applicable regulations.
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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>Overarching Need 1, Action Step 6</p> <p>Continue to provide students with the assistance of two college and Career Coordinators to provide ongoing college and career counseling which will include information on opportunities for financial aid as it relates to FASFA. The intended outcome is increased dual enrollment students, college credits earned, and an increase in graduation rates.</p> <p>Overarching Need 1, Action Step 4</p> <p>Create flexible and innovative learning opportunities that increase student achievement. The intended outcome is to develop and implement adaptable and creative learning opportunities that effectively boost student achievement and engagement.</p>
<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>Overarching Need 2, Action Step: 1</p> <p>Continue to focus on mental health and support for our most fragile learners with professional learning on adolescent mental health and trauma. The intended outcome is to support student mental health, academic success, school dropout prevention, reduction of exclusionary discipline practices, and trauma informed classroom management.</p> <p>Overarching Need 2, Action Step 3</p> <p>Continued implementation of Positive Behavioral Interventions and Support (PBIS) with the support of a PBIS Coordinator and PBIS Consultant to provide professional learning to schools. The intended outcome is increased student achievement and a reduction of exclusionary discipline practices.</p> <p>Overarching Need 2, Action Step: 5</p> <p>Continue to focus on mental health and support for our most fragile</p>

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)

	learners based on CNA data. Students will be supported by a Title IV Student Success Coach, MTSS Coordinator and MTSS Specialist(s). The intended outcome is to support student mental health, academic success, school dropout prevention, reduction of exclusionary discipline practices, and trauma informed classroom management.
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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	Overarching Need 1, Action Step: 9 Effective use of technology is supported with continued 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 and achievement.
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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	NA
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

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.	Ongoing consultation occurs through the website, surveys, and regularly scheduled meetings. Stakeholder meetings are held monthly and annually, during which progress on district improvement goals, interventions, and activities is discussed.
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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>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 2025-26 is to focus on District Mean Growth Percentile to meet the student achievement gap by meeting the needs of diverse learners.</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. 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.</p> <p>For FY26, 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 increased an average of 1.68%, with the highest gain being an increase of 7.62% and the lowest decreasing by 6.54%.</p> <p>EOC American Literature showed a 4.5% increase of students in the proficient level difference between SY2023 and SY2024.</p> <p>EOC Algebra showed a 3.82% increase of students in the proficient level difference between SY2023 and SY2024.</p> <p>EOG Fourth Grade ELA showed a 2% increase of students in the proficient level difference between SY2023 and SY2024.</p>

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

	<p>EOG Seventh Grade ELA showed a 5.9% decrease of students in the proficient level difference between SY2023 and SY2024.</p> <p>EOG Fifth Grade Science showed a 1.9% decrease of students in the proficient level difference between SY2023 and SY2024.</p> <p>EOG Eighth Grade Math showed a 1.7% decrease of students in the proficient level difference between SY2023 and SY2024.</p> <p>For SY24, the graduation rate remained the same for the district (87.9%), yet remains 2.2% higher than the state average.</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.</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>	<p>Equity Gap #2- School Climate Star Rating</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 #2, the equity intervention for the 2025-2026 school year focuses on enhancing tiered supports for behavior and resiliency skills to decrease behavioral incidents and improve school climate ratings. Hall County Schools District (HCSD) has added a part-time PBIS Secondary District Coordinator to continue supporting middle and high schools. The district has implemented a behavior universal screener to guide Tier I supports and identify behaviors requiring Tier 2 interventions. Interventions such as Check-In/Check-Out (CICO) and Daily Structured Group (DSG) are in place for students needing additional support.</p> <p>Regarding behavioral incidents, HCSD has observed a decline in in-school</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

	<p>suspension (ISS) and out-of-school suspension (OSS) days across PBIS schools. Many elementary PBIS schools report a high percentage of students with zero or one discipline incident during the last school year, with similar positive trends seen in secondary PBIS schools. System-wide, the majority of students experienced minimal discipline incidents, and a significant portion of PBIS schools outperformed the district average in this regard.</p> <p>PBIS implementation continues to expand with several schools newly adopting the framework. Most elementary schools and a growing number of secondary schools are trained in the SWPBIS framework. Additional schools have participated in tier 2 and classroom PBIS training. Walk-throughs and fidelity assessments have been completed at all PBIS schools to ensure quality implementation.</p> <p>Furthermore, the Sources of Strength curriculum has been widely adopted in elementary grades, and all secondary schools have conducted related campaigns.</p> <p>This year, the climate star rating is reinstated as a component of each school's CCRPI score. Overall, the district achieved an 86.74% Climate Star rating. This reflects the positive impact of ongoing equity interventions, such as the tiered behavior and resiliency supports highlighted in Equity Gap #2.</p> <p>Continuing these effective strategies will help maintain and build on the positive school climate reflected in the district's strong Climate Star rating.</p> <p>Overall, the intervention addressing Equity Gap #2 is effective, and HCSD plans to maintain the current activities and strategies to continue progress in behavior support and school climate improvement.</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	For FY26, there will be one school participating (Lanier Christian School). Lanier has two students that meet the requirement for Title I, Part A. The identified needs for these students are math and reading intervention strategies. Tutoring for math and reading will be implemented as well as additional resources for math and reading.
Title II, Part A	There will be no private school participating in FY26 based on ongoing consultation and feedback.
Title III, Part A	There will be no private school participating in FY26 based on ongoing consultation and feedback.
Title IV, Part A	There will be no private school participating in FY26 based on ongoing consultation and feedback.
Title IV, Part B	There will be no private school participating in FY26 based on ongoing consultation and feedback.
Title I, Part C	There will be no private school participating in FY26 based on ongoing consultation and feedback.
IDEA 611 and 619	There will be no private school participating in FY26, however the Special Education Department will continue to provide speech services via an ISP for students who are home schooled or parentally-placed in a private school from Proportionate Share fund.