



# School Improvement Plan 2019 - 2020



**Hall County  
East Hall High School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	East Hall High School
Team Lead	Dr. Renee Carey

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

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Creating, modeling, and maintaining a rigorous academic culture that promotes a growth mindset and high social expectations
Root Cause # 1	Negativity; not modeling a culture of thinking and learning; applicant pool; a need for continuity of school's mission
Goal	By the end of FY20, the Georgia School Personnel Survey reported through CCRPI will increase by a minimum of 3 points, and the climate single score will increase by a minimum of 2 points.

Action Step # 1

Action Step	Continue to improve PLC processes to promote instructional planning collaboration among faculty & staff
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Canvas-documentation of PLC work; administrative walk-throughs of PLC meetings
Position/Role Responsible	Administration; instructional staff
Timeline for Implementation	Weekly

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

Action Step	Instructional coach will provide instructional support and celebratory avenues in an effort to improve positivity and collaboration
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Weekly check of building monitors; meetings with admin and instructional coach
Position/Role Responsible	Instructional coach; administration
Timeline for Implementation	Weekly

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

Action Step	Job-embedded professional learning to promote teacher collective efficacy
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Professional learning sign-in; administrative walk-throughs; TKES evaluations; Self-Efficacy Survey (Schwarzer, Schmitz, & Daytner, 1999) administered quarterly
Position/Role Responsible	Instructional coach; administration
Timeline for Implementation	Weekly

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

Action Step	Provide parents with training and access to school's technology resources (Canvas; SLDS; Infinite Campus; Parent Institute links) in an effort to involve them in the learning processes and improve school climate.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Parent sign-in sheets for trainings; Continued communication with parents (Infinite Campus contact log)
Position/Role Responsible	Administration; Title I Coordinator; BLAST Team
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits,	
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Action Step # 4

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

Action Step	Continue to implement a peer observation plan using "learning walks" to coach instructional strategies among all teachers.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Peer walk feedback used in leadership meetings for improvement;
Position/Role Responsible	Administration; teacher leaders
Timeline for Implementation	Quarterly

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

Action Step	Use video for best practices (strategies, PLC collaboration, conferences, etc) throughout the building. Videos will be stored in an online repository for teacher access.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Video repository will be monitored for growth; Effectiveness measured by TKES walkthroughs and lesson plans (evidence of best practices should increase)
Position/Role Responsible	PLC leaders; administration
Timeline for Implementation	Weekly

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

Action Step	Establish a climate committee that creates and monitors ways to bring cohesiveness to the overall school identify and mission.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 7

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monthly Meeting Agenda, Sign-in sheets to monitor implementation; effectiveness will be measured by the climate score at the end of the FY
Position/Role Responsible	Climate committee; administration
Timeline for Implementation	Monthly

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

Action Step	Continue a strong focus on the Georgia Instructional Framework (Lesson Components) through structured presentation requirements such as a common "slide" and unified responsibility that promotes rigor.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson plans will document components of the instructional framework. TKES and peer walkthroughs will monitor effectiveness.
Position/Role Responsible	Administration/Faculty



Action Step # 8

Timeline for Implementation	Weekly
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What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Meeting the needs of ALL students/Closing the achievement gap for subgroups/Literacy for learning
Root Cause # 1	Ability to identify specific needs; instructional strategies; weak formative assessment process and differentiation best practices; literacy concerns
Goal	By the end of FY20, the CCRPI closing the gaps indicator score will increase by at least 5 percentage points, and the percent of students demonstrating at or above the midpoint of the Stretch Band Lexile Level will increase at least 3 percentage points.

Action Step # 1

Action Step	Math support classes, class size reduction (math), and Targeted Reading Remediation and Enrichment utilizing Read 180
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES; Read 180 data (Lexile growth); Math EOC scores & benchmarks
Position/Role Responsible	Administration; instructional staff
Timeline for Implementation	Weekly

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

Action Step	Provide after school hours tutoring for content courses and provide summer school for remediation and course credit recovery; Utilize paras as tutors for struggling students
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Tutoring schedules and student log-ins. Effectiveness determined by correlating attendance with course grades.
Position/Role Responsible	Faculty responsible for tutoring; summer school coordinator; Title I coordinator
Timeline for Implementation	Monthly

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

Action Step	Employ existing and new technology to expose students to 21st Century learning and to promote engagement; provide technology training for teachers.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES; BLAST team minutes; instructional coach logs; PL day agendas. Effectiveness measured by EOC scores, benchmarks, formative data, and feedback data from walkthroughs.
Position/Role Responsible	BLAST Team; Administration; Instructional Coach; teacher leaders
Timeline for Implementation	Monthly

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

Action Step	Ongoing data collection and analysis through effective standards-based formative assessment practices in content PLCs; Utilize formative assessment practices and data to provide individualized learning through differentiation.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC minutes; Canvas PLC sites; PLC data of students' mastery of standards; effectiveness measured through EOC scores and course post-tests or benchmarks.
Position/Role Responsible	Administration; instructional coach; PLC leaders; instructional staff

Action Step # 4

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

Action Step	SSIP Committee, Literacy Team, RTI personnel, etc will identify and monitor at-risk students and provide support in the form of professional learning in RBIS for teachers when needed.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Committee agendas & sign ins; Progress monitoring data and course grades for effectiveness
Position/Role Responsible	Literacy team; SSIP committee; administration; instructional staff
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in	
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Action Step # 5

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

Action Step	Provide opportunities for reading improvement in advisement offering independent reading time and reading choices (high interest for students) through class libraries or online formats. A school-wide reader response strategy will be implemented using journals during advisement and/or extended fourth period.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	advisement Canvas site; effectiveness monitored through Lexile growth and reader response rubrics.
Position/Role Responsible	Advisement teachers; fourth period teachers; administration
Timeline for Implementation	Weekly

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

Action Step	Create a literacy team that supports teachers in strategies through professional learning and peer observations and helps to progress monitor for student growth.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Peer observation feedback for literacy strategies; Lexile growth data (Lexia Rapid Results Screener).
Position/Role Responsible	Faculty; Literacy Team; Administration
Timeline for Implementation	Weekly

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

Action Step	Extensive professional learning focusing on the Georgia Common Core Standards for Literacy in Social Studies and Technical Subjects and research-based literacy strategies/best practices. In addition, provide instructional staff with a variety of professional learning books dedicated to literacy growth and best practices.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 8

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas and sign in sheets for professional learning sessions; Canvas blended learning courses will offer job-embedded support; peer feedback from walkthroughs; TKES walkthroughs and Admin walthroughs will monitor for effectiveness
Position/Role Responsible	Literacy Team; Leadership Team; Admin; all faculty
Timeline for Implementation	Weekly

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

Action Step	Professional learning including differentiation, interactive learning/collaboration, classroom management/supporting students, problem and project-based learning.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment



Action Step # 9

Method for Monitoring Implementation and Effectiveness	Agendas, sign-insheets, Canvas modules. TKES and peer walkthrough data will serve as a measure of effectiveness along with data from formative assessments and benchmarks.
Position/Role Responsible	Administration, instructional coach, faculty
Timeline for Implementation	Weekly

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

Action Step	Screen all students for Lexile Stretch Band levels three times per year to determine college and career readiness. Use data for differentiation and as a measure for effectiveness of literacy strategies.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Implementation in ELA courses; monitoring for effectiveness using data from screener in PLCs
Position/Role Responsible	Admin; PLC leaders; teachers
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	
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Action Step # 10

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Involving parents and encouraging their engagement in student learning
Root Cause # 1	Apathy of parents; time constraints of parents; negative interaction with parents; regular communication by staff
Goal	By the end of FY20, results of Georgia Parent Survey will increase by at least 3 points.

Action Step # 1

Action Step	Increase involvement with parents through scheduled meetings, Canvas, Remind, Facebook, Website, and other social media.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Parent communication documented in Infinite Campus; parent sign-ins
Position/Role Responsible	Teachers; administration
Timeline for Implementation	Weekly

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

Action Step	Provide staff with professional learning that targets parent engagement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign in sheets for PL attendance
Position/Role Responsible	Administration; instructional staff
Timeline for Implementation	Quarterly

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

Action Step	Positive communication with the home through Facebook, Twitter, Newsletter, Website, postcards, phone calls. Other communication may also include social/emotional concerns or sharing of community resources.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Social Media feeds; communication log
Position/Role Responsible	Instructional staff; counselors; parent liasion
Timeline for Implementation	Weekly

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

Action Step	Provide opportunities for parents to attend informational sessions. A parent night for each semester will be held for parent conferencing and informational sessions of choice. Seek interest in offering parents more supports such as language classes.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Parent sign-ins; agendas for meetings

Action Step # 4

Position/Role Responsible	Counselors; administration; staff
Timeline for Implementation	Monthly

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

Action Step	Establish and maintain an active parent/school council and informal meetings with administration.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas and sign-ins. Increase parent involvement measured by end of year survey and growth in attendance at monthly meetings.
Position/Role Responsible	Admin; Parent Involvement Committee
Timeline for Implementation	Weekly

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

Action Step	Advertise that parents can check student progress in our media center (with assistance) any time during the school day. All parent meetings will have support staff available to help parents log into school sites and software in an effort to support students academically.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign-in sheets
Position/Role Responsible	Media Center Staff; Parent liason; counselors
Timeline for Implementation	Weekly

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

Action Step	Increase communication with the East Hall Middle School community to promote a smooth and meaningful transition for upcoming ninth graders.Hold informational parent nights specifically for these students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 7

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas & sign-ins. Effectiveness measured by parent survey.
Position/Role Responsible	Counselors; Administration
Timeline for Implementation	Weekly

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

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Higher student achievement in content areas, more students with college and career readiness skills, and more rigorous teaching and learning (increasing proficient and distinguished percentages on EOCs)
Root Cause # 1	Student attendance; instructional processes; PLC work; formative data process; technology for collaboration; differentiation processes; literacy needs
Goal	By the end of FY20, the percent of students scoring proficient or distinguished on Georgia Milestones EOCs will increase by at least 3 percentage points.

Action Step # 1

Action Step	Continue to promote involvement in AP, Dual Enrollment, and pathway completion; Expose all students to post-secondary options and planning through advisement program and using You Science. Training for all staff in offerings will be administered.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Advisement lessons; pathway completion data; parent sign-ins to informational sessions on AP and Dual Enrollment. Effectiveness data include AP scores, pathway completion percentages, and dual enrollment credit percentages.
Position/Role Responsible	Counselors; advisors; CTAE staff; AP teachers and Coordinator
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	
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Action Step # 1

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

Action Step	Continue to emphasize PLC collaboration, research-based strategies including effective differentiation, self-directed learning strategies for students, and formative instructional processes with clear learning intentions (targets). PL offered when needed for these concepts.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Canvas PL evidence; PLC sign-ins and minutes; lesson plans should show evidence of RBIS, differentiation, and targets. Formative assessment data should be available through PLCs common assessments. Walkthrough data will measure effectiveness of implementation; Achievement data consulted for effectiveness=EOCs, benchmarks
Position/Role Responsible	Administration; PLC Leaders
Timeline for Implementation	Monthly

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

Action Step	Promote blended learning opportunities through Canvas in an effort to provide rigorous enrichment to courses.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Canvas
Position/Role Responsible	Teachers; Instructional Coach; BLAST Team
Timeline for Implementation	Weekly

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

Action Step	Foster collaboration between regular education, special education, and ESOL staff to ensure the success of subgroups. Professional learning in co-teaching models and strategies will be offered.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas & sign-ins. Effectiveness measured by subgroup progress (CCRPI), benchmarks and formative assessments
Position/Role Responsible	Teachers, SSIP, ESOL, Admin
Timeline for Implementation	Weekly

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

Action Step	Host a yearly college and career fair and mock interviews to promote college and career interest while creating an urgency in student motivation.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas and sign-ins, flyers for advertisement. Send survey to parents and students upon completion for effectiveness feedback.
Position/Role Responsible	CTAE; counselors
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	
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Action Step # 5

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

Action Step	Promote literacy for learning in all courses by providing high interest novels/reading materials of choice and utilizing literacy strategies such as literature circles and reader's theater.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitored through lesson plans and PLC instructional planning documents. EOC scores and benchmarks will be consulted for effectiveness
Position/Role Responsible	Admin, instructional coach, teachers
Timeline for Implementation	Weekly

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

3 Required Questions

Required Questions

<p><b>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</b></p>	<p>In February of 2019, an invitation was sent through email and posted in the Viking Weekly Update to all faculty and staff of EHHS seeking those individuals who had an interest in participating in the school improvement process. Any individual who expressed an interest was invited to participate. Our school-wide plan has been completed with the participation of individuals who will carry out the comprehensive school-wide/school improvement plan. Those people involved were the school principal, school assistant principals, school improvement team, EHHS parents and students, and other interested school staff members or community stakeholders. All stakeholders were involved by discussing and analyzing data trends over multiple years. Through discussions and meetings, decisions were made regarding plans for school improvement and budget allocations to assist with school improvement. A parent/stakeholder input meeting was held in May to seek community feedback.</p>
<p><b>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</b></p>	<p>Most EHHS teachers are Highly Qualified. We will have approximately 2 teachers participating in the Georgia TAPP Program for FY 20, and several others who are provisionally-certified and enrolled in a Georgia PSC-approved graduate program. In cases where long-term substitutes are required, the school will prioritize the identification of "highly qualified" long-term substitutes and appropriate notification will be sent to parents. Our system and schools closely monitor the HiQ status of teachers. Principals are informed and trained on the guidelines for HiQ. Schools are required to publish guidelines for parents about HiQ requirements. The county keeps a list of teachers who are not HiQ, and they require schools to submit a plan about how the non HiQ teacher is resolving that issue. Schools send out a letter informing parents when a teacher is not HiQ and copies of these are sent to the HCSS Central Office and filed. Our county is diligent about attempting to hire only HiQ teachers, but when one is hired who does not meet the standard, he or she is monitored and must meet all requirements to be HiQ to maintain the instructional position.</p>
<p><b>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be</b></p>	<p>Addressing the needs of struggling readers and literacy for learning is a strong focus at EHHS. The Read 180 Program helps to support students who have below grade-level Lexile scores. The advisement period promotes reading interest through silent sustained reading at least twice a week, and classroom libraries are strongly encouraged for all teachers, and the school maintains a selection of Lexile-labeled books for student needs. Math support classes provide struggling learners an extra level of instructional intervention. After-school tutoring is available for students who need additional support in</p>

<p><b>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</b></p>	<p>content classes. The math department utilizes additional resources such as those from Walsh Publishing and various software packages such as IXL. EHHS strongly supports and provides instructional technology and student access to technology in promoting 21st Century learning opportunities for struggling students and economically disadvantaged students who may not have access to electronic devices within the impoverished home. The school continues to focus on literacy, participating in several professional learning sessions recently (standards-based lessons, writing portfolios, establishing literature circles, unpacking standards-based learning targets) in an effort to improve reading and writing which remain observed weaknesses among the EHHS population. EHHS utilizes an instructional coach to provide job-embedded professional learning for teachers in an effort to improve instructional strategies and evidence-based practices. The daily advisement process offers students opportunities to work with a mentor in progress monitoring and achievement. Ongoing formative assessment practices are utilized in academic content instructional planning to drive instructional practices and differentiated learning opportunities. Data collection and analysis are research-based practices utilized by EHHS to identify and address the needs of the most academically at-risk students. Identified at-risk students transitioning from middle school are progress monitored through math and ELA classes, remediated with software packages (IXL) and other resources, and monitored by the graduation coach. The SSIP (Student Success Imagine the Possibilities) initiative also monitors 50 students at the tenth grade level who are identified as at-risk, provides mentoring, and implements strategies for success. A literacy team has been formed to progress-monitor students who are not reading at grade level.</p>
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<p><b>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</b></p>	<p>Not applicable--EHHS is a Title I Schoolwide Program</p>
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<p><b>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local</b></p>	<p>N/A</p>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>N/A</p>
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<p>6 If applicable, describe how the school 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 interest and skills.</p>	<p>For students entering the 9th grade at EHHS, the following transition procedures are implemented: 1) Parent registration meeting presented by the East Hall High Counselors on an evening in the spring prior to the year these students will attend EHHS; 2) Preview of students schedules when parents meet with high school advisors to go over the students schedule for the upcoming year; 3) High School CTAE teachers and students go to the middle school to talk to students in order to get them interested in a program pathway at the high school; 4) The ninth grade transitions coordinator will work with an English and math teacher advisor to remediate struggling students identified by EOG assessments. The program IXL will be used for remediation of standards and progress monitoring. These same students will meet with the graduation coach on a bi-weekly and/or as-needed basis.</p> <p>Students have the opportunity of participating in the Move on When Ready Program which allows enrollment in several local colleges and the technical college system. EHHS has an advisement program which assigns teacher mentors to every student. In a 25-minute a day class session, students will explore careers, interests, and aptitudes through You Science. The school also offers several field trips during the year to local colleges in an effort to expose students to the college environment. In addition, the CTAE program offers courses where students can gain professional certifications in career-related skills.</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>The faculty, staff, and administration at EHHS strongly supports a program that maintains a learning environment conducive to effective instruction; thus, placing students outside the classroom environment is not considered an effective discipline practice. The discipline process, outlined in the faculty handbook, strongly urges instructors to follow a cycle for discipline which includes warnings, discussions with the student, and phone calls to a parent or guardian. Classroom management and procedure is an ongoing professional learning topic, and the instructional coach offers embedded-classroom support in helping teachers maintain supportive classroom structure. The job-embedded professional learning will focus on the effects of positive discipline approaches on subgroups. The focus on building relationships with students is also an ongoing practice initiated to ensure a caring atmosphere conducive to learning.</p>
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ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan

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