School Improvement Plan
2020 - 2021

Hall County
East Hall High School

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SCHOOL IMPROVEMENT PLAN

</div>

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)	
✓	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

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

2. SCHOOL IMPROVEMENT GOALS

2.1 OverarchingNeed # 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 FY21, 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

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)?	

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, 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 # 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
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, 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 # 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

Action Step # 4

Subgroups	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, 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	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

Action Step # 5

Timeline for Implementation	Quarterly

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 # 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; admininistration
Timeline for Implementation	Weekly

Action Step # 6

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 # 7

Action Step	Continue the work of the climate committee creating and moniiting strategies that 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
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, 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 # 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
Timeline for Implementation	Weekly

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 # 9

Action Step	Begin the Positive Behavior Intervention Support (P.B.I.S.) initiative.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 9

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign in sheets for meetings Agendas for meetings Evidence of activities
Position/Role Responsible	Administration Climate Committee
Timeline for Implementation	Monthly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Meeting the literacy and learning needs of ALL students and closing the achievement gap for subgroups.
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 FY21, 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 model (math, ELA, & science), 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, science, & ELA EOC scores & benchmarks
Position/Role Responsible	Administration; instructional staff
Timeline for Implementation	Weekly

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 # 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, 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 # 3

Action Step	Provide technology devices to expose students to blended learning strategies and to promote the virtual learning needs of all students.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Subgroups	N/A
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, 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 # 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

Action Step # 4

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
Timeline for Implementation	Weekly

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	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

Action Step # 5

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 # 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

Action Step # 6

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 # 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, 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 # 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 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, 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 # 9

Action Step # 9

Action Step	Professional learning including differentiation, interactive learning/collaboration, classroom management/supporting students, problem and project-based learning, wellness, and effective instructional technology strategies.
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
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, 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 # 10

Action Step	Provide screening for 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

Action Step # 10

Subgroups	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, 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 # 11

Action Step	Utilize IXL software as an intervention for ELA and math courses; Collect formative standards-based assessment data through software capabilities such as USA Test prep.
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	PLC data

Action Step # 11

Position/Role Responsible	PLC Leaders and Administration
Timeline for Implementation	Weekly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 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; anxiety levels during COVID 19 pandemic
Goal	By the end of FY21, results of Georgia Parent Survey will increase by at least 3 points.

Action Step # 1

Action Step	Increase involvement with parents through scheduled meetings, Zoom, 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, 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 # 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, 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 # 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

Action Step # 3

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	Social Media feeds; communication log
Position/Role Responsible	Instructional staff; counselors; parent liasion
Timeline for Implementation	Weekly

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 # 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. The COVID 19 pandemic may dictate virtual meetings at this time. 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

Action Step # 4

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Parent sign-ins; agendas for meetings
Position/Role Responsible	Counselors; administration; staff
Timeline for Implementation	Monthly

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	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

Action Step # 5

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 # 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, 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 # 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
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, 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)?	

2. SCHOOL IMPROVEMENT GOALS

2.4 OverarchingNeed # 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 and virtual learning; differentiation processes; literacy needs
Goal	By the end of FY21, 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

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)?	

Action Step # 2

Action Step	Continue to emphasize PLC collaboration, research-based strategies including effective differentiation, self-directed learning strategies for students, blended learning strategies, 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

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)?	

Action Step # 3

Action Step	Promote blended learning opportunities through Canvas in an effort to provide rigorous enrichment to courses. Canvas courses will serve as evidence of effective instructional planning.
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, 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 # 3

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 # 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 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, 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	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, 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 # 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

Action Step # 6

Subgroups	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, 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)?	