Comprehensive Needs Assessment
2021 - 2022 School Report

Hall County
East Hall High School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Assistant Principal	Renee Carey
Team Member # 2	Math Department Chair	Megan Little
Team Member # 3	Science Department Chair	Elizabeth Hinton
Team Member # 4	Social Studies Department Chair	Sylvia Puckett
Team Member # 5	Fine Arts Department Representative	Whitney Rylee
Team Member # 6	Special Education Department Chair	Deborah Juhan
Team Member # 7	Work-Based Learning Representative	Kami Kovach

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Media Center Representative	Amanda Hall
Team Member # 2	ESOL Lead Teacher	Katie Martin
Team Member # 3	ELA Department Chair	Mark Anthony
Team Member # 4	Guidance Counselor	McKenzie Jackson
Team Member # 5	Instructional Coaches	John Hardison & Katie Buffington
Team Member # 6	CTAE Representative	Matt Turner
Team Member # 7	PE Department Chair	Zeb Lackey
Team Member # 8	EPICC Coordinator	Daniel Stainback
Team Member # 9	Principal	Jeff Cooper
Team Member # 10	Assistant Principal	Micah Hoyt

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Law Enforcement	Chris Alford
Stakeholder # 2	Parent/Community Volunteer (Banking Industry)	Sandy Salyers
Stakeholder # 3	Ministry	Clint Fair
Stakeholder # 4	Retired Teacher	Joyce Tharpe
Stakeholder # 5	Student Representative	Fatima Vazquez
Stakeholder # 6	Student Representative	Bridget Perez
Stakeholder # 7	Student Representative	Blanca Garcia
Stakeholder # 8		

How will the team ensure that stakeholders, and in particar parents and/or guardians, were able to provide meaningf input into the needs assessment process?	The school improvement team at East Hall High School consists of the entire administrative staff, leadership team, counseling department, learning commons, instructional staff representatives, parents, community members, and students. A general invitation to join the team was sent by email to all faculty and staff. Volunteers were placed on differing committees for the Georgia continuous improvement cycle. Each committee was assigned a leader who will be responsible for meetings and action steps throughout the year. Every meeting of the team is announced in advance in the Viking Weekly Update and through email reminders. All faculty and staff are invited to attend the meetings at all times. Each team member or stakeholder will be invited to meetings and encouraged to participate through the committees. The team will be utilizing Canvas, the district's learning management system, as a vessel for communication and data storage. The Canvas site can be accessed at any time of day electronically and will contain all data and pertinent documentation of meetings, progress, and evaluation.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards	✓
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	✓
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	✓
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Coherent Instruction Data

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	✓
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	✓
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	✓
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	✓
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Coherent Instruction Data

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	✓
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	✓
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	✓
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	✓
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	✓
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	✓
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	✓
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	✓
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	✓
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	✓
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	✓
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, blying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	CNA Stakeholder Survey for Parents, Teachers, and Students Student Health Survey Parent Engagement Survey EHHS Work Environment Satisfaction Survey EHHS Employee Exit Survey Canvas Feedback Survey for Parents, Teachers, & Students

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	The perception trends at EHHS are found in data consisting of various surveys and feedback. We acknowledge that perception during the 2021-2022 school year could be somewhat skewed due to the many hardships of the COVID-19 pandemic. Family and community engagement was significantly increased during the 19-20 year with two major parent nights that attracted over 50 participants each; however, this could not be reenacted for the 2020-21 year due to COVID-19 restrictions. We did hold Zoom meetings throughout the year, but attendance was not good due to our community struggle with internet connections in family homes. Communication continues to be a problem among our stakeholders; however, the parent survey does indicate that e-mail and text messages provide the best means of communication for school events which tends to be our mostly utilized form of communication. We do have community partnerships with local colleges, technical schools, businesses and support organizations; thus, this trend needs to continue in an effort to help and support our students and families. While we have successful parent involvement trends among our students who are involved in athletics and performing arts, we must continue to strive in reaching other populations. The perception of supportive learning environment trends and patterns include a necessity to have more consistent expectations in classroom management, to establish more positive social and academic norms, to identify and provide support for mental health needs, and to continue improving community involvement. Trends and patterns in school leadership show positive direction in promoting leadership in the school, ongoing PLC development, and addressing the general needs of faculty and staff. Support in continuing current processes is evident; however, the processes may need to be more closely monitored. The work satisfaction survey showed a need to build better relationships among all administration, faculty, staff, and students while having a better recognition system in place to reward expected behaviors among all groups. During the Covid-19 school closures in the spring of 2020, instruction was attempted through the district learning management system, Canvas. Upon returning to school in the fall of 2020, teachers worked with quarantined

students and families who chose an online delivery model through Canvas. The school created a common home page that would help parents and students find information for classes easily; however, 20% of students reported that assignments in the courses became hard to find by date and clear directions were not always provided. 84% of students reported that their teacher organized the course so that they could understand and learn from the content; however, the rigor of assignments was reportedly not intellectually stimulating by 34% of students and only 68% reported that the content of the online course provided ways for reflection and analysis of content. Only 31 parents responded to the Canvas feedback survey, and they reported that most Canvas courses were user friendly (80%) while 64% of parent respondents found the EHHS home page provided consistency to support student learning. According to these parents, the most effective component provided by teachers was daily instructions on how to complete assignments.

The EHHS climate score dropped in FY18 and has remained below state average since that time. The Comprehensive Needs Assessment Survey completed by parents, students, and faculty/staff provided 83 responses which is a considerable increase over past years. The survey indicated that at least 71% of parents felt that EHHS created an effective learning environment and over 70% felt that the school established a culture of trust and respect that promotes positive interactions and a sense of community.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	PLC Self-Assessment PLC Documents (provided as evidence of instructional planning) Advanced Programs Data Special Populations Data

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	Important trends and patterns noted in the coherent instructional systems are the collaborative processes of the EHHS faculty involving instructional planning, delivery, and progress monitoring. It is evident that policies and procedures need to be communicated and the staff needs training on best practices such as utilizing standards-based learning targets, formative assessments, and standards-based grading. Leadership is needed to provide constructive feedback during collaborative sessions and support in helping the faculty reach the standards needed for effective quality instruction. A focus on data analysis for differentiated instruction is an identified need in an effort to support low achievement and to support more enrichment to move proficient learners into the distinguished category. Another identified need is a more rigorous approach to classroom instruction, creating more college and career-ready students. A need for more Tier II interventions is evident along with faculty training in identifying and meeting needs at Tier 1. Qualifying students have access to SPED, 504s, ELL, and RTI. The CTAE Department at EHHS has a participation average higher than the state average. The gifted population is below state average; however, the school offers AP and

	Honor's courses for appropriate enrichment. The district has an accessible alternative school and EHHS partners with local colleges in offering dual enrollment opportunities to qualifying students. A credit recovery program is available through E2020 and LCCA. During the 2020-21 SY, EHHS offered after school tutoring as an in-person and virtual model (Zoom) in all academic courses. A Saturday school was implemented in the spring to help with achievement gaps and credit recover. Approximately 40 students participated in the three-week Saturday school.

What achievement data did you use?	Georgia Milestones End of Course Assessment Data School Grade Reports (Infinite Campus) CCRPI Data ACT Scores ACCESS Scores Advanced Placement Scores Dual Enrollment Data Lexia Data (Reading)

What does your achievement data tell you?	Historically, East Hall High School's graduation rate is above state average. The 2021 graduating class held 263 students which was a record high for the school. Unfortunately, EOC scores continue to indicate a low number of students in the distinguished achievement category indicating a need for more rigorous instruction and differentiation for higher-level learning. While the FY19 EOC data shows a slight increase in moving SWD students and ELL students into the developing and proficient categories, the inevitable achievement gaps for instructional lapses due to COVID 19 are yet to be discovered although they are anticipated. EOC tests were cancelled in 2020 due to the pandemic, so no data is available. The initial results of the 2021 EOCs continues to show very few students in the distinguished categories (1% American Lit; 4% Biology; 2% U.S. History; 0% in Coordinate Algebra). Coordinate Algebra has the largest group of beginning learners at 55% while the other EOC courses also illustrate a need for closing the achievement gap for struggling learners (American Lit. 34%, Biology 40% and US History 30% beginning learner groups). ACCESS scores for FY19 indicated band movement for 39 students, FY20 data indicated movement of 64 students, and FY21 data indicated band movement of 66 students. Also, in FY21, EHHS had 21 students who exited EL services which is a record high for the school. We applaud this growth in our student language proficiency. Speaking remains the lowest achievement area domain on the ACCESS while listening is the highest. Literacy remains a strong initiative at EHHS with 57% of students having a 70% Reading Success Probability (RSP) of reaching grade level success. Average ACT scores have remained slightly below average nationally, state and district-wide. Virtual learning was a delivery option of choice for the 2020-21 school year due to the global pandemic. Unfortunately, virtual learning did not produce good results for EHHS students. Among the 178 students who chose the virtual delivery model, 20% of them failed all seven courses while only 9% passed all seven. This will create achievement gaps among our population. Our ELL and SPED population will need significant remediation

	in most academic courses. EOC results were dismal in regard to these groups. 95% of the ELL students who took the American Lit EOC scored at the beginning level while 73% of the SPED students scored at the beginning level. Coordinate Algebra also shows a significant need for both of these subgroups (SPED 79% beginning level and ELL 85% beginning level). Literacy continues to be a concern with only 57% of the population predicted to reach grade level reading comprehension by the end of the year (spring Lexia screener). Dual enrollment continues to be advantageous in helping EHHS students gain college credit at a limited cost to our families. SY2020 showed a significant increase in AP scores with 60% of total AP students scoring a 3 or above; however, the pandemic testing year was unlike others and the tests may not have produced comparable results as in years past. Pathway completion is also an area of growth at EHHS.

What demographic data did you use?	GOSA; EHHS Registration Documents; Infinite Campus

What does the demographic data tell you?	Economically Disadvantaged, Hispanic student population, and English Learners all rank higher than the state average at EHHS. This trend is significant in identifying the needs of the students, teachers, and leaders of the school. The EHHS team will need support and interventions to help the student population prepare for college and career readiness. Many of our families do not have technology within the homes to help students with learning or to help parents with communication. In addition, it is difficult for parents to attend school functions due to transportation or work schedules. The COVID 19 pandemic of the 2019-2020 school year revealed many homes without internet connection which was crucial to communication at the time. Extra efforts were in effect in utilizing phone communication through our parent liaison and paras; however, parent involvement suffered due to COVID restrictions. In comparison to other schools within the system, EHHS will face significantly more challenges in an effort to raise the level of achievement among its students.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Important trends and patterns noted in the coherent instructional systems are the collaborative processes of the EHHS faculty involving instructional planning, delivery, and progress monitoring. EHHS teachers embraced the use of IXL as a progress monitoring tool during the 2020-21 year. During FY20 and FY21, the instructional staff concentrated on literacy utilizing Lexia Software as a literacy screener. Leadership is needed to provide constructive feedback during collaborative sessions and support in helping the faculty reach the standards needed for effective quality instruction. It is also noted that leadership should focus on school improvement driven by teacher input. A focus on data analysis for differentiated instruction is an identified need in an effort to support low achievement and to support more enrichment to move proficient learners into the distinguished category. Another identified need is a more rigorous approach to classroom instruction, creating more college and career-ready students. In addition, to better support our subgroups, continued support and training is needed in the area of co-teaching and ELL instruction. A strong focus on lesson components is needed to emphasize the importance of activating strategies and summary of lessons. Feedback about the district's learning management system, Canvas, revealed a need to continue making the product more user-friendly and more of a support for learning since the next school year would be a complete in-person delivery model. The school will be converting to an A-B modified block schedule next year; thus, professional development and support will be needed as teachers adjust to longer instructional sessions.
Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Trends and patterns in school leadership show positive direction in promoting leadership in the school. More leadership opportunities have generated throughout the school, and a healthy enthusiasm for leading is evident as we have several interested in joining teacher leader and growing leader initiatives. In addition, teacher leaders were chosen to lead professional development as a leadership growth opportunity this year. In the fall of 2020, our Blast team led staff development in virtual and blended learning as we planned for anticipated absences and school closings during the pandemic. Throughout the year, we offered blended learning strategy workshops after school for teachers utilizing staff to present projects and ideas. The necessity to meet the needs of the whole child led to the initiation of the PBIS intervention for the

Strengths and Challenges Based on Trends and Patterns

	2020-21 year, and a student leadership academy will be enacted during the summer months to help develop leadership skills among students. Processes at EHHS are going well, but it is noted that monitoring could be increased for better effectiveness.

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The teacher mentor program is a positive trend in supporting teachers. Establishing a solid foundation including accountability and follow-ups is a positive trend; thus, using our instructional coach for job embedded PL and follow up coaching will continue to be a strong focus during the next school year. We also need to work on creative ways to attract and align prospective teachers to EHHS. During the 2020-21 SY, the school had a strong focus on blended learning due to the pandemic as absences and closings were predicted. The PLC processes are emerging at EHHS; however, we must continue to seek a collection of consistent and timely evaluation data to make instructional decisions. In serving whole child needs, EHHS will focus on offering training for research-based tiered interventions. SY21 will be the implementation year for PBIS in an effort to support teachers and students in a safe environment focused on positive reinforcement for expectations.

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The trends at EHHS for family and community engagement were progressing until the recent COVID 19 pandemic eliminated in-house parent meetings. While school representatives attempted using Zoom for parent meetings, the sessions were poorly attended. Many families in our community do not have internet services. On a positive note, we have community partnerships with local colleges, technical schools, businesses and support organizations; thus, this trend needs to continue in an effort to help and support our students and families. While we have successful parent involvement trends among our students who are involved in athletics and performing arts, we must continue to strive in reaching other populations. A strong focus will be placed on community involvement and community service for the upcoming year.

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The supportive learning environment trends and patterns include a necessity to have more consistent expectations in classroom management, to establish more positive social and academic norms, and to improve parent involvement. In support of identifying student needs, we focus strongly on PLC meetings to distinguish academic weaknesses that need differentiation. Our teachers are supported through professional learning, collaboration, and through our full time instructional coach. The needs of our leaders are supported through district initiatives and professional learning with other administrators throughout the district. This year, a team was developed to initiate and train for the implementation year of PBIS. We will also devote attention to creating multiple tiers of supports for EHHS students in the upcoming years.

Strengths and Challenges Based on Trends and Patterns

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Economically Disadvantaged, Hispanic student population, and English Learners at EHHS all rank higher than the state average. This trend is significant in identifying the needs of the students, teachers, and leaders of the school. The EHHS team will need support and interventions to help the student population prepare for college and career readiness. In comparison to other schools, EHHS will face significantly more challenges in an effort to raise the level of achievement among its students.

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	While the EHHS graduation rate is improving, EOC scores indicate low numbers in the distinguished achievement category; thus, indicating a need for more rigorous instruction. The low achievement of certain subgroups indicates a need for rigorous data collection and analysis in an effort to differentiate instruction for learning needs. In a focused effort to meet the needs of all learners, EHHS leaders and teachers will continue to need support in how to help students achieve while facing demographic and financial hardships. In addition, ELL and SWD subgroups need unlimited continued support for student success. The recent school closures due to the COVID 19 pandemic affected student achievement negatively. The virtual learning model was not successful at EHHS, and many students will have learning gaps as they return to school in the fall of 2021. Students will also need support socially and emotionally as they face academic challenges.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	Our ELL instructional staff has increased tremendously as we now have approximately 16 EL-endorsed teachers in our building. This helps to increase the segments for services offered to each individual student. A record high of 21 students exited the program this year. Our instructional coach helps to provide support for teachers which helps all subgroups. Our staff embraced blended learning strategies this year which helped to support all learners. EHHS was able to provide all students with a Chromebook which made the school 1:1. Students have the benefit of having their own Chromebook to use at home for assignments regardless of economic situation. Economically disadvantaged children have the availability of meals, technology, counseling, and other needs.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

> **Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.**

Challenges	Our special education population is growing significantly. A recent turnover in the department and the implementation of several new positions will create more of a support need for these instructors. A high percentage of special education students continue to represent the beginning learner category among EOC participants. While the ELL population did well on the ACCESS test with English proficiency, they are highly represented as beginning learners in our EOC courses as well. Our challenge will be to continue building on the motivational attitudes in all programs. Our special education co-teachers will be challenged with providing a larger quantity of research-based strategies through multiple tiers of support. Struggling teachers will be charged with making better instructional and classroom management decisions. Implementation of the PBIS initiative will be challenging and timely for the upcoming year. The ELL program teachers will work closely with PLCs and classroom teachers in an effort to model EL strategies for student success. Literacy is a concern with over 250 students reading below grade level. Continued gaps in learning will be a challenge following a pandemic year.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Create a more positive and productive school-wide climate and culture
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Continuity in the mission of the school team-focused staff Communication and Relationshp-Building

Overarching Need # 2

Overarching Need	Increase student progress success and achievement growth
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	Subgroup movement into proficient and distinguished categories of EOCs Over 250 students reading below grade level (urgent need) The COVID 19 Pandemic created learning gaps

Overarching Need # 3

Overarching Need	Increase in parent and community engagement with a focus on service involvement
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Due to the COVID 19 pandemic of SY20, a strong emphasis is needed to involve parents in urgent communication and involvement. Creating an atmosphere conducive to lowering anxiety over the wellness of students and families is at a high level of need

Overarching Need # 4

Overarching Need	Meeting the needs of the whole child
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	MTSS Interventions Needed Social and Emotional Learning Mental Health

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Create a more positive and productive school-wide climate and culture

Root Cause # 1

Root Causes to be Addressed	Negativity; Consistency/accountability of staff; Need for school leadership (students and teachers); Recognitions and acknowledgements needed for staff and students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	x

Overarching Need - Increase student progress success and achievement growth

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Ability to identify specific needs; instructional strategies; assessment processes; literacy concerns; more engaged learning; student conferencing and self-directed learning
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	x

Overarching Need - Increase in parent and community engagement with a focus on service involvement

Root Cause # 1

Root Causes to be Addressed	Time constraints of parents; Negative interaction with parents; Regular communication by staff (especially positive); Anxiety levels created by recent pandemic; Community involvement as service oriented
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Root Cause # 1

Impacted Programs	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Title IV, Part A - Student Support and Academic Enrichment
	Others :

Additional Responses	x

Overarching Need - Meeting the needs of the whole child

Root Cause # 1

Root Causes to be Addressed	Mental health needs awareness; Need personalized mentoring for all students; Need for more student support (social, emotional, & academic); Staff training in appropriate interventions
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education
	School and District Effectiveness
	Title I - Part A - Improving Academic Achievement of Disadvantaged
	Title I, Part A - Foster Care Program
	Title I, Part A - Parent and Family Engagement Program
	Title I, Part C - Education of Migratory Children
	Title I, Part D - Programs for Neglected or Delinquent Children
	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders
	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Title IV, Part A - Student Support and Academic Enrichment
	Others :

Additional Responses	x

School Improvement Plan
2021 - 2022

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)	
✓	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 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Create a more positive and productive school-wide climate and culture
Root Cause # 1	Negativity; Consistency/accountability of staff; Need for school leadership (students and teachers); Recognitions and acknowledgements needed for staff and students
Goal	By the end of FY23, 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	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 Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign in sheets for meetings Agendas for meetings Evidence of PBIS Activities
Position/Role Responsible	Administration PBIS Committee
Timeline for Implementation	Monthly

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)?	PBIS Rewards

Action Step # 2

Action Step	Monthly faculty meetings to address suggestions, share information, and make significant acknowledgements about faculty staff.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Faculty/Staff Sign-Ins Feedback Forms
Position/Role Responsible	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)?	x

Action Step # 3

Action Step	Implement a virtual "suggestion box" for teacher and student input for administration.
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 and Effectiveness	Spreadsheet from Google Form
Position/Role Responsible	Teachers Students 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)?	x

Action Step # 4

Action Step	Implement a system of acknowledgements that includes thank you notes and positive interaction between teachers and students and teachers and parents.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Contact Logs
Position/Role Responsible	Teachers Students
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)?	x

Action Step # 5

Action Step	Teachers will implement student course surveys periodically throughout the year (quarterly) to determine student needs and give them a voice in classroom practices.
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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Teacher Course Survey Data
Position/Role Responsible	Teachers

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)?	x

Action Step # 6

Action Step	Implement quarterly grade-level meetings (PBIS Rallies) to promote engagement, information sharing, and acknowledgements.
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 and Effectiveness	School Calendar/VWU (Implementation) Student Feedback Surveys
Position/Role Responsible	PBIS Committee Administration
Timeline for Implementation	Quarterly

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)?	x

Action Step # 7

Action Step	Continue "SHIELD" time to include character building, mental health awareness, school safety & procedures, daily school messages, and schoolwide recognitions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SHIELD Canvas Course
Position/Role Responsible	Administration Instructional Coach Guidance 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)?	x

Action Step # 8

Action Step	Monitor safety and security by having a system of accountability for locked exterior doors. Increase understanding of safety procedures among students and teachers by offering reminders in the Viking Weekly Update and in the SHIELD course.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data Monitoring Form SHIELD Course Viking Weekly Update
Position/Role Responsible	All teachers and staff Administration Students
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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student progress success and achievement growth
Root Cause # 1	Ability to identify specific needs; instructional strategies; assessment processes; literacy concerns; more engaged learning; student conferencing and self-directed learning
Goal	By the end of FY23, the percent of students scoring proficient or distinguished on Georgia Milestones EOCs will increase by at least 3 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 in needed courses, and targeted reading remediation.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Read 180 data (Lexile growth); Course growth data (IXL, CBAs, Formative Assessments)
Position/Role Responsible	Administration 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)?	x

Action Step # 2

Action Step	Provide after school hours tutoring for content courses and provide summer school for remediation and course credit recovery.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation 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)?	x

Action Step # 3

Action Step	Provide technology devices to expose students to blended learning strategies and to promote access to resources for the needs of all students.
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

Action Step # 3

Systems	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)?	x

Action Step # 4

Action Step	Ongoing data collection and analysis through effective standards-based formative assessment practices in content PLCs for effective tier 1 and tier 2 instruction; Utilize formative assessment practices and data to provide individualized 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
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
Timeline for Implementation	Weekly

Action Step # 4

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	Provide and monitor teacher professional learning on research-based practices and interventions. Support teachers by providing substitutes for class coverage during trainings, and when possible, provide stipends for teachers who attend trainings after hours or during summer months. Provide contracted services for professional learning when available and appropriate.
Funding Sources	Title I, Part A Title II, 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	TKES Data Walkthrough Data
Position/Role Responsible	Administration Instructional Coach Teacher Leaders
Timeline for Implementation	Monthly

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	Continue learning walks to monitor lesson components, literacy strategies, effective instruction, and other pertinent components to improve instructional delivery.
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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data from Learning Walks
Position/Role Responsible	Leadership Team 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 # 7

Action Step	Provide screening with purchased software 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 Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
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 # 8

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

Action Step # 8

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC data
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)?	

Action Step # 9

Action Step	Continue to emphasize PLC collaboration, research-based strategies including effective differentiation, monitoring and implementing effective interventions, 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 I, Part A Title II, Part A
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 and Effectiveness	PLC Agendas and Sign Ins Lesson Plan Evidence
Position/Role Responsible	Teachers Administration

Action Step # 9

Position/Role Responsible	PLC Leaders
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	Continue to implement and monitor the use of a common daily agenda slide by teachers schoolwide. This slide includes the Georgia Instructional Framework (Activating Strategy, Mini Lesson, Work Session, and Summary). Monitor this practice for quality and compliance.
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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Learning Walk Data TKES Data Lesson Plans
Position/Role Responsible	Administration Teacher
Timeline for Implementation	Weekly

Action Step # 10

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	Provide instructional coach for job-embedded professional learning and support for teachers.
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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Instructional Coach Time Logs TKES Evaluations Learning Walks
Position/Role Responsible	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 # 12

Action Step	Implement and support teachers in utilizing literacy conferences with students so that students can become more self-directed learners in identifying their own needs for academic reading practices.
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 and Effectiveness	Literacy Conference Template and Log
Position/Role Responsible	Administration Instructional Coach PLCs
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 # 13

Action Step	Provide a designated intervention teacher for identified students with achievement gaps.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 13

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	MTSS Logs
Position/Role Responsible	Administration Intervention Teacher
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 # 14

Action Step	Continue to focus on literacy strategies in all courses emphasizing the common core standards. Learning walks and professional learning will be provided for monitoring and support.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 14

Method for Monitoring Implementation and Effectiveness	Learning Walk Data PL Agendas and Sign Ins Teacher Lesson Plans
Position/Role Responsible	Administration 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)?	

Action Step # 15

Action Step	Support student learning with needed supplies and supplemental books beyond the foundational curriculum.
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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Course Grades
Position/Role Responsible	Teachers Administration
Timeline for Implementation	Quarterly

Action Step # 15

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 # 16

Action Step	The utilization and employment of paraprofessionals to increase student achievement will be incorporated to enhance instructional practices.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Paraprofessional work schedule Infinite Campus Grades
Position/Role Responsible	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 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase in parent and community engagement with a focus on service involvement
Root Cause # 1	Time constraints of parents; Negative interaction with parents; Regular communication by staff (especially positive); Anxiety levels created by recent pandemic; Community involvement as service oriented
Goal	By the end of FY23, results of Georgia Parent Survey will increase by at least 3 points and the CNA Data Collection Analysis Survey will illustrate at least a 2% increase in standard 1 for the Family and Community Engagement School Improvement System.

Action Step # 1

Action Step	Increase involvement with parents through scheduled meetings, Zoom, Canvas, Remind, Facebook, Website, and other social media.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
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

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	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
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 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	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 each month. A parent night for each semester will be held for parent conferencing and informational sessions of choice. A parent library is available as support and books/pamphlets are offered as resources.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 4

Subgroups	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	Parent sign-ins; agendas for meetings; parent feedback forms
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	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
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.

Action Step # 5

Position/Role Responsible	Admin; Parent Involvement Committee
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	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	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
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

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	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
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)?	

Action Step # 8

Action Step	Implement information tables/booths for parents at extracurricular events.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Parent Sign Ins Parent Feedback Forms
Position/Role Responsible	Administration Community Involvement 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)?	

Action Step # 9

Action Step	Implement a community outreach group that visits nearby communities (churches, ballparks, neighborhoods, etc).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 9

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Outreach Log Parent Feedback
Position/Role Responsible	Parent Involvement 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)?	Community churches; community centers

Action Step # 10

Action Step	Form student community service groups through athletics/clubs and host community events such as health fairs and potluck dinners.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Viking Weekly Update Parent Feedback
Position/Role Responsible	Club Sponsors Student Council
Timeline for Implementation	Monthly

Action Step # 10

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 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Meeting the needs of the whole child
Root Cause # 1	Mental health needs awareness; Need personalized mentoring for all students; Need for more student support (social, emotional, & academic); Staff training in appropriate interventions
Goal	By the end of FY23, the CCRPI closing the gaps indicator score will increase by at least 5 percentage points, and the Georgia Student Health Survey will reveal at least a 2% increase in positive responses for each indicator.

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 academic counseling and using You Science.
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 and Effectiveness	academic counseling 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	MTSS (Intervention) committee will identify and monitor student instructional, social, and emotional needs.
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 and Effectiveness	Monthly Agendas
Position/Role Responsible	MTSS 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 # 3

Action Step	Implement a plan to ensure that all students have at least one trusted adult in the building.
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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Rounding Data Student Surveys
Position/Role Responsible	Counselors Administration Teachers Students
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 tier 2 personalized mentoring for identified students. This process will involve small student groups formed by student need.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Counseling Logs
Position/Role Responsible	Counselors 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 # 5

Action Step	Implement a check-in/check-out system for identified struggling or at-risk students with a designated school appointee.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Check-in/Check-out log
Position/Role Responsible	Graduation Coach Counselors Administration

Action Step # 5

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	Provide professional learning on mental health awareness for staff and teachers.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas Sign Ins
Position/Role Responsible	Instructional Coach Counselors Administration
Timeline for Implementation	Quarterly

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	Provide students with PBIS lessons that entail expectations including academic, social, and emotional components along with the school's S.H.I.E.L.D. program that includes community and character education.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SHIELD Canvas Course Class Meeting Agendas
Position/Role Responsible	Administration Counselors PBIS Team Teachers
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	Implement personality and learning style inventories to share in a data base with teachers in order to support the needs of all students.
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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data from Surveys PLC Meeting Documentation MTSS Committee Agenda
Position/Role Responsible	MTSS Committee Counselors Administration Teachers
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)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

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.	In January of 2021, 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. Two parent/stakeholder input meetings (in English and Spanish) were held in May to seek community feedback.

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.	Most EHHS teachers are Highly Qualified. We will have approximately 2 teachers participating in the Georgia TAPP Program for FY 22, 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. The administration monitors the delivery of instruction throughout the building and identifies ineffective teachers. Upon finding that a teacher may not be at a proficient level on one or more TKES standards, the administration will implement a professional development plan for that teacher. The instructional coach will provide job-embedded professional learning and support for all teachers; however, the priority of the coach will be to work with ineffective or inexperienced instructors. EHHS also has a new teacher mentoring program where each new or inexperienced teacher is provided with a mentor for support.

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).	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 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. EHHS will implement a MTSS committee for the FY22 to identify and provide appropriate students with tiers of academic, emotional, and behavioral needs. In addition, a check-in and check-out system will be provided for students to add a layer of support for identified individuals.

4 If applicable, provide a description of how teachers, in constation 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 mtiple (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.	Not applicable--EHHS is a Title I Schoolwide Program

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	N/A

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.	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. 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.

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.	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. The FY22 will be the initiation year for PBIS. The Viking Behavior Matrix will address that all Vikings are present, prepared, productive, and professional. Teachers will utilize a minor incident report to help express expectations positively and provide a layer of relationship building to the discipline process.

ADDITIONAL RESPONSES

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