



# Comprehensive Needs Assessment 2023 - 2024 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	Tammy Lundy
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	AP Coordinator	Blaine Smith
Team Member # 4	Guidance Counselors	McKenzie Cagle and Kim Browning
Team Member # 5	Instructional Coaches	Katie Buffington and Whitney Rylee
Team Member # 6	CTAE Representative	Matt Turner
Team Member # 7	Principal	Jeff Cooper
Team Member # 8	Assistant Principal	Micah Hoyt
Team Member # 9	Assistant Principal	Adam Rich
Team Member # 10	Program of Choice Coordinator	Malory Myers

## 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	Parent/Community Volunteer
Stakeholder # 3	Ministry	Clint Fair
Stakeholder # 4	Retired Teacher	Joyce Tharpe
Stakeholder # 5	Annie Fair	Student Representative
Stakeholder # 6	Ethan Brinson	Student Representative
Stakeholder # 7	Cathy Perez	Student Representative
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	<p>The school improvement team at East Hall High School consists of the administrative staff, leadership team, counseling department, learning commons representative, 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.</p> <p>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 venue 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.</p>
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## 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

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

## Coherent Instruction Data

<b>Curriculum Standard 2</b> -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
<b>1. Exemplary</b>	<p>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.</p> <p>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.</p>	
<b>2. Operational</b>	<p>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.</p> <p>These curriculum documents and resources guide the work of teachers and instructional support staff.</p>	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

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

## Coherent Instruction Data

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.	

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

<b>Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students</b>		
<b>1. Exemplary</b>	<p>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.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
<b>2. Operational</b>	<p>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.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	
<b>3. Emerging</b>	Some teachers differentiate instruction to meet the specific learning needs of students.	✓
<b>4. Not Evident</b>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

<b>Instruction Standard 6 -Uses appropriate, current technology to enhance learning</b>		
<b>1. Exemplary</b>	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).	
<b>2. Operational</b>	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
<b>3. Emerging</b>	Some staff members, students, or both use appropriate, current technology to enhance learning.	
<b>4. Not Evident</b>	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

<b>Assessment Standard 5</b> -Implements grading practices that provide an accurate indication of student progress on the required standards		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	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.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
<b>3. Emerging</b>	Administrators sometimes build relationships to foster the success of students and staff.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
<b>4. Not Evident</b>	Administrators initiate few, if any, changes that impact staff performance and student learning.	

## Effective Leadership Data

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

<b>Leadership Standard 4</b> -Uses processes to systematically analyze data to improve student achievement		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Some processes are in place and used occasionally to analyze data to improve student achievement.	✓
<b>4. Not Evident</b>	Few, if any, processes are in place to analyze data to improve student achievement.	

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

## Effective Leadership Data

<b>Leadership Standard 6</b> -Establishes and supports a data-driven school leadership team that is focused on student learning		
<b>1. Exemplary</b>	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>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.</p>	
<b>2. Operational</b>	<p>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.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
<b>3. Emerging</b>	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
<b>4. Not Evident</b>	A school leadership team does not exist or does not have adequate stakeholder representation.	

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

## 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	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
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

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

<b>Planning and Organization Standard 3</b> -Monitors implementation of the school improvement plan and makes adjustments as needed		
<b>1. Exemplary</b>	<p>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.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
<b>2. Operational</b>	<p>The 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.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
<b>3. Emerging</b>	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	
<b>2. Operational</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
<b>3. Emerging</b>	The use of available resources to support continuous improvement is inconsistently monitored.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<p>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.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	
<b>2. Operational</b>	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	✓
<b>3. Emerging</b>	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
<b>4. Not Evident</b>	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	



## Effective Leadership Data

<b>Planning and Organization Standard 6</b> -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
<b>1. Exemplary</b>	<p>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.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
<b>2. Operational</b>	<p>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.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
<b>3. Emerging</b>	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
<b>4. Not Evident</b>	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

## 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

<b>Leadership Standard 5</b> -Builds leadership capacity through shared decision-making and problem-solving		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
<b>4. Not Evident</b>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

<b>Professional Learning Standard 1</b> -Aligns professional learning with needs identified through analysis of a variety of data		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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).	✓
<b>3. Emerging</b>	Professional learning needs are identified using limited sources of data.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some resources and systems are allocated to support and sustain professional learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
<b>3. Emerging</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	✓
<b>4. Not Evident</b>	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	<p>The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.</p> <p>Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.</p>	
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	<p>Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.</p> <p>Structures are continuously monitored for reliable and interactive communication.</p>	
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

<b>Family and Community Engagement Standard 3</b> -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
<b>1. Exemplary</b>	<p>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.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	✓
<b>4. Not Evident</b>	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

<b>Family and Community Engagement Standard 4</b> -Communicates academic expectations and current student achievement status to families		
<b>1. Exemplary</b>	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>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).</p>	
<b>2. Operational</b>	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>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).</p>	
<b>3. Emerging</b>	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	✓
<b>4. Not Evident</b>	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

## Family and Community Engagement Data

<b>Family and Community Engagement Standard 5</b> -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
<b>4. Not Evident</b>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

<b>Family and Community Engagement Standard 6</b> -Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	✓
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

## Supportive Learning Environment Data

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	✓
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>School Culture Standard 1</b> -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
<b>3. Emerging</b>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
<b>4. Not Evident</b>	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

## Supportive Learning Environment Data

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

<b>School Culture Standard 3</b> -Establishes a culture that supports the college and career readiness of students		
<b>1. Exemplary</b>	<p>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.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
<b>2. Operational</b>	<p>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.</p>	✓
<b>3. Emerging</b>	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
<b>4. Not Evident</b>	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

## 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	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	
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

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

<p><b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>CNA Stakeholder Survey for Parents, Teachers, and Students Student Health Survey (2022) Parent Engagement Survey (2022) EHHS Work Environment Satisfaction Survey EHHS Employee Exit Survey Feedback from Parent Meetings</p>
<p><b>What does the perception data tell you?</b> (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?")</p>	<p>The perception trends at EHHS are found in data consisting of various surveys and feedback. We acknowledge that a quick perusal of past years is significant in understanding our current predicament. 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. During the 21-22 SY, we saw an increase in attendance for the two major parents night attracting over 75 participants each night. The senior night and ninth grade transition night events were also well attended with positive parent feedback. The 22-23 school year held a plethora of parent events that were sporadic in attendance. As in the past, the ninth grade transition night, senior night, and parent nights attracted the most guests along with the Latino College Night. It appears that parent nights are better attended when the topic is focused on a specific grade level or perhaps subgroup. During the events when parents can speak with individual teachers, a significant increase in attendance rate is noted.</p> <p>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 some successful parent involvement trends among our students who are involved in athletics and performing arts, we must continue to strive in reaching other populations.</p> <p>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</p>

	<p>continuing current processes is evident; however, the processes may need to be more closely monitored. The work satisfaction survey showed some improvement in creating better relationships among all administration, faculty, staff, and students. The implementation of recognizing students of the month from each grade level and a teacher of the month was a positive recognition system in place to reward expected behaviors among all groups. EHHS entered the second year of the PBIS program remaining at Tier 1 implementation. Several reward events were held throughout the year to aid in student rewards for positive behavior.</p> <p>The EHHS climate score dropped in FY18 and has remained below state average since that time (CCRPI ratings have not been available since 2019). The Comprehensive Needs Assessment Survey completed by parents, students, and faculty/staff provided 83 responses in FY21 which is a considerable increase over past years; however, the number of responses dropped drastically in FY22 with only 36 responses. The survey indicated that at least 53% of parents felt that EHHS created an effective learning environment and over 43% felt that the school established a culture of trust and respect that promotes positive interactions and a sense of community. Since only 36 responses were received, this data is somewhat unreliable; however, we can see a trend of shifting downward in negativity. Very few surveys were collected in FY23.</p>
<p><b>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)</b></p>	<p>PLC Self-Assessment  PLC Documents (provided as evidence of instructional planning)  Advanced Programs Data  Special Populations Data</p>
<p><b>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?”)</b></p>	<p>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.</p> <p>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</p>

	<p>alternative school and EHHS partners with local colleges in offering dual enrollment opportunities to qualifying students. A credit recovery program is available through Edgenuity and LCCA. During the 2022-23 SY, EHHS offered Title I-funded weekly after school tutoring by certified teachers in math. EHHS offers "eighth period" throughout the school year for credit recovery. A Saturday school was implemented in the winter and in the spring to help with achievement gaps and credit recovery. Approximately 60 students participated in each Saturday School.</p>
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What achievement data did you use?	<p>Georgia Milestones End of Course Assessment Data  School Grade Reports (Infinite Campus)  CCRPI Data (Historical)  ACT Scores  ACCESS Scores  Advanced Placement Scores  Dual Enrollment Data  Lexile Data</p>
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What does your achievement data tell you?	<p>Historically, East Hall High School's graduation rate is above state average. The class of 2022 declined to approximately 215 graduates which was much lower than the previous year; however, 2023 saw a record of over 270 graduates. 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. The results of the 2023 EOCs continues to show very few students in the distinguished categories (.8% American Lit; 4% Biology; 4% U.S. History; 1.7% Algebra I). Algebra has the largest group of beginning learners at 51% while the other EOC courses also illustrate a need for closing the achievement gap for struggling learners (American Lit. 35%, Biology 35% and US History 31% beginning learner groups).</p> <p>ACCESS scores for SY23 indicated that approximately 65% of ELs showed growth in language proficiency while approximately 37% showed band movement of at least 1 band or more. Speaking remains the lowest achievement area domain on the ACCESS while listening is the highest. Literacy remains a strong initiative at EHHS with more than 50% of the student population reading below grade level. Average ACT scores have remained slightly below average nationally, state and district-wide. The virtual learning model from the COVID pandemic years produced a huge achievement gap for many students. Our ELL and SPED population will continue to need significant remediation in most academic courses. EOC results remain dismal in regard to these groups.</p> <p>Dual enrollment continues to be advantageous in helping EHHS students gain college credit at a limited cost to our families. Student pathway completions are an strong area of growth for EHHS students. AP scores and participation continue to be low and concerning for the school.</p>
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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. Parent involvement is creeping back to the trend of improving after COVID setbacks. Student apathy and the transient nature of the population is affecting the population negatively. In comparison to other schools within the system, EHHS will continue to 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

<p><b>Coherent Instructional:</b> 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?</p>	<p>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. 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, student, and parent 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 teacher feedback for students is needed. The school will be continuing an A-B modified block schedule next year; thus, professional development and support will continue to be needed as teachers continue to adjust to longer instructional sessions.</p>
<p><b>Effective Leadership:</b> 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?</p>	<p>Trends and patterns in school leadership show positive direction in promoting leadership in the school. More leadership opportunities have been 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. Our Blast Team continues to work diligently in helping teachers with instructional technology. The necessity to meet the needs of the whole child led to the initiation of the PBIS intervention for the 2020-21 year, and the program will continue as a research-based strategy for the SY23-24. The student leadership academy will enter its third year of existence, creating an extension to the EHHS student council and a program to develop leadership skills among our student population. Processes at EHHS are going well, but it is noted that monitoring could be increased for better effectiveness.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Professional Capacity:</b> 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?</p>	<p>The current teacher mentor program for new employees is in need of improvement. We also need to work on creative ways to attract and align prospective teachers to EHHS. Two effective instructional coaches have contributed to job embedded professional growth along with implementing a true coaching cycle this year. 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 was the implementation year for PBIS in an effort to support teachers and students in a safe environment focused on positive reinforcement for expectations. The intervention will continue for SY24, having a significant focus on classroom strategies and positive reinforcement methods to promote a healthy and successful school culture and climate.</p>
<p><b>Family and Community Engagement:</b> 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?</p>	<p>The trends at EHHS for family and community engagement are progressing after the expected stall of this initiative during the pandemic years. 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. We will continue a strong focus on community involvement and community service while also focusing on families with targeted needs.</p>
<p><b>Supportive Learning Environment:</b> 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?</p>	<p>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 instructional coaches. The needs of our leaders are supported through district initiatives and professional learning with other administrators throughout the district. This year, a PBIS team worked toward implementation of PBIS. We will also devote attention to creating multiple tiers of supports for EHHS students in the upcoming years.</p>
<p><b>Demographic and Financial:</b> 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?</p>	<p>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.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Student Achievement:</b> 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?</p>	<p>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 pandemic years continue to affect student achievement negatively along with student apathy. Students will continue to need support socially and emotionally as they face academic challenges.</p>
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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.

<p><b>Strengths</b></p>	<p>Our ELL instructional staff has increased tremendously as we now have approximately 20 EL-endorsed teachers in our building. This helps to increase the segments for services offered to each individual student. Our instructional coaches help to provide support for teachers which helps all subgroups. Our staff embraced PBIS intervention 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.</p>
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<p><b>Challenges</b></p>	<p>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 positive band growth is noted among ELs on the current ACCESS test, they continue to remain in the beginning learner category of most EOC contents.</p> <p>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. The continuation of the</p>
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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.

	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 500 students reading below grade level. Continued gaps in learning and a severe level of student apathy will be challenging for everyone on staff at EHHS.
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### 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	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	1

Additional Considerations	Subgroup movement into proficient and distinguished categories of EOCs Over 500 students reading below grade level (urgent need) Learning gaps from pandemic years; student apathy
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##### Overarching Need # 2

Overarching Need	Increase in parent and community engagement with a focus on providing targeted events by grade level and subgroup needs
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	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; Achievement, emotional needs, and student apathy have been strongly affected by the previous pandemic.
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## Overarching Need # 3

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	2

Additional Considerations	MTSS Interventions Needed Social and Emotional Learning Mental Health
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### 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 - Increase student progress success and achievement growth

##### Root Cause # 1

Root Causes to be Addressed	Ability to identify specific needs; instructional strategies; assessment processes; literacy concerns; more engaged learning; student conferencing/increased feedback 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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	x
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##### Overarching Need - Increase in parent and community engagement with a focus on providing targeted events by grade level and subgroup needs

##### Root Cause # 1



## Root Cause # 1

Root Causes to be Addressed	Time constraints of parents; Communication difficulties with lack of technology in many homes (internet); Negative interaction with parents; Regular communication by staff (especially positive); Anxiety levels created by recent pandemic's effect on achievement and apathy; 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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	x
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## 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 to promote student wellness and learning environment
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Root Cause # 1

Additional Responses	x
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# School Improvement Plan 2023 - 2024



**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 (Federal funds budgeted separately)

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

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	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/increased feedback and self-directed learning
Goal	By the end of FY24, the percent of students scoring at beginning learner on Georgia Milestones EOCs will decrease by at least 5 percentage points, and the percent of students reading at grade level and above will increase by at least 3 percentage points.

#### Action Step # 1

Action Step	Provide class size reduction model in Algebra I and reading intervention for identified students.
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	Read 180 data (Lexile growth); Course growth data (IXL, CBAs, Formative Assessments)
Method for Monitoring Effectiveness	Lexile Growth/Alg I Standards Monitoring (IXL, formative assessments, and CBAs)
Position/Role Responsible	Administration Teachers
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)?	x
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## Action Step # 2

Action Step	Provide after school tutoring, Saturday school, summer school, and credit recovery opportunities for academic courses.
Funding Sources	Title I, Part A Title III, 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	Schedules and student log-ins. Effectiveness determined by correlating attendance with course grades.
Method for Monitoring Effectiveness	Student course grades and growth in credit accrual
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
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## 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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES; BLAST team minutes; instructional coach logs; PL day agendas. Effectiveness measured by EOC scores, benchmarks, formative data, and feedback data from walkthroughs.
Method for Monitoring Effectiveness	Student growth scores
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
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## Action Step # 4

Action Step	Provide and monitor teacher professional learning on research-based practices, literacy, and effective 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

## Action Step # 4

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	TKES Data Walkthrough Data Agenda, Minutes, Sign in Sheets
Method for Monitoring Effectiveness	Student growth
Position/Role Responsible	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
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## Action Step # 5

Action Step	Provide screening with purchased software for all students for Lexile Stretch Band levels at least two 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



## Action Step # 5

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Implementation in ELA courses; monitoring for effectiveness using data from screener in PLCs
Method for Monitoring Effectiveness	Student Lexile Growth; Increase in Grade Level Reading Data
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)?	x
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## Action Step # 6

Action Step	Purchase and utilize IXL software as an intervention for ELA and math courses; Complete diagnostics at least two times per year to support effective instructional planning.
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	PLC data analysis

## Action Step # 6

Method for Monitoring Effectiveness	Student progress growth in ELA and Math
Position/Role Responsible	PLC Leaders and Administration
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)?	
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## Action Step # 7

Action Step	Continue to emphasize and monitor content PLC collaboration with the following focus: data analysis, research-based strategies, effective differentiation, interventions, self-directed learning strategies for students, and formative instructional processes with clear learning intentions (targets). PL offered when needed for these concepts.
Funding Sources	Title 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	PLC Agendas and Sign Ins Lesson Plan Evidence of Focused Practices
Method for Monitoring Effectiveness	Student Progress Growth
Position/Role Responsible	Teachers Administration PLC Leaders

## Action Step # 7

Position/Role Responsible	Instructional Coaches
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)?	
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## Action Step # 8

Action Step	Provide instructional coaches for job-embedded professional learning, support for teachers, and a continuous coaching cycle.
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	Instructional Coach Time Logs TKES Evaluations Learning Walks PL agendas and sign in sheets
Method for Monitoring Effectiveness	Student Progress Growth
Position/Role Responsible	Administration
Timeline for Implementation	Weekly

## Action Step # 8

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

Action Step	Provide a designated Ninth Grade Transitions Specialist as an intervention for identified students with achievement gaps.
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	Student Data Log Student growth in the areas of social/emotional, academics, behavior, and attendance
Method for Monitoring Effectiveness	Student Progress in Targeted Areas
Position/Role Responsible	Administration Intervention Specialist
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)?	
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## Action Step # 10

Action Step	Continue to focus on literacy strategies in all courses. Provide support and professional development when needed.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Learning Walk Data PL Agendas and Sign Ins Teacher Lesson Plans
Method for Monitoring Effectiveness	Lexile Growth
Position/Role Responsible	Administration Instructional Coaches 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)?	
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## Action Step # 11

## Action Step # 11

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	Lesson Plans Course Grades
Method for Monitoring Effectiveness	Student growth scores
Position/Role Responsible	Teachers Administration
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)?	
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## Action Step # 12

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

## Action Step # 12

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Paraprofessional work schedule Infinite Campus Grades
Method for Monitoring Effectiveness	Student Progress Growth
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)?	
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## Action Step # 13

Action Step	Provide teacher to student feedback daily on learning target progress; Provide professional learning support for effective feedback.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

## Action Step # 13

Method for Monitoring Implementation	Walkthrough Data
Method for Monitoring Effectiveness	PLC Formative Data
Position/Role Responsible	Administration Instructional Coaches
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)?	
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## Action Step # 14

Action Step	Develop and implement a new support program for induction-level teachers (0-3 years) in order to build teacher retention, self-efficacy, and teacher capacity. This will include training of mentor teachers and targeted professional learning focused on new teacher needs. Provide after-hours stipends for professional learning participation and facilitation.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Feedback from Meetings Sign Ins for Meetings Sign Ins for Professional Learning
Method for Monitoring Effectiveness	Self Efficacy Survey Rate of Retention for Induction Level Teachers



Action Step # 14

Position/Role Responsible	Instructional Coaches Administrators New Teacher Mentors
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)?	
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## 2. SCHOOL IMPROVEMENT GOALS

## 2.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase in parent and community engagement with a focus on providing targeted events by grade level and subgroup needs
Root Cause # 1	Time constraints of parents; Communication difficulties with lack of technology in many homes (internet); Negative interaction with parents; Regular communication by staff (especially positive); Anxiety levels created by recent pandemic's effect on achievement and apathy; Community involvement as service oriented
Goal	By the end of FY24, results of the Georgia Parent Survey will increase by at least 3 points.

## Action Step # 1

Action Step	Provide staff with professional learning that targets parent engagement 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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets for PL attendance and Canvas transcripts
Method for Monitoring Effectiveness	Student Success Growth
Position/Role Responsible	Administration; instructional staff
Timeline for Implementation	Quarterly

## 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)?	
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## Action Step # 2

Action Step	Positive communication with the home through social media, parent 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	Social Media feeds; communication log
Method for Monitoring Effectiveness	Ongoing data from the East Hall High School Parent Survey
Position/Role Responsible	Instructional staff; counselors; parent liaison
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)?	
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## Action Step # 2

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

Action Step	Provide opportunities for parents to attend focused informational sessions each month. 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 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	Parent sign-ins; agendas for meetings; parent feedback forms
Method for Monitoring Effectiveness	Ongoing data from the East Hall High School Parent Survey
Position/Role Responsible	Counselors; administration; staff; leadership team
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)?	
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## Action Step # 4

Action Step	Provide a Hispanic/Latino Parent Meeting at the end of each nine weeks.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent Sign Ins
Method for Monitoring Effectiveness	Parent Survey Feedback
Position/Role Responsible	Parent Liason
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)?	
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## 2. SCHOOL IMPROVEMENT GOALS

## 2.3 Overarching Need # 3

## 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 to promote student wellness and learning environment
Goal	By the end of FY24, 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.
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	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.
Method for Monitoring Effectiveness	Enrollment in AP and DE; Current pathway completions; AP scores and DE Credit Data
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)?	
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## Action Step # 2

Action Step	Implement a check-in/check-out system for identified struggling or at-risk students with a designated school appointed mentor/trusted adult.
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	Check-in/Check-out log
Method for Monitoring Effectiveness	Student personal goals and feedback
Position/Role Responsible	Graduation Coach Counselors Administration Identified Teachers Ninth Grade Transition Specialist
Timeline for Implementation	Weekly

## Action Step # 2

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

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	Agendas Sign Ins
Method for Monitoring Effectiveness	Teachers/Staff Efficacy Survey
Position/Role Responsible	Instructional Coach Counselors Administration
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)?	
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## Action Step # 4

Action Step	Continue the PBIS intervention and provide students with 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 along with safety procedures and schoolwide recognitions.
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	SHIELD Canvas Course Class Meeting Agendas
Method for Monitoring Effectiveness	PBIS Lesson Completion Data; SHIELD activity data
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)?	
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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

##### Required Questions

<p><b>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</b></p>	<p>In January of 2023, 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.</p>
<p><b>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</b></p>	<p>EHHS teachers are Highly Qualified. 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.</p>

<p>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).</p>	<p>Addressing the needs of struggling readers and literacy for learning is a strong focus at EHHS. The Read 180 Program helps to support students who have below grade-level Lexile scores. The advisement period (SHIELD Time) 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-hours tutoring (Saturday school) is available for students who need additional support in content classes. The math department utilizes additional resources (software packages such as IXL and Desmos). 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 in an effort to improve reading and writing which remain observed weaknesses among the EHHS population. EHHS utilizes two instructional coaches 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 continue the work of the MTSS committee for the FY24 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.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Not applicable--EHHS is a Title I Schoolwide Program</p>

## 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.	<p>For students entering the 9th grade at EHHS, the following transition procedures are implemented: 1) Parent registration meeting presented by the East Hall High Counselors on an evening in the spring prior to the year these students will attend EHHS; 2) Preview of students schedules when parents meet with high school advisors to go over the students schedule for the upcoming year; 3) High School CTAE teachers and students go to the middle school to talk to students in order to get them interested in a program pathway at the high school; 4) The ninth grade transitions specialist will work with targeted struggling ninth grade students. The program IXL will be used for remediation of standards and progress monitoring.</p> <p>Students have the opportunity of participating in the Move on When Ready Program which allows enrollment in several local colleges and the technical college system. EHHS has the SHIELD class which assigns a teacher for every student. In a 25-minute a day class session, students will explore careers, interests, and aptitudes through You Science. The school also offers several field trips during the year to local colleges in an effort to expose students to the college environment. In addition, the CTAE program offers courses where students can gain professional certifications in career-related skills.</p>
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	<p>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 initiated PBIS intervention which illustrates</p>

	The Viking Behavior Matrix, addressing that all Vikings are present, prepared, productive, and professional to meet the characteristics of SHIELD (Strength, Honor, Integrity, Effort, Loyalty, & Determination). Teachers will utilize a minor incident report to help express expectations positively and provide a layer of relationship building to the discipline process.
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ADDITIONAL RESPONSES

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