



# School Improvement Plan 2025 - 2026



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	Jennifer Gibson
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 Graduation Rate
Root Cause # 1	Ability to identify specific student needs; post-secondary awareness; instructional strategies; early intervention; literacy concerns; more engaged learning; student conferencing/increased feedback and self-directed learning; Pathway offerings and completion in electives
Goal	By the end of FY26, the graduation rate will increase by 3 or more percentage points from 24-25 school year.

## Action Step # 1

Action Step	Provide after school tutoring, Saturday school and credit recovery opportunities for academic courses.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Schedules and student attendance log ins.
Method for Monitoring Effectiveness	Student course grades and credit accrual
Position/Role Responsible	Administration Teachers
Timeline for Implementation	Monthly

## Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	x!-a=1--!-a=1--!-a=1--!-a=1--
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## Action Step # 2

Action Step	Provide and monitor teacher professional learning on research-based practices, literacy, effective interventions, and feedback strategies. Support teachers by providing substitutes for class coverage during trainings, peer observation walks, and when possible, provide stipends for teachers who attend trainings after hours or during summer months. Provide contracted services for professional learning when available and appropriate.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
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	Walk through data for classroom visits
Position/Role Responsible	Administration Instructional Coaches Teacher Leaders
Timeline for Implementation	Monthly

## Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	x!--a=1--!--a=1--!--a=1--!--a=1--
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## Action Step # 3

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 Immigrant
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	Professional Capacity Data (CNA); Self Efficacy Scale; PLC Self Assessment
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)?	x!--a=1--!--a=1--!--a=1--!--a=1--
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## Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	x!--a=1--!--a=1--!--a=1--!--a=1--
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## Action Step # 4

Action Step	Provide a summer school transition camp for upcoming eighth graders in order to provide support for first time ninth graders.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Student invitations and attendance
Method for Monitoring Effectiveness	Pre and post data in ELA and Math; Other readiness data if available
Position/Role Responsible	Administration Summer School Director Teachers
Timeline for Implementation	Yearly

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)?	!--a=1--!--a=1--!--a=1--!--a=1--
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## Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--
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## Action Step # 5

Action Step	Positive communication with the home through social media, the Valhalla Community Update (weekly), website, postcards, and 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	Infinite Campus communication log; Valhalla Weekly Update
Method for Monitoring Effectiveness	Ongoing data from parent surveys
Position/Role Responsible	Instructional staff, admin, 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 # 5

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

Action Step	Provide opportunities for parents attend focuses informational sessions quarterly with targeted support for subgroup and/or grade level needs.
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
Method for Monitoring Effectiveness	ongoing data from parent surveys & evaluation forms
Position/Role Responsible	counselors, administration, staff, leadership team, parent liaison
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

## 2.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase percentage of students scoring proficient & distinguished and student achievement
Root Cause # 1	Subgroup challenges; literacy; effective utilization of closings and its data; completion of teach-assess-respond cycle; increase rigorous course work
Goal	By the end of FY26, the percentage of all students moving into the “Proficient and Distinguished”(combined) levels of performance on the Georgia Milestones (EOCs) Assessments will increase by 3%.

## Action Step # 1

Action Step	Provide class size reduction model in Algebra Concepts & Connections.
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	EHHS Master schedule; class size reduction model formula with sections and numbers of students assigned
Method for Monitoring Effectiveness	Standards Monitoring (IXL, formative assessments, CBAs)
Position/Role Responsible	Administration; Teachers
Timeline for Implementation	Weekly

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

Action Step	Purchase and utilized software as a diagnostic and intervention tool for ELA and Math courses; complete diagnostics at least two times per year to support effective instructional planning, using the data for differentiation and effectiveness measure for literacy and numeracy strategies. Grade level reading will also be a focus.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Implementation in ELA & Math courses; monitoring for effectiveness using data from screener in PLCs
Method for Monitoring Effectiveness	Student grade level reading & math scores; increase in grade level reading & math data; Smart Score of 80 on two skills per content per week
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)?	
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## Action Step # 3

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.
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## Action Step # 3

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 Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC agendas & sign-ins; lesson plan; evidence of focused practices
Method for Monitoring Effectiveness	Student progress growth, PLC data analysis
Position/Role Responsible	Admin; teachers; PLC leaders: instructional coaches
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 technology devices to expose students to blended learning strategies and to promote access to resources for the needs of all students as well as needed supplies and supplemental books and software beyond the foundational curriculum.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

## Action Step # 4

Subgroups	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, lesson plans, Canvas courses
Method for Monitoring Effectiveness	walk-through data & TKES
Position/Role Responsible	BLaST team, administration, instructional coaches, teacher leaders, 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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## 2. SCHOOL IMPROVEMENT GOALS

## 2.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Building collective efficacy to increase rigor, engagement, and student success
Root Cause # 1	apathy; learned helplessness; student and teacher efficacy; professional learning focus on differentiation & student choice; need for student-driven opportunities
Goal	By the end of FY26, student engagement and efficacy will increase by 3% as evidenced by the top two indicators of questions 2, 4, 14, & 15 of the School Climate Survey.

## Action Step # 1

Action Step	Continue to identify, enroll, and retain students in honors courses, AP, dual enrollment, and pathway completion (CTAE, Fine Arts, and Modern Language); Expose all students to post-secondary options and planning through academic counseling & SHIELD Time while appropriately supporting and scaffolding for their individual needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	academic counseling lessons; AP flyers and promotions;
Method for Monitoring Effectiveness	Enrollment in AP; Current pathway completions; AP scores and DE accrued hours
Position/Role Responsible	Counselors; advisors; instructional coaches, Admin, CTAE/Fine Arts/Modern Language teachers; AP teachers and Coordinator
Timeline for Implementation	Monthly

## Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--
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## Action Step # 2

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. Continue the Sources of Strength group to provide student connectiveness and climate support as well as partnering with PBIS.
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 PBIS Meeting Minutes Sources of Strength Meeting Minutes
Method for Monitoring Effectiveness	Student Connectiveness data (Student Health Survey); Universal Screener Data
Position/Role Responsible	Administration Counselors PBIS Team Teachers
Timeline for Implementation	Monthly

## Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--
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## Action Step # 3

Action Step	Utilize the Newcomer's Academy to promote and support the transition of students new to the U.S. and individual English proficiency.
Funding Sources	Title III Part A EL
Subgroups	English Learners
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Course schedules for Newcomer Students
Method for Monitoring Effectiveness	Walk-through data; ACCESS scores; data from English Proficiency and Reading software if available
Position/Role Responsible	Administration Teachers ESOL Lead
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)?	!-a=1--!-a=1--
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## Action Step # 4

Action Step	Establish a student progress monitoring protocol in order to build efficacy and ownership of their academic success and their goals. Teachers will receive professional learning and supports to help implement the practice, complete the teach-assess-respond cycle through the use of effective closings, and adjust their instruction accordingly.
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	SHIELD course, progress monitoring template, walk-throughs,
Method for Monitoring Effectiveness	SDQ survey, School Climate Survey, retention data, failure reports
Position/Role Responsible	Administration, Instructional Coaches, Counseling, 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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