



School Improvement Plan 2026 - 2027



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)	
☒	Free/Reduced meal application
☐	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase percentage of students scoring proficient & distinguished and student achievement; increased achievement in Closing the Gaps & progress via ACCESS, EOC scores, etc; continued impact on Readiness via CTAE, AP, & attendance
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 FY27, the overall CCRPI score for East Hall High School will increase by 2 points from the previous year's overall score, demonstrating measurable improvement in school performance across content mastery, progress, closing gaps, graduation rate, and readiness.

Action Step # 1

Action Step	Increase targeted instructional support by utilizing instructional extension, additional resources, and hiring instructional coaches, paraprofessionals, intervention and class size reduction teachers to provide personalized learning and academic assistance.
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	Walk-through Data, Schedules and Time Logs
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Administration Teachers Instructional Coaches
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!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 2

Action Step	Build consistent, data driven collaborative practices, grounded in strong PLC structures and intentional planning, to strengthen Tier 1 instruction, reduce variability in classroom experiences, and improve student outcomes.
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	Administration, teachers, PLC leads, instructional coaches, 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!-a=1--!-a=1--!-a=1--!-a=1--
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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)?	x!--a=1--!--a=1--!--a=1--!--a=1--
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Action Step # 3

Action Step	Ensure every student receives rigorous, grade-level, standards-aligned, differentiated Tier 1 instruction with clear learning targets, frequent checks for understanding, and responsive teaching (Teach-Assess- Respond).
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	TKES, walkthrough observational data, planning period meeting data talks and professional learning showcases
Method for Monitoring Effectiveness	MAP data; EOC & ACCESS test achievement data
Position/Role Responsible	admin, teachers, staff, 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 # 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)?	
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Action Step # 4

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	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	Academic counseling lessons; registration/enrollment lessons during SHIELD; AP fliers 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 # 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)?	
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Action Step # 5

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	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement 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	admin; ESOL lead; 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 # 6

Action Step	Foster strong partnerships with families and community stakeholders through meaningful two way communication and parent meetings, utilizing and providing access to family engagement resources and building capacity to improve student achievement.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Parent and Family Engagement Input Survey, Parent Feedback on Meetings , ParentSquare Data
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS), GSAPS Data
Position/Role Responsible	Admin, teachers, staff, 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 # 7

Action Step # 7

Action Step	Design and deliver high-quality professional learning led by school teams with support from district instructional support staff to improve student outcomes by strengthening Tier I instruction.
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	Walk-through Data, PL Agendas, Sign In Sheets, Feedback
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Admin, teachers, staff, 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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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

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 FY27, the graduation rate will increase by 3 or more percentage points from 25-26 school year.

Action Step # 1

Action Step	Provide transitional opportunities 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
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student invitations and attendance; SHIELD lessons for advisement
Method for Monitoring Effectiveness	Pre and post data in ELA and Math; Other readiness data if available; MAP data; ACCESS data
Position/Role Responsible	administration, instructional coaches, teacher leaders, teachers, student services, graduation coach
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)?	
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Action Step # 2

Action Step	Implement a systematic process for identifying, monitoring, and providing targeted interventions to at-risk students based on academic, attendance, and behavioral data.
Funding Sources	Title I, Part A Title II, Part A Title III Part A EL
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	SHIELD Advisement lessons, student progress monitoring logs (reviewed on Fridays in 2nd period); attendance rates (monthly); failure reports every 9 weeks
Method for Monitoring Effectiveness	ongoing data from student surveys, meeting, advisement lesson feedback; school climate survey
Position/Role Responsible	admin, counselors, teachers, graduation coach, PBIS 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 # 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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3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Our school-wide plan has been completed with the participation of representatives from each department 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. Through survey results and stakeholder feedback, decisions were made regarding plans for school improvement and budget allocations to assist with school improvement. One parent/stakeholder input meetings (in English and Spanish) was held in April to seek community feedback.
2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	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.
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	Addressing the needs of struggling readers and literacy for learning is a strong focus at EHHS. The SHIELD time in our schedule promotes reading interest through silent sustained reading at least three times 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.

school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	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 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. 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 FY27 to identify and provide appropriate students with tiers of academic, emotional, and behavioral needs.
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.	Not applicable--EHHS is a Title I Schoolwide Program

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	N/A
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	For students entering the 9th grade at EHHS, the following transition procedures are implemented: 1) Parent registration meeting presented by the East Hall High Counselors on an evening in the spring prior to the year these students will attend EHHS; 2) Preview of students schedules when parents meet with high school advisors to go over the students schedule for the upcoming year; 3) High School program of choice director, 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 transition summer school provides early support for new ninth graders. The program IXL will be used for remediation of standards and progress monitoring. 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. 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. The opening of Ivester North mere miles from our campus provides additional local opportunities for dual enrollment. In addition, the CTAE program offers courses where students can gain professional certifications in career-related skills.
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	The faculty, staff, and administration at EHHS strongly supports a program that maintains a learning environment conducive to effective instruction; thus, placing students outside the classroom environment is not considered an effective discipline practice. The discipline process, outlined in the faculty handbook, strongly urges instructors to follow a cycle for discipline which includes warnings, discussions with the student, and phone calls to a parent or guardian. Classroom management and procedure is an ongoing professional learning topic, and the instructional coaches offer 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 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 SPOTLIGHT on Infinite Campus 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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