School Improvement Plan
2019 - 2020

Hall County
East Hall Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	East Hall Middle School
Team Lead	Jefferey Chandler

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
✓	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

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

2. SCHOOL IMPROVEMENT GOALS

2.1 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement school-wide
Root Cause # 1	Many students are reading below grade level
Root Cause # 2	Teacher turnover
Root Cause # 3	Inconsistent use of research-based best practices
Goal	By the end of SY21, increase by 3% the percentage of students whose Lexile score meets or exceeds the Midpoint.

Action Step # 1

Action Step	Incorporate listening, speaking, reading, and writing at least four times per month in core content classes.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom visits, TKES observations, PLC documentation, lesson plans
Position/Role Responsible	Administrators, Teachers, Instructional Coaches
Timeline for Implementation	Others : Daily

What partnerships with IHEs, business, Non-Profits,	

Action Step # 1

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

Action Step # 2

Action Step	Provide literacy materials for students.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	School Improvement Team minutes, Budget, content PLC agendas and meetings
Position/Role Responsible	Administrators, Instructional Coaches, teachers
Timeline for Implementation	Others :

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

Action Step # 3

Action Step	Provide professional learning and materials for teachers and paraprofessionals.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Professional Learning agendas, PLC documentation
Position/Role Responsible	Administrators, Instructional Coaches, teachers, paraprofessionals
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Harvey Silver with Silver Strong & Associates

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Research and implement reflective practices
Root Cause # 1	Students struggle in non-linear thinking
Root Cause # 2	Students do not take ownership of their own learning and outcomes
Root Cause # 3	Students do not understand what success looks like
Goal	By the end of SY21, increase the percentage of students achieving proficient or distinguished learner status on EOGs and EOCs by continuing to practice reflective and research-based strategies.

Action Step # 1

Action Step	Utilize teachers and paraprofessionals for student support in math and reading.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Master schedule, class rosters, observations
Position/Role Responsible	Teachers, students, administrators, instructional coaches, paraprofessionals
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits,	

Action Step # 1

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

Action Step # 2

Action Step	Conduct peer observations –including such structures as Viking View, Lesson Studies, awareness walks, teacher mentoring, etc.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Observation documentation, reflections
Position/Role Responsible	Teachers, administrators, instructional coaches
Timeline for Implementation	Weekly

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

Action Step # 3

Action Step	Provide professional learning and materials for teachers and paraprofessionals.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Professional learning agendas, other professional learning documentation, PLC documentation
Position/Role Responsible	Teachers, instructional coaches, administrators, counselors
Timeline for Implementation	Weekly

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

Action Step # 4

Action Step	Schedule extended day (after school, summer school) learning opportunities for at-risk students in ELA, mathematics, science, and social studies.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA

Action Step # 4

Funding Sources	McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student achievement data, rosters
Position/Role Responsible	Admins, ICs, teachers
Timeline for Implementation	Quarterly

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

Action Step # 5

Action Step	Provide support and enrichment through student learning opportunities made available through the use of technology and computer software and supplies.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento Perkins

Action Step # 5

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Observations, content minutes
Position/Role Responsible	Administrators, Instructional Coaches, Teachers, Media Specialist
Timeline for Implementation	Weekly

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

Action Step # 6

Action Step	Utilize instructional coaches to support instruction.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 6

Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom observations, PL agendas and minutes
Position/Role Responsible	Administrators, Instructional Coaches
Timeline for Implementation	Weekly

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

Action Step # 7

Action Step	Provide instructional workshops for parents.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento Perkins
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

Action Step # 7

Method for Monitoring Implementation and Effectiveness	Meeting agendas and minutes
Position/Role Responsible	Administrators, Instructional Coaches, teachers, counselors, parent liaison
Timeline for Implementation	Weekly

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

SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.	Advice was gathered first through our Glows and Grows survey (internal perception data), the Title I parent perception survey, and the most recent GSAPS data. Additional parent input was gathered at Parent Connection meetings. The School Council was asked for input and given a survey to complete as well. School Council includes representation from local businesses, parents, teachers, and other staff. Our Partners in Education are invited to give us feedback and input. The plan was written by volunteer members of the School Improvement Team, a group of approximately 25 members representative of all areas and interests of teaching and learning at EHMS.
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.	All EHMS teachers serve low income and minority students, and all are certified in-field teachers. Teachers use the HCSD common lesson components to plan and deliver instruction. Classroom visits and PLC documentation are measures by which administrators and the school improvement team can monitor the use of expected strategies and processes to ensure a highly reliable organization.
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).	The Title I instructional program includes the areas of mathematics, ELA, science, and social studies. Our school is implementing strategies to address student academic literacy needs, so literacy supports are used across the curriculum. The reader/writer workshop model will be used in all ELA classes. Math and Reading Connections classes offer students additional support. Our sources of literacy-based best practices include, but are not limited to, Marzano's Classroom Instruction that Works and the Harvey Silver Tools collection. Our local RESA offers standards-based best practices trainings, and we send interested teachers as money and time allow. With our Title I funds, we hire personnel to provide additional targeted supports to students identified by multiple data points. We progress monitor all students and pay special attention to subgroups. We develop and implement a forty day Zero Period plan to provide students with additional instruction in their areas of need as identified by local assessments and ongoing progress monitoring. We also use Title I funds to pay for two instructional coaches who provide PL and work with teachers in every aspect of teaching and learning.

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. East Hall Middle School is a Title I school-wide program.

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.	We hold meetings to educate parents and students about the different paths available to them as they move through middle school and on to high school. One of our counselors works with our feeder schools to structure the transition from elementary school to middle, and the other coordinates with our traditional and alternative programs to help with the transition from middle to high school. We have career-type days twice per year, and the CTAE CTSOs and Advisory Council use their connections to expose students to options in high school and beyond. We meet with Michele Hood from Early College at Jones to have the most current information to share with our students and families about options including Move On When Ready (MOWR). MOWR students also have the option of dual enrollment at UNG and Lanier Tech. We have access to the AccuPlacer assessment to identify students who are eligible for MOWR. Our alternative HS programs offer career tech prep courses to help students prepare for success on the AccuPlacer.

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.	One of our counselors is trained in restorative practices. The goal is to mend the teacher-student relationship in an attempt to prevent future struggles. We use a four-step discipline plan that includes parent, teacher, and sometimes counselor intervention allowing students to self-correct before getting to the point of an office referral. Administrators use a counseling approach in conjunction with discipline to help students understand cause/effect relationships and offer alternatives to inappropriate behaviors as well as self-monitoring strategies. Counselors are available to all students and work specifically with those experiencing difficulty in the classroom. We also have

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.	an AVITA outside counselor housed in our building to whom we can make referrals as needed. Infinite Campus offers us behavior data by subgroup; we have begun having faculty meeting discussions about the characteristics of different populations that might impact student-teacher interactions (cultural awareness). When students do end up in ISS they reflect on how they got there and conference with the ISS teacher.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	We have no additional narrative.