



School Improvement Plan 2024 - 2025



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	Jamie Hitzges
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 academic growth and achievement.
Root Cause # 1	Inconsistent use of research-based best practices. In numeracy, students lack some of the foundational numeracy skills needed to be able to exhibit proficiency on middle grades math content.
Root Cause # 2	Literacy gaps carried from elementary school are compounded for middle school students as the content and complexity of middle school standards only accelerate. Numeracy gaps carried from elementary school are compounded for middle school students as the content and complexity of middle school standards only accelerate.
Root Cause # 3	Many students are reading below grade level, and students struggle in non-linear thinking.
Goal	By the end of SY25, the MAP ELA and IXL Math growth and achievement percentiles will increase by 3%.

Action Step # 1

Action Step	Incorporate listening, speaking, reading, and writing daily through the use of literacy and numeracy materials for 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	Classroom visits, TKES observations, PLC documentation, Progress Monitoring for I-Time, Student self-monitoring document
Method for Monitoring Effectiveness	MAP Lexile Levels, Milestones, CBAs, Access, IXL Math Data
Position/Role Responsible	Administrators, Teachers, Instructional Coaches
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	Provide professional learning and material for teachers and paraprofessionals to view and assess literacy and numeracy best practices.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning agendas, PLC documentation, PL sign-in sheets
Method for Monitoring Effectiveness	MAP Lexile Levels, Milestones, CBAs, Access, IXL Math Data
Position/Role Responsible	Administrators, Instructional Coaches, teachers, paraprofessionals
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	Conduct progress monitoring through ongoing, active, and timely feedback for staff and 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Administration, Instructional Coaches and School Leadership Team checks of Progress Monitoring and Student Progress Reflection Folders
Method for Monitoring Effectiveness	Progress Monitoring Document for I-Time, Student Progress Reflection Folders, MAP Reading Lexile Level Data, IXL Math Pinpoints
Position/Role Responsible	Administrators, Instructional Coaches, teachers, paraprofessionals
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)?	Kagan Cooperative Learning Structures Harvey Silver with Silver Strong & Associates
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Action Step # 4

Action Step	Increase interaction, engagement and student achievement through use of research-based instructional strategies and instructional software.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom visits, TKES observations, PLC documentation, surveys
Method for Monitoring Effectiveness	MAP Reading Lexile Levels, IXL Math Pinpoints, Milestones, CBAs, Access
Position/Role Responsible	Administrators, Instructional Coaches, teachers, paraprofessionals
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

Action Step	Increase parent-school partnerships to encourage family engagement through monthly meetings, parent resources and newsletters.
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

Action Step # 5

Method for Monitoring Implementation	Agendas, Sign-in sheets, Meeting minutes, parent evaluations
Method for Monitoring Effectiveness	Attendance, behavioral referrals and student socio-emotional surveys improve
Position/Role Responsible	Administration, Parent Liaison, Counselors, 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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Action Step # 6

Action Step	Utilize extended -day opportunities (both afterschool and summer school), reduced-class-size model, instructional coaches, and support staff (paraprofessionals) to support instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Title I Funded Personnel Sheet, Time logs, Signed schedules,
Method for Monitoring Effectiveness	TKES, Student Attendance, Academic measures (MAP Reading Lexile Levels, IXL Math Pinpoints, Milestones, CBAs, Access)
Position/Role Responsible	Administration, Instructional coaches, teachers and paraprofessionals
Timeline for Implementation	Quarterly

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Attend Get Your Teach On national conference (registration, lodging, travel, car rental, and meals) for engagement and Tier I instructional strategies that are aligned to the SIP with information to be redelivered to faculty and staff.
Funding Sources	Title I, Part 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	PLC Meeting Agendas, minutes, Sign in Sheets
Method for Monitoring Effectiveness	Student growth of assessments and diagnostics
Position/Role Responsible	Administration, Teachers, Instructional Coaches
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)?	
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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 language acquisition.
Root Cause # 1	The EHMS student demographic consists of a high English Language Learner (ELL) and Economically Disadvantaged (ED) population. In many high ELL and/or ED populations, academic vocabulary can be lower due to many factors (i.e., limited exposure, direct teaching, opportunities). Because the ELL population continues to grow more diverse and educational backgrounds vary, combined with our high economically disadvantaged population the needs to build academic language is a priority.
Root Cause # 2	Language acquisition continues to lag, and without language acquisition, students are not going to be successful in other areas.
Root Cause # 3	Many students are not literate in their first language.
Root Cause # 4	Other languages are spoken in the home, and students are not practicing their skills outside of the school.
Goal	By the end of SY25, students will increase their expressive language by 3% as measured by ACCESS scale score comparison summary in speaking and writing.

Action Step # 1

Action Step	Incorporate listening, speaking, reading, and writing daily through the use of language acquisition materials for 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom visits, TKES observations, PLC documentation
Method for Monitoring Effectiveness	Access, Milestones, IXL Math, and MAP Reading Lexile Levels
Position/Role Responsible	Administrators, Teachers, Instructional Coaches
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	Provide professional learning and material for teachers and paraprofessionals to view and assess language acquisition best practices.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observation documentation, Teacher reflections, PLC Agendas, PLC Minutes, and PLC sign-in sheets
Method for Monitoring Effectiveness	Access, Milestones, IXL Math, MAP Reading Lexile Levels, CBAs
Position/Role Responsible	Teachers, administrators, instructional coaches
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	Conduct progress monitoring through ongoing, active, and timely feedback for staff and 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	Administration, Instructional Coaches and School Leadership Team checks Student Progress Monitoring Folders and Progress Monitoring Data for ITime
Method for Monitoring Effectiveness	Progress Monitoring Document for I-Time & Student Progress Reflection Folders
Position/Role Responsible	Administrators, Instructional Coaches, 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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Action Step # 4

Action Step	Increase interaction, engagement and student achievement through use of research-based instructional strategies and instructional software.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom visits, TKES observations, PLC documentation, surveys
Method for Monitoring Effectiveness	IXL Math, MAP Reading Lexile Levels, Milestones, CBAs, Access
Position/Role Responsible	Administrators, Instructional Coaches, teachers, paraprofessionals
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

Action Step	Increase parent-school partnerships to encourage family engagement through monthly meetings, parent resources and newsletters.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Parent Surveys, Sign-in sheets

Action Step # 5

Method for Monitoring Effectiveness	Parent Survey/Evaluation results
Position/Role Responsible	Administration, Parent Liaison, Teachers and 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 # 6

Action Step	Utilize extended day opportunities, reduced class size model, instructional coaches, and support staff (paraprofessionals) to support instruction.
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 achievement data, rosters
Method for Monitoring Effectiveness	Access, Milestones, IXL Math, MAP Reading Lexile Levels, CBAs, Benchmarks
Position/Role Responsible	Admins, ICs, teachers
Timeline for Implementation	Yearly

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Attend Get Your Teach On national conference (registration, lodging, travel, car rental, and meals) for engagement and Tier I instructional strategies that are aligned to the SIP with information to be redelivered to faculty and staff.
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	PLC Meeting Agendas, minutes, sign in sheets
Method for Monitoring Effectiveness	Student growth of assessments and diagnostics
Position/Role Responsible	Administration, Teachers, Instructional Coaches
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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Many students are dealing with mental health issues that are exhibited through dysregulation, high absenteeism rates, behavioral referrals, and student health surveys.
Root Cause # 1	Discipline is approached from a fixed versus growth and restorative mindset.
Root Cause # 2	Students and teachers have not been intentionally taught how to identify regulation skills when dysregulation occurs amongst students.
Root Cause # 3	Students are disengaged.
Goal	By the end of the 2024-2025 school year, the school-created survey measuring student socio-emotional wellness will increase by 3% comparing the beginning to end-of-year overall average score.

Action Step # 1

Action Step	Administer a student socio-emotional survey at least twice per school year to measure student engagement, emotions, regulation and safety.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Successful creation and deployment of survey
Method for Monitoring Effectiveness	Success will be based on a targeted improvement on the overall average score by 3%
Position/Role Responsible	Administration, Instructional Coaches, Counselors and Teachers
Timeline for Implementation	Others : Beginning and End of Year (minimum)

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	School-wide implementation of PBIS (Viking Pride).
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	Established PBIS processes scaled throughout the school year to move from common areas (e.g. halls, cafeteria, bathrooms) to classrooms.
Method for Monitoring Effectiveness	Student discipline data and attendance rates improve
Position/Role Responsible	School-wide
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	School-wide PLC focused on restorative discipline practices for positive classroom management school-wide.
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	Agendas, PLC Sign-in sheets, Minutes
Method for Monitoring Effectiveness	Student surveys indicate an improvement of their socio-emotional health
Position/Role Responsible	School-wide
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	Counselors will teach guidance lessons using Sources of Strength.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, schedules
Method for Monitoring Effectiveness	Student surveys indicate an improvement of their socio-emotional health
Position/Role Responsible	Counselors and 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 # 5

Action Step	Increase parent-school partnerships to encourage family engagement through monthly meetings, parent resources and newsletters.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas, Sign-in sheets, Meeting minutes, parent evaluations
Method for Monitoring Effectiveness	Attendance, behavioral referrals and student socio-emotional surveys improve

Action Step # 5

Position/Role Responsible	Administration, Parent Liaison, Counselors, 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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Action Step # 6

Action Step	Attend Get Your Teach On national conference (registration, lodging, travel, car rental, and meals) for engagement and Tier I instructional strategies that are aligned to the SIP with information to be redelivered to faculty and staff.
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	PLC Meeting Agendas, minutes, sign in sheets
Method for Monitoring Effectiveness	Student growth of assessments and diagnostics
Position/Role Responsible	Administration, Teachers, Instructional Coaches
Timeline for Implementation	Yearly

Action Step # 6

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

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3. REQUIRED QUESTIONS

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

Required Questions

<p>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).</p>	<p>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 members are invited to give us feedback and input. The plan is written by volunteer members of the School Improvement Team.</p>
<p>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.</p>	<p>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.</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>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, Kagan Strategies 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 I-Time 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 instructional coaches who provide PL and work with teachers in every aspect of teaching and learning.</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.

Not applicable. East Hall Middle School is a Title I school-wide program.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>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.</p>	<p>Not applicable to this school. We are a middle school.</p>
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<p>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>	<p>East Hall Middle School partners with the high school and feeder elementary schools to ensure smooth transitions of students through schedules and pathways that will help them succeed.</p>
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<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>	<p>East Hall Middle School utilizes a committee to improve school-wide discipline by focusing on student mental health and behavioral trends in the school. The committee will discuss alternative approaches to the student discipline behavior, We also assess counseling measures, our mentoring programs and restorative practices while continually implementing our mental health initiative into practice.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	
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