



# School Improvement Plan 2025 - 2026



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 SY26, the MAP ELA and Math growth percentiles will increase by 5% from the beginning to MAP end-of-year assessments.

## 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, Math MAP RIT
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 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	Professional Learning agendas, PLC documentation, PL sign-in sheets
Method for Monitoring Effectiveness	MAP Lexile Levels, Milestones, CBAs, Access, MAP Math RIT
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, MAP Math RIT
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, MAP Math RIT, 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, Math MAP RIT, 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	Participate/attend professional learning conference(s)/workshops, such as Get Your Teach On, Kagan, and Innovative Schools Summit (registration, travel, lodging, car rental and meals) to support and grow teachers in implementation of effective Tier 1 instructional practices that align to overall SIP goals.
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 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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Action Step # 7

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	Language acquisition continues to lag, and without language acquisition, students are not going to be successful in other areas.
Root Cause # 2	Many students are not literate in their first language.
Root Cause # 3	Other languages are spoken in the home, and students are not practicing their skills outside of the school.
Root Cause # 4	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.
Goal	By the end of SY26, 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 speaking, and writing daily through the use of explicit content and academic language with intentional and effective closings.
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, MAP Math RIT, 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 ESOL endorsement opportunities, professional learning and materials/resources for teachers and paraprofessionals to teach, assess and respond to language acquisition practices.
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	Observation documentation, Teacher reflections, PLC Agendas, PLC Minutes, and PLC sign-in sheets
Method for Monitoring Effectiveness	Access, Milestones, Math MAP RIT, 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 # 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	Intentionally group and monitor students through I-Time and assigned levels of ESOL classes, to support individual language acquisition 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 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 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	Math MAP RIT, 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

## Action Step # 5

Subgroups	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
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

## Action Step # 6

Method for Monitoring Implementation	Student achievement data, rosters
Method for Monitoring Effectiveness	Access, Milestones, Math MAP RIT, MAP Reading Lexile Levels, CBAs, Benchmarks
Position/Role Responsible	Admins, ICs, 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)?	
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## Action Step # 7

Action Step	Participate/attend professional learning conference(s)/workshops, such as Get Your Teach On, Kagan, and Innovative Schools Summit (registration, travel, lodging, car rental and meals) to support and grow teachers in implementation of effective Tier 1 instructional practices that align to overall SIP goals.
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 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 # 7

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 2025-2026 school year, the number of externalizing students on the Strengths and Difficulty Questionnaire (SDQ) survey measuring student socio-emotional wellness will show a 2% decrease, comparing the beginning to end-of-year percentage.

## Action Step # 1

Action Step	Administer a student SDQ survey at least twice yearly 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	As dysregulation, increased absenteeism, behavior referrals occur, students will meet with trusted adults, behavioral interventionists and/or counselors.
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	Based on increased socio-emotional needs (i.e., dysregulation, absences, behavior referral rates), counselors will teach increased levels of support through small group/individual counseling, guidance lessons, CICOs, DSG, Sources of Strength, social worker, outside counseling.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless

## Action Step # 4

Subgroups	English Learners Migrant Race / Ethnicity / Minority 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

## Action Step # 5

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	Participate/attend professional learning conference(s)/workshops, such as Get Your Teach On, Kagan, and Innovative Schools Summit (registration, travel, lodging, car rental and meals) to support and grow teachers in implementation of effective Tier 1 instructional practices that align to overall SIP goals.
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 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

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.	Not applicable to this school. We are a middle school.
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.	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.
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.	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

## ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	
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# East Hall Middle School



## ***Parent and Family Engagement Policy and Plan for Shared Student Success***

### ***2025-2026 School Year***

Revised 6/18/25

*East Hall Middle School  
Dr. Jamie Hitzges, Principal  
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## **What is Title I?**

East Hall Middle is identified as a Title I school as part of the Every Student Succeeds Act (ESSA). Title I is designed to support State and local school reform efforts tied to the challenging State academic standards to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support family engagement. All Title I schools must jointly develop with parents and family members a written parent and family engagement policy.

# School Plan for Shared Student Achievement

## **What is it?**

This is a plan that describes how East Hall Middle School will provide opportunities to improve family engagement to support student learning. EHMS values the contributions and involvement of parents and family members to establish an equal partnership for the common goal of improving student achievement. The plan describes the different ways that EHMS will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

## **How is it revised?**

East Hall Middle School invited all parents to attend our School Forum last spring to review and revise this parent and family engagement policy, as well as the schoolwide plan, our school-parent compact, and the family engagement budget. Additionally, parent input and comments regarding this plan are welcome during the school year through an online form. The plan is posted on our school website for parents to view and submit feedback through the year. All parent feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual survey online and by mail to ask parents for their suggestions on the plan and the use of funds for family engagement. Parents and family members can also give feedback during several parent meetings and activities during the school year.

## **Who is it for?**

All students participating in the Title I, Part A program, and their families are encouraged and invited to fully participate in the opportunities described in this plan. EHMS will provide full opportunity for the participation of parents and family members with limited English, with disabilities, and of migratory children.

## **Where is it available?**

At the beginning of the year, after the plan is revised, the plan is posted on the school website and the policy is emailed out to all families through either Remind or Infinite Campus. If additional copies are needed, parents can retrieve a copy of the plan in the East Hall Middle School front office. Contact Dr. Jamie Hitzges at [Jamie.hitzges@hallco.org](mailto:Jamie.hitzges@hallco.org) or Irma Velez at [irma.velez@hallco.org](mailto:irma.velez@hallco.org).

### **District Goals 2024-2025**

By the end of FY26, the percentage of all students moving into the "Proficient and Distinguished" (combined) levels of performance on the Georgia Milestones Assessments will increase by 2%.

By the end of FY26, increase the percentage of referred students who access school based mental health services in order to increase the overall school climate rating for HCSD by 1% (from 86.74 to 87.74).

### **School Goals 2025-2026**

By the end of SY26, the MAP ELA and Math growth percentiles will increase by 5% from the beginning to MAP end-of-year assessments.

By the end of SY26, students will increase their expressive language by 3% as measured by ACCESS scale score comparison summary in speaking and writing.

By the end of the 2025-2026 school year, the number of externalizing students on the Strengths and Difficulty Questionnaire (SDQ) survey measuring student socio-emotional wellness will show a 2% decrease, comparing the beginning to end-of-year percentage.

### **School-Parent Compacts**

As part of this plan, EHMS and our families will develop a school-parent compact which is an agreement that the parents, teachers, and student will work together to make sure all our students reach grade level standards. The compacts will be reviewed and updated annually based on feedback from parents, students, and teachers during the Community Care event and the School Forum. The school-parent compacts also are shared with parents during parent-teacher conferences and kept with each child's teacher if parents need another copy.

## **Let's Get Together!**



EHMS will host the following events to build the capacity for strong family engagement to support a partnership among the school, parents, and the community to improve student academic achievement. All meetings for parents and family members will be held twice during the day—once in the morning and once in the evening.

#### **Open House for 6th Grade - July 28, 2025 @ 4 pm - 6 pm**

Meet your child's teacher and our friendly and helpful school staff.

#### **Open House for 7th and 8th Grades - July 29, 2025 @ 4 pm - 7 pm**

Meet your child's teacher and our friendly and helpful school staff.

#### **Curriculum/Family Night - September 23, 2025 @ 5:30 pm**

Come out and enjoy some time with other EHMS families. You will learn about the school curriculum, technology available to you and your students, and about our literacy/math initiatives.

#### **Annual Title I Meeting - October 21, 2025 @ 9:00 am and 5:30 pm**

You are invited to learn about our school's Title I program including our parent involvement policy and budget, the school-wide plan, the school-parent compact and parent requirements.

#### **Showcase Night- November 11, 2025 @ 5:30 pm**

Parents are invited to join us in our building for a night of showcases. We will have fine art and CTAE showcases on display where students will present their learning to families. Parents will be exposed to curriculum used in each area.

#### **Mental Health Awareness - January, 27, 2026 @ 9:00 am**

Learn about mental health and how we can identify the problem.

#### **Getting Ready for 8th Grade- February 24, 2026 @ 5:30 pm**

Join us for an informational meeting on the purpose of Carnegie Units and how benefit in obtaining required credits for high school in 8th Grade! You will also get an overview of the many Programs of Choice offered in the Hall County School District.

#### **Milestones Test Prep Parent Meeting - March 17, 2026 @ 9:00 am**

Learn about resources to help your student be prepared for Milestones testing.

#### **Parent and Family Input Meeting - April 14, 2026 @ 9:00 am and 5:00 pm**

Review and offer feedback about our school's Parent and Family Engagement Policy, School/Parent Compact, Comprehensive Needs Assessment, Parent and Family Engagement Budget, and the School Improvement Plan.

#### **Rising 6th Grade Parent Night - May 12, 2026 @ 5:30 pm**

Current 5th grade parents are invited to join us to become oriented in ways to support your child through the transition to middle school.

## Parental and Family Engagement

EHMS believes that family engagement means the participation of parents and family members in a meaningful two-way communication regarding student academic learning and other school activities including ensuring:

- That parents play an integral role in assisting their child's learning.
- That parents are encouraged to be actively involved in their child's education at school.
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities as described in this plan.

EHMS is committed to helping our parents and families attend the family activities listed in this policy. Please call or email us if you need assistance with child care or transportation in order to participate in our programs.

Dr. Jamie Hitzges, Principal  
Jamie.Hitzges@hallco.org  
(770) 531-9457



## Get EHMS is Reaching OUT!

EHMS will take the following measures to promote and support parents and family members as an important foundation of the school in order to strengthen the school and reach our school goals. We will:

- Ensure that all information related to school and parent programs, meetings, and other activities is published in both English and Spanish, posted on the school website, and included in the newsletter for all families.
- Provide monthly trainings for staff during their planning periods on strategies to improve communication with parents and ideas to increase family engagement with reading and math activities for our students outside of the classroom. Staff will also share best practices during regularly scheduled faculty meetings.
- Partner with early childhood programs, middle and high schools, college and career ready resources or organizations, parent resource centers, or other programs (as applicable) to help prepare parents and their children for successful school transitioning.
- Share information in English and Spanish on the school website and in the school newsletter for parents to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress.
- Communicate with all families and the community on a regular basis regarding school wide events and activities, through phone messages, social media, flyers, and newsletter posts.
- Work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parent and family engagement and how to support learning.
- Provide necessary materials and handouts for parents at conferences, meeting, and activities to help parents work with their child to improve achievement.
- Offer literacy and computer classes for parents and family members to help further enhance their various educational levels.
- Collect feedback from parents and family members at all events and post a suggestion form on the school website in order to respond to parents' requests for additional support for parent and family engagement activities.

### Parent and Family Engagement Standards

East Hall Middle School and our parents have adopted the National PTA Standards for Family-School Partnerships as the school's model in engaging parents, students, and the community. These standards are:

1. Welcoming All Families
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with Community

### Parent Resource Center

Come visit the Parent Resource Center to check out books, study materials, and activities to use at home with your child. Computers are available for parents to explore the IC Parent Portal and educational resources.

Monday-Friday, 8:00-3:30

EHMS invites all parents to join the School Community Team to share ideas and ways to involve other parents and family members to build partnerships with school, families, and the community. The team will meet four times during the school year, but parents and family members can also submit their ideas or suggestions at any school activities and meetings, as well as through our parent surveys and website. If you would like to learn more about the School Community Team, please contact the Dr. Jamie Hitzges, Principal at (770)531-9457 or complete the interest form and leave it in the Main Office.

### School Community Team

- ☐ Yes, I am interested and wish to join the School Community Team.
- ☐ Please contact me so I can learn more in joining the School Community Team.
- ☐ Please send me notifications about future meetings and updates.

Name: \_\_\_\_\_

Child's Name and Grade: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email address: \_\_\_\_\_

### Share Your Thoughts

We want to hear from you. If you have any suggestions regarding this plan and the students' or school's goals for academic achievement, please provide us with your comments in the space provided and leave this form in the Main Office:

Name: (optional) \_\_\_\_\_

Telephone Number: (optional) \_\_\_\_\_

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