



School Improvement Plan 2021 - 2022



**Hall County
South Hall Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	South Hall Middle School
Team Lead	Joey Millwood

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

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	Deficiencies in literacy are still prevalent and lead to deficits in other disciplines. Students need opportunities to engage and enjoy reading every day at school for longer periods of time to increase volume, comprehension, fluency, reading stamina, and enjoyment.
Root Cause # 1	Limited access to texts students can and want to read including a stigma with texts students can read when below grade level, exposure to various genres, and a need for teachers to be well-read and versed in children's literature.
Root Cause # 2	Lack of reading support at home.
Root Cause # 3	Time to read for pleasure each day in school.
Goal	By the end of FY 21-22, the percentage of students moving up a performance level on the common local assessments in Language Arts and Math will increase by 2% (with FY21 being a baseline year).

Action Step # 1

Action Step	Hire bilingual University of North Georgia students as paraprofessionals to support individual students who are struggling, provide differentiation, and additional instructional support focused on reading, writing, speaking, listening, and thinking.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES observations, lesson plans, student achievement data and work samples.
Position/Role Responsible	Hall County School District, Support Staff
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Offer additional planning for the School Leadership and Improvement Teams to evaluate systems and processes during the summer to measure student achievement and effectiveness of program.
Funding Sources	Title I, Part A Title II, Part A IDEA
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 and Effectiveness	TKES observations, student data, teacher reflections
Position/Role Responsible	Instructional coaches, Administrators, Curriculum Leads
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 # 3

Action Step	Purchase additional leveled-text for all content areas and supplies to promote and increase literacy among diverse learners.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES, Teacher observations, conferring, student achievement, GMAS, ACCESS testing
Position/Role Responsible	Classroom 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 # 4

Action Step	Teachers will plan opportunities to read in each class (at least ten minutes per class) and students will engage in Silent Sustained Reading (SSR) for at least 20 minutes everyday.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership

Action Step # 4

Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	School Improvement Team, TKES observations, informal walk-throughs, lesson plans, student self-monitoring tool
Position/Role Responsible	Admin, ILT's, Instructional Staff
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	Train non-ELA teachers how to interpret and use Lexile levels, F&P levels, and locate reading texts to assist students in reading at their comfort level and stretch band.
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
Method for Monitoring Implementation and Effectiveness	PLCS, School Improvement Team, TKES observations, informal walk-throughs, lesson plans
Position/Role Responsible	Admin, ILT's, Instructional Staff
Timeline for Implementation	Weekly

Action Step # 5

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

Action Step	Provide additional training in reading /writing workshop for six teachers at the Summer Institute at the Teacher's College at The University of New York.
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
Method for Monitoring Implementation and Effectiveness	Student achievement and balanced scorecard data, classroom observations, TKES observations
Position/Role Responsible	ELA ILT, 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	Provide professional learning opportunities in the implementation of literacy standards and best practices.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	Professional Learning Plan, Sign-in sheets, Agendas; Student Achievement Data
Position/Role Responsible	Admin, Curriculum Leads, ILTs, Instructional Staff
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 # 8

Action Step	Provide after school and Summer School support opportunities to support students with reading and mathematics.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment

Action Step # 8

Method for Monitoring Implementation and Effectiveness	Classroom assessments, Scholastic Reading Inventory, standardized assessments
Position/Role Responsible	Teachers, Instructional Lead Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Fund Instructional Lead Teachers for Math and ELA to provide Professional Learning and teacher support.
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 and Effectiveness	Classroom and TKES observations, Professional Learning agendas and minutes, Standardized Test Scores.
Position/Role Responsible	Administration, Instructional Lead Teachers
Timeline for Implementation	Yearly

Action Step # 9

<p>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)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students need to monitor their own academic progress to increase personal efficacy.
Root Cause # 1	Students do not know what / how to monitor their progress (goal setting, grades, improved skills).
Root Cause # 2	Teachers do not know what / how to monitor (Literacy? Thinking skills? Grades? SEL?).
Root Cause # 3	There has not been a pervasive school wide expectation / teacher efficacy for student progress monitoring.
Root Cause # 4	Students have either not transferred monitoring skills or have not been intentionally taught self-monitoring skills.
Goal	By the end of FY '22, 100% of students will self-monitor their progress, in order to increase student efficacy and increase academic growth.

Action Step # 1

Action Step	Development and implementation of student conferencing tools and student self-monitoring instrument.
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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Assessment systems analysis, Unit lesson plans, formal and informal checklists, PLC minutes and agendas
Position/Role Responsible	ELA ILT and Literacy Team
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	Administration and analysis of quarterly assessments (CBA, SRI, Moby Max screener, summative assessments) in ELA and Math classes to evaluate student progress and adjust instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student assessment (Moby Max, CBA) teacher checklists
Position/Role Responsible	Instructional Lead teachers, instructional staff
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	Develop a system to recognize and reward students for academic growth and growth toward literacy goals.
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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student monitoring forms, CBA scores, Moby Max screeners, student grades, teacher recommendations
Position/Role Responsible	Admin, Instructional Staff
Timeline for Implementation	Quarterly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	All students need a trusted adult in the building who they feel they can go to for academic and social- emotional assistance.
Root Cause # 1	How to match the systems, knowledge, skills, and strategies to address the social emotional and behavioral needs of all learners.
Root Cause # 2	Students and families have experienced adverse childhood experiences and trauma that affect their ability to achieve academic growth
Root Cause # 3	How to support the varying social emotional and behavioral needs of students to assist with academic success
Root Cause # 4	Family engagement in the school process continues to be a struggle.
Goal	By the end of the first semester of FY '22, every student will report having at least one trusted adult they can rely on in the building.

Action Step # 1

Action Step	Survey students to determine how many can report having a trusted adult in the school whom they feel they can go to for support.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	School Surveys, Usage data' Wellness team, teachers
Position/Role Responsible	Admin, Wellness Team, Counselors, Teachers
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Implement targeted, topic-specific monthly virtual parent engagement meetings to increase parent involvement and encourage monitoring of social emotional wellness.
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
Method for Monitoring Implementation and Effectiveness	Parent surveys, meeting agendas and minutes
Position/Role Responsible	Parent Liaison, Counselors, Administrators, teachers, parents, Instructional Lead 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 # 3

Action Step	Purchase Parent Involvement Library from the Parent Institute subscription to provide parents resources to assist their children academically.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monthly Parent Involvement meetings and parent feedback
Position/Role Responsible	Principal and Parent Liaison
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)?	Parent Institute
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Action Step # 4

Action Step	Provide weekly advisement sessions for students and staff to encourage and promote resiliency, mindfulness, and positive self-image.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation and Effectiveness	Training agenda and sign in sheets. Georgia Health Survey
Position/Role Responsible	Counselors, HCSD Director of Student Services
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)?	HCSD Student Services
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Action Step # 5

Action Step	Expand partnership with additional mental health professionals from Center Point, Brenau, and AVITA.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign in sheets
Position/Role Responsible	Counselors
Timeline for Implementation	Quarterly

Action Step # 5

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

Action Step	Continue to explore MTSS and implement RTI strategies in conjunction with District goals and timeline for implementation.
Funding Sources	Title IV, 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 and Effectiveness	Sign-in sheets, agendas, timeline, and feedback
Position/Role Responsible	MTSS Coordinator and Administrator
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 # 7

Action Step	Enhance and Increase partnerships with parents and other stakeholders.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Meeting agendas and sign-in sheets, parent feedback surveys
Position/Role Responsible	Admin, Parent Liaison, Counselors
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)?	Parent Institute
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Action Step # 8

Action Step	Establish a Family Engagement Committee to be made up of school staff and parents to plan Family Engagement Opportunities.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas, Sign-In Sheets, Parent Surveys

Action Step # 8

Position/Role Responsible	Admin, Parent Liaison, School Leadership Team
Timeline for Implementation	Monthly

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

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students need to understand why the lesson components, including learning targets that are clear and relative to state standards, are used incorporated in lessons.
Root Cause # 1	All lesson components are not intentionally planned and executed pervasively in all lessons in every classroom.
Root Cause # 2	There is a lack of pervasive intentionality to explain the framework of a lesson to students and how they contribute to content understanding and achievement.
Goal	By the end of FY '22, increase the percentage of students achieving proficient or distinguished learner status on standardized assessments by continuing to practice reflective and research-based strategies (Marzano's high-yield strategies, lesson components.)

Action Step # 1

Action Step	Provide professional learning opportunities in the implementation of standards and best practices via professional learning (Curriculum group PLCs, New teacher mentoring, SPED PLCs, and job embedded professional learning).
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation: Implementation plan, Professional Learning plan, sign-in sheets and agendas, survey results, and longevity data, Student Achievement Data
Position/Role Responsible	Admin, ILTS, Instructional Staff
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	Fund and implement Read 180 and System 44 to assist struggling readers.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Professional Learning Agendas and Sign-in Sheets
Position/Role Responsible	Admin, Curriculum Leads, ILTS, Instructional Staff
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 # 3

Action Step	Target professional learning to improve instruction of students with disabilities.
Funding Sources	N/A
Subgroups	Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Professional Learning agenda and sign-in sheets, student achievement data.
Position/Role Responsible	SPED Coordinator, SPED Lead teacher, SPED 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	Targeted professional learning opportunities provided for teachers in the area of best instructional practices for supporting ELs.
Funding Sources	Title III, Part A
Subgroups	English Learners
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Implementation of SIOP into classroom instruction, sign-in sheets and agendas
Position/Role Responsible	Title III ESOL Coach, Admin, Instructional staff
Timeline for Implementation	Monthly

Action Step # 4

<p>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)?</p>	
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