



# School Improvement Plan 2022 - 2023



**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)	Traditional funding (all 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	Deficiencies in literacy are still prevalent and lead to deficits in other disciplines, particularly among ELL and SWD students. 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 support of reading at home due to a lack of literacy resources and limited language proficiency for many students.
Root Cause # 2	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 and being able to aid in choosing appropriate books.
Root Cause # 3	Many students with disabilities and English Language Learners have deficits in their literacy skills which limit their ability to engage and enjoy reading.
Goal	By the end of FY'2022-23, the percentage of students in each subgroup moving up a performance level on the Georgia Milestones Assessments will increase by 2% (with FY'22 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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	1. Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Hall County School District, Support Staff
Timeline for Implementation	Yearly

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
--	-----------------------------

Action Step # 2

Action Step	Offer additional planning for the School Leadership and Improvement Teams to evaluate systems and processes during the school year and summer to measure student achievement and effectiveness of program.
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
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Instructional coaches, Administrators, Curriculum Leads
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)?	
--	--

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
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Classroom teachers, Department chairs, Instructional Coach
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)?	
--	--

Action Step # 4

Action Step	Continue to 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	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
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)?	
--	--

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 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
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.

Action Step # 5

Position/Role Responsible	Admin, ILT's, 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)?	
--	--

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
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Instructional Coach, ELA 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)?	
--	--

Action Step # 7

Action Step	Provide professional learning opportunities in the implementation of literacy standards, best practices in all disciplines, and authentic intellectual work; leadership development in school improvement processes for leadership team; research-based practices for new teachers.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Admin, Curriculum Leads, ILTs, 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)?	
--	--



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
Success Criteria for Implementation	Student attendance
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Teachers, 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)?	
--	--

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

Action Step # 9

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Administration, Instructional Lead 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)?	
--	--

Action Step # 10

Action Step	We will purchase supplies, equipment, technology, and software to increase numeracy and literacy through student engagement in authentic intellectual work.
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
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Classroom teacher, instructional coaches

Action Step # 10

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)?	
--	--

Action Step # 11

Action Step	Train staff to provide appropriate interventions for Tier 2 students for literacy, numeracy, and positive behaviors.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	1. Earlier identification of students in need of increased interventions. 2. Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Admin, ILTs, Classroom teachers,
Timeline for Implementation	Monthly

Action Step # 11

<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>	
---	--

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Many students are increasingly less engaged in school and lack "ready to work" skills (executive functioning) and habits as evidenced by high absentee rates, increased discipline and counseling referrals.
Root Cause # 1	Although grade-level teachers share a common planning time, there is not a shared vision for intentional, efficient, and impactful planning focused on lesson design, authentic intellectual work, and student engagement (efficacy).
Root Cause # 2	Students have either not transferred monitoring skills or have not been intentionally taught self-monitoring skills and/or they have limited "ready to work" skills and habits.
Root Cause # 3	Teachers do not know what / how to monitor (Literacy? Thinking skills? Grades? SEL?).
Root Cause # 4	There has not been a pervasive school wide expectation / teacher efficacy for student progress monitoring.
Root Cause # 5	Typically, student misbehavior negatively affects student achievement.
Goal	By the end of FY'23, the number of students with 10 or more absences and/or 3 or more discipline referrals will decrease by 10% through intentional collaborative planning and progress monitoring focused on authentic intellectual work, healthy mindsets and relationships, and increasing student engagement and enjoyment.

Action Step # 1

Action Step	Development and implementation of student conferencing/progress monitoring 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
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	1. Teachers will have a clearer picture of their students' abilities and needs. 2. Students will be able to set goals and follow through.
Position/Role Responsible	ELA ILT and Literacy Team

Action Step # 1

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)?	
--	--

Action Step # 2

Action Step	Administration and analysis of quarterly assessments (CBA, BAS, 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
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	1. Students will experience growth and greater efficacy as they make progress on formative and summative assessments.
Position/Role Responsible	Instructional Lead teachers, instructional staff
Timeline for Implementation	Quarterly

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)?	
--	--

Action Step # 3

Action Step	Develop a system to recognize and reward students for academic growth and growth toward academic 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
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	1. More students will feel connected to the school. 2. Students will recognize the correlation of their hard work to the reward received.
Position/Role Responsible	Student Leadership Coordinator, Counselors, Admin.
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)?	
--	--

Action Step # 4

Action Step	Revision of our collaborative planning system to incorporate focused and intentional analysis of authentic intellectual work, refining literacy strategies to promote deeper learning, utilizing effective lesson components to deepen the culture of thinking and learning, and identifying student learning supports to promote greater mental health awareness, whole child development, and positive school climate.
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 Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	1. Positive growth and achievement on assessments. 2. Increased student engagement.
Position/Role Responsible	Admin, Classroom teachers, ILTS
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)?	
--	--



Action Step # 5

Action Step	Revision of the AOD Way Behavior Matrix and Schoolwide Discipline Plan
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans; Behavior Report
Success Criteria for Impact on Student Achievement	1. Fewer students will miss class due to disciplinary referrals.
Position/Role Responsible	Teachers, Admin, AOD Way Committee
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)?	
--	--

Action Step # 6

Action Step	Expand Tier II groups (DBT, SOS, and Attendance) as well as further develop the Multi-tiered System of Support (MTSS).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 6

Subgroups	Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans; RTI Meeting minutes, KIDTalk Minutes
Success Criteria for Impact on Student Achievement	1. Students will miss less class time and increase engagement in class activities.
Position/Role Responsible	Counselors, Principal, RTI Coordinator.
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)?	
--	--

Action Step # 7

Action Step	Revision of the AOD Advisement process and curriculum and purchase of supplemental materials to build positive mindsets and relationships
Funding Sources	Title I, Part A Title III, Part A McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans; AOD Way and behavior matrix; Behavior report
Success Criteria for Impact on Student Achievement	1. Discipline referrals will decrease result decrease absences from class due to disciplinary process.

Action Step # 7

Success Criteria for Impact on Student Achievement	2.Students will set goals and measure their own progress through advisement.
Position/Role Responsible	Teachers, Counselors, Admin.
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)?	
--	--

Action Step # 8

Action Step	Continue to increase parent- school partnerships to encourage family engagement through monthly meetings, purchase of parent support resources, and semi-annual celebrations.
Funding Sources	Title I, Part A McKinney-Vento
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
Success Criteria for Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans; Meeting minutes and agendas
Success Criteria for Impact on Student Achievement	1. Students will attend school daily. 2. Student involvement in extra-curricular activities will increase.
Position/Role Responsible	Family Engagement Committee, Teachers, Counselors, Parents, Students, Admin.
Timeline for Implementation	Monthly

Action Step # 8

<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>	
---	--

### 3. REQUIRED QUESTIONS

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

Required Questions

<p><b>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).</b></p>	<p>The Academies of Discovery at South Hall has involved all of its teachers, paraprofessionals, support personnel, and school leaders in developing this comprehensive needs assessment and the school improvement plan that evolved from meetings and gathered data. During FY22 post-planning days, teachers were able to review available preliminary data to determine if we had reached goal attainment from SIT observation data and surveys conducted in-house. Then, the School Improvement Team worked to give more input about all of the systems to the School Leadership Team (SLT) and reviewed our top priorities for improvement. SLT members provided feedback, questioned, amended and created further steps in the plan then spent two days in the summer to complete the Consolidated Needs Assessment and develop School Improvement goals.</p>
<p><b>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.</b></p>	<p>The Academies of Discovery at South Hall believe that we are highly responsible for the future of our community and much of that future depends on providing quality instruction in every classroom. AOD has no teachers who are teaching outside of their fields of certification and two first-year teachers this year. As for inexperience, of the 82 teachers at AOD, the mean number of years of teaching is 15.7; the median is 15 years, none with ineffective ratings. Teachers new to AOD have procedural and content mentors as well as access to content coaches so that they develop classroom management and content knowledge to the depth needed to prepare children for higher education. Induction teachers are mentored for their first three years as part of a teacher residency program.</p>
<p><b>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).</b></p>	<p>The Title I program at AOD is a school wide program, where ALL children benefit from research-based instructional strategies and heterogeneous groupings within subject areas beyond mathematics. Teachers plan for variance in learning needs, and are able to address quite a range through blended learning methods. Mathematics classes have a full range of manipulatives and other such devices to help students gain the conceptual knowledge at the concrete level rather than simply memorizing algorithms. Throughout the school, we are focusing upon student-centered classrooms, so student work is facilitated by teachers who should progress monitor and provide scaffolding and support to those in need. A district-wide literacy initiative will continue and AOD will be an active participant in any and all professional learning opportunities to increase literacy among our students.</p>

<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.</p>	<p>Since AOD is a school-wide Title I program, all students are eligible for remedial assistance in math and reading. Data from the Georgia Milestones tests, diagnostic assessments and probes, grades, and teacher recommendation from KIDTalks are criteria used to determine eligibility to be served in Read180 and Math Remediation connection classes for remediation and acceleration as well as remedial services provided by two teachers who provide additional support in Math and Reading.</p>
---	---

### 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>N/A</p>
---	------------

<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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>AOD counselors work extensively with our 8th grade population to develop high-school transition plans. We offer many Carnegie-level High-School course with most 8th graders leaving AOD with a minimum of two Carnegie credits.</p>
--	---

<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>AOD currently implements the "choice" model which emphasizes a blend of reality therapy and behavior modification placing the student in charge of and ownership of their choices. A system of progressive consequences (both positive and restorative) are implemented to teach students how to make positive choices and take ownership of negative ones. The Multi-tiered Systems of Support will be implemented and all staff will be trained in Mental Health and Trauma Awareness.</p>
---	---

ADDITIONAL RESPONSES

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