



Comprehensive Needs Assessment 2025 - 2026 School Report



Hall County
South Hall Middle School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Kristi House
Team Member # 2	Assistant Principal	Courtney Newton
Team Member # 3	Assistant Principal	Jeff Brack
Team Member # 4	Instructional Lead teacher	Amy Cochran
Team Member # 5	Instructional Lead teacher	Leania Graham
Team Member # 6	Teacher/SLT Representative	Morgan Cocchi
Team Member # 7	Teacher/SLT Representative	Kelsi Peterman

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Teacher/SLT Representative	Joey Hannon
Team Member # 2	Teacher/SLT Representative	Robin Bates
Team Member # 3	Teacher/SLT Representative	Caitlin Reed
Team Member # 4	Teacher/SLT Representative	Rachel Warden
Team Member # 5	Teacher/SLT Representative	Jan Ewing
Team Member # 6	Teacher/SLT Representative	Kent Townley
Team Member # 7	Teacher/SLT Representative	Carmen Herrera
Team Member # 8	Teacher/SLT Representative	Mark Dixon
Team Member # 9	Teacher/SLT Representative	Lori Hutto
Team Member # 10	Teacher/SLT Representative	Richard Giroud

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	School Resource Officer	Rachel Dunn
Stakeholder # 2	Parent/Teacher	Christine Lytton
Stakeholder # 3	Counselor	LeAnn Owens
Stakeholder # 4	Parent	Lindsey Guitierrez
Stakeholder # 5	Parent	Morgan Cocchi
Stakeholder # 6	Parent	Amber Dial
Stakeholder # 7	Community Partner	Steve Syfan
Stakeholder # 8	Community Partner	Robyn Lynch

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	We will hold in person and virtual meetings, send draft documents and electronic feedback forms, offer many opportunities for stakeholders to attend meetings and provide feedback.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	<p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
2. Operational	<p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	✓
3. Emerging	<p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
4. Not Evident	<p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.</p> <p>These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.</p>	
2. Operational	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards.</p> <p>These curriculum documents and resources guide the work of teachers and instructional support staff.</p>	✓
3. Emerging	<p>Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.</p>	
4. Not Evident	<p>Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.</p>	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	<p>A supportive and well-managed environment conducive to learning is evident throughout the school.</p> <p>Students consistently stay on-task and take responsibility for their own actions.</p>	
2. Operational	<p>A supportive and well-managed environment conducive to learning is evident in most classrooms.</p>	✓
3. Emerging	<p>A supportive and well-managed environment conducive to learning is evident in some classrooms.</p>	
4. Not Evident	<p>A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.</p>	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	✓
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
2. Operational	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	✓
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	✓
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	✓
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	✓
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	✓
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	✓
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	✓
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	✓
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	
3. Emerging	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	
4. Not Evident	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	✓
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	
2. Operational	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	✓
3. Emerging	<p>Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.</p>	
4. Not Evident	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
2. Operational	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
3. Emerging	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	
3. Emerging	Professional learning needs are identified using limited sources of data.	✓
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	✓
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	
3. Emerging	<p>Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.</p>	✓
4. Not Evident	<p>Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.</p>	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
2. Operational	<p>Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.</p>	✓
3. Emerging	<p>Some resources and systems are allocated to support and sustain professional learning.</p>	
4. Not Evident	<p>Few, if any, resources and systems are provided to support and sustain professional learning.</p>	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	✓
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	✓
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	✓
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	✓
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	<p>The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.</p>	
2. Operational	<p>The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.</p>	
3. Emerging	<p>The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	✓
4. Not Evident	<p>The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
2. Operational	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	✓
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	✓
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Staff Data Collection survey, Parent surveys, GSAPS Summary Report; TKES observations, Staff Observations; Student Health Survey, Interval Data Report, Analytic Vue</p>
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Analysis of the Personnel survey indicate that the majority of teachers feel confident in the leadership and Instructional system. There is a need for further development and implementation of a progress monitoring system for students to better gauge student achievement and to build student efficacy. There is a need for designated times for co-teaching teams to meet to plan for differentiation and accommodations as well as to examine student data. Overall, the staff believes the processes for success are in place and now there needs to be a deliberate focus on ensuring consistency of processes is in place throughout the school.</p> <p>Parent survey data indicates parents support the mission and vision of the school, feel they receive adequate information and guidance, and have opportunities to be involved in their child's education. Both school personnel and parents agree that work needs to be done to get more families engaged in school improvement efforts and more opportunities to be in the school building are needed.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Teacher Data Collection Survey, TKES /LKES evaluations and reflections, Informal observations (Walk-arounds), Staff counselor (student services) perception surveys, PLC minutes and agendas, Master Schedule, Professional Learning Plan, School Improvement Plan, KIDTalk protocols, MTSS/RTI Protocols, Interval Data Report, Counselor Classroom Guidance plans, School Improvement Team and School Leadership Team Monthly meeting agendas, Family Engagement Meeting attendance; GSAPS Summary Report</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>A common vision and mission have been developed through a collaborative process and communicated to stakeholders, defining the culture of the school and guiding continuous improvement. Rules, practices, and procedures that maintain a safe, orderly learning environment are consistently implemented across the school. These are continually monitored and revised as needed. A supportive and well-managed learning environment is evident in most classrooms. Evidence exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident. Efforts to increase celebrating the achievements/accomplishments of students and/or staff and to build student capacity to actively monitor their own progress has improved and will be continued further. Progress monitoring templates are in place and utilized in Math and ELA to analyze data and adjust instruction accordingly. Preliminary Milestone ELA scores indicate that scores are up across the board.</p>
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<p>What achievement data did you use?</p>	<p>ACCESS, Balanced Scorecard Assessment, District CBA data, Formative/Summative Assessment, RTI processes and remediation courses, Interval Data Report, AnalyticVue, Master Schedule, Professional Learning Plan, School Improvement Plan, SLDS Achievement data, GSAPS Summary. GMAS Milestones data, MAP data</p>
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<p>What does your achievement data tell you?</p>	<p>ELA continues to grow slowly and Math, especially in 8th grade, has seen gains. Currently, it is difficult to predict overall ELA and Math EOG/EOC growth scores, but data from SY'24 and SY'25 growth scores may be able to be calculated once all data is collected. District common assessments indicate students are experiencing expected growth in Math and ELA.. Preliminary comparison data from FY'24 to FY'25 data shows some movement, particularly in Math. 8th grade scores across the board were higher. FY'25 data will be more useful in discerning trends once it is fully available and can be thoroughly analyzed to determine if current initiatives are working provided current student attendance can continue to normalize. Full implementation of a system of progress monitoring (diagnostic/formative assessments, probes, etc.) and a focus on literacy and numeracy will be our focus this year to close gaps in reading proficiency and math fluency and problem solving skills.</p>
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<p>What demographic data did you use?</p>	<p>School demographic and economically disadvantaged data, Milestones results, SLDS demographic data, Analytic Vue</p>
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<p>What does the demographic data tell you?</p>	<p>The population of South Hall Middle School consists of majority Hispanic, economically-disadvantaged students, many of which are still English Language Learners (ELL), and a special program (the DaVinci Academy) for 250 students who apply to participate in enrichment and higher-level learning opportunities. Many of these students have been identified as gifted. SPED trends are low and gifted high due to DVA numbers. Continued influx of primarily Spanish speaking families and meeting their needs is an ever increasing challenge. A system of progress monitoring (diagnostic/formative assessments, probes, etc.) and content/skill specific strategies and/or lessons to meet the individual needs of all students is in progress. A push toward increasing the amount of reading in which students engage will be the focus of our literacy initiative as well as more consistency in our processes. Student transiency, Spanish speaking population attracted by poultry industry, low SES, divided families, parents working multiple jobs/long hours.</p> <p>The Da Vinci Academy dilutes some of the South Hall Middle School data due to the majority of gifted and higher socio-economic status of that population.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>In most classrooms, the learning environment is supportive and well managed where individual student needs are met. However, a more consistent system of flexible grouping strategies and intentionally differentiated instruction will greatly benefit our diverse population of learners. Conversations should continue in PLs on lesson components, effective closings, and teacher efficacy and engagement, while also emphasizing data digs through common assessments. Professional Learning Communities are established and teachers are working collaboratively in each content area. Stakeholders are part of the process for developing and implementing the SIP, and a variety of data resources are used to measure progress (parent surveys, teacher surveys, School Improvement team walkthrough observations, SRI, MAP, Milestone and CBA scores). However, through teacher self-assessment and observations, more work is needed to create equitable learning opportunities for all students through differentiated instructional strategies. Feedback should also be a focus within instruction to create a well balanced cycle of learning within the building for all students. Student monitoring will be taught and implemented with fidelity as a skill, so student efficacy will increase and students will know the difference between progress monitoring and achievement. Common assessments for ELA (CBA's) are implemented and used for data gathering. Although, Math CBA's are not related to development of skills, but to units. Common assessments will be utilized throughout each content area to promote conversations and data driven instructional decisions.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The school creates a common vision that has been developed through various collaborative processes and targets character, competency, and rigor for all. The vision guides school culture, planning, and decision-making. There is a need for consistency and accountability from all teachers when implementing changes within the school. One way to ensure this will happen is by monitoring teacher performance not only in the beginning of the year, but throughout the rest of it as well, using the TKES process. The leadership team has routine and</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

	intentional meetings that are able to address the needs of the school and develop a clear improvement plan for the school.
<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The school will continue to benefit from its strong collaborative structures, such as consistent curriculum and grade-level meetings and the support of Instructional Leadership Teams (ILTs), which will serve as a foundation for shared decision-making and leadership development. However, professional learning will need to become more consistent and purposeful, with a greater emphasis on aligning sessions to teacher experience levels, incorporating varied learning designs, and clearly defining expectations. Differentiated, teacher-led sessions—such as those focused on effective lesson closings—will need to be expanded and tailored to grade-level needs. Additionally, the school will need to implement structured professional learning cycles and establish regular systems for monitoring and evaluating their impact. These improvements will ensure that professional development is meaningful, sustained, and linked to both teacher growth and student outcomes. For leaders, the focus will shift toward developing data-informed systems that guide, support, and assess the implementation of professional learning, ultimately fostering a culture of continuous improvement across the school.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>We recognize the need to improve increased parent involvement, strive to provide various opportunities for families to participate throughout, and utilize one school-wide method of communication. This involvement should include increasing parent involvement to create a P.T.S.O. (Parent Teacher-Student Organization). Meetings with the P.T.S.O. will be held to create a collaborative approach to better support our multicultural student body and events throughout the school year. In order to increase teacher buy-in and meaningful outcomes, the Family Engagement Committee will help educate staff on the importance of family engagement and create plans to execute events. In addition, we set up partnerships with local business owners that represent our diverse student body. The Parent Liaison, counselors, social workers, and Migrant paraprofessionals will have continuous contact to increase opportunities for families and teachers to build relationships and enhance the learning community and culture of the school. Our L.M.S. (Learning Management Systems), which includes Canvas, LaunchPoint, Zoom, Infinite Campus, Remind, one-to-one technology, social media accounts, and the school website are continually available for student-parent-teacher engagements. We work to connect families with agencies and resources to meet the needs of students. We are increasing opportunities for all students and parents to have information about programs of choices for high schools/LCCA/Early College and to educate about the benefits of each.</p>

Strengths and Challenges Based on Trends and Patterns

	Parents will monitor student progress and communicate with teachers through a Blue Folder system and Infinite Campus. They will also have more opportunities to celebrate student successes and accolades throughout the year by learning about and attending monthly events.
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders, defining the culture of the school and guiding continuous improvement. Rules, practices, and procedures that maintain a safe, orderly learning environment need to be practiced consistently across the school. Teams should hold each other accountable for upholding the rules and procedures. These are continually monitored and revised as needed. A supportive and well-managed learning environment is evident in most classrooms. Evidence exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident. Continue building the programs in place in order to increase positive communication within the school and community. Although teachers have high expectations for students, we will continue to develop our advisement piece, find ways to offer more mentoring options, implement effective and consistent feedback for students and teachers, and develop ways for students to set goals and self-monitor (such as the blue folders). Finally, remedial class offerings and learning supports for identified students and the implementation of effective engagement, effective closings and increased efficacy will continue in SY'26 to address the needs of all students.</p>
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The population of South Hall Middle School consists of majority Hispanic, economically-disadvantaged students, many of which are still English Language Learners (ELL). SPED trends are low and gifted high due to DVA numbers. Continued influx of primarily Spanish speaking families and meeting their needs is an ongoing challenge. A system of progress monitoring (diagnostic/formative assessments, probes, etc.) and content/skill specific strategies and/or lessons to meet the individual needs of all students is in progress, but continued work and development is needed. Remedial class offerings, implementation of the innovative structure model for ELLs, professional learning on co-teaching models, and the implementation of High Reliability Organizational teaching practices will continue in SY'26 to address needs among our various sub-groups.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>ELA continues to grow slowly and Math has seen gains. Currently, it is difficult to predict overall ELA and Math EOG/EOC growth scores, but data from SY'24 and SY'25 growth scores may be able to be calculated once all data is collected. District common assessments indicate students are experiencing expected growth in Math and ELA.. Preliminary comparison data from FY'24 to FY'25 data shows some movement, particularly in Math. 8th grade scores across the board were improved. FY'25 data will be more useful in discerning trends once it is fully available and can be thoroughly analyzed to determine if current initiatives are working. Full implementation of a system of progress monitoring (diagnostic/formative assessments, probes, etc.) and a focus on literacy and numeracy will be our focus this year to close gaps in reading proficiency and math fluency and problem solving skills.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

<p>Strengths</p>	<p>In most classrooms, the learning environment is supportive and well managed where individual student needs are met through a system of flexible grouping strategies to provide differentiated instruction. SPED students are served in both Co-teach and Direct Instruction environments to address their individual academic needs and skill deficiencies. Professional Learning Communities are established and teachers work collaboratively in each content area to plan and implement multiple means of representation, engagement, and expression to meet the learning needs of students. English Learners are supported and served in push-in and pull out classes with an emphasis on language acquisition and development by certified ESOL professionals. Differentiation occurs as needed to address the unique needs of students who are in the process of learning English through immersion in the four subject areas and Connection classes. A Spanish for Native Speakers class is provided to help students with their native language literacy to support literacy and proficiency in English. All programs are available, along with a very strong student services and counseling department, to meet the various needs of economically disadvantaged students. A very supportive staff and a culture of trust has been established to promote a positive learning environment for all students.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

<p>Challenges</p>	<p>More work is needed in the area of providing academically challenging, student-centered environments where specific learning needs can be met and their progress monitored through formative and diagnostic measures. Student transiency, Spanish speaking population attracted by the poultry and construction industries, low SES, divided families, parents working multiple jobs/long hours affect the level of support students need outside the regular school day resulting in increased need during the regular school day. Vocational offerings in middle school are limited for students to connect to real world interest. The language barrier is a mitigating factor to RTI/SPED designation resulting in some EL students not receiving necessary services. Parents are generally supportive of the school and teachers, but limited resources at home limit the level of support they can provide. Teachers need further training in effective co-teaching practices, progress monitoring, and research-based teaching practices.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Deficiencies in literacy are still prevalent and lead to deficits in other disciplines, particularly among ELL and SWD students. Students need structured opportunities to engage in and enjoy reading every day at school for longer periods of time to increase volume, comprehension, fluency, reading stamina, and enjoyment.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	PLCs need further professional development for increasing student literacy, reading strategies, and differentiation in all content areas. Students and families need to monitor their progress and advocate for their instructional needs. There is an overall need for consistency in all curriculum groups, and differentiated PL for teachers.
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Overarching Need # 2

Overarching Need	Many students are increasingly less engaged in school and lack "ready to work" skills (executive functioning) and habits as evidenced by absentee rates, discipline referrals, counseling referrals, and the lack of academic fidelity and student accountability. Students need to be encouraged to take ownership of their learning.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	2

Overarching Need # 2

Additional Considerations	Teachers need intentional collaborative planning focused on literacy, differentiation, and reading process skills to increase literacy and student engagement. Deeper development of learning targets and lesson components, especially closings, are needed. We will plan professional learning with intentional focus on engagement, efficacy, and effective closings.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Deficiencies in literacy are still prevalent and lead to deficits in other disciplines, particularly among ELL and SWD students. Students need structured opportunities to engage in and enjoy reading every day at school for longer periods of time to increase volume, comprehension, fluency, reading stamina, and enjoyment.

Root Cause # 1

Root Causes to be Addressed	Many students, and especially students with disabilities or who are English Language Learners have deficits in their literacy skills which limit their ability to engage in and enjoy reading. As such, students need to have opportunities to read across the curriculum in all academic areas, yet non-ELA teachers feel less equipped to adequately meet student reading needs and/or address skill deficits.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	While Math and ELA have had PLCs with specific focus and support, we have just added this support for Social Studies, and Science. There is a need for continued focus and support from our ILTs. (Trained Leadership).
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 2

Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Curriculum department chairs are not trained as curriculum leads.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Department Chairs are responsible for teaching full-time in addition to the lead responsibilities (not enough direction/actionable steps).
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness

Root Cause # 4

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	There is a lack of consistency in direction from qualified staff to build a coherent system of instruction for all curriculum groups.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Many students are increasingly less engaged in school and lack "ready to work" skills (executive functioning) and habits as evidenced by absentee rates, discipline referrals, counseling referrals, and the lack of academic fidelity and student accountability. Students need to be encouraged to take ownership of their learning.

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 1

Root Causes to be Addressed	Many students may lack the ability or motivation to take ownership of their learning if not provided by external resources (parents, teachers, admin, counselors, etc.)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	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 as caused by a lack of ability or motivation.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 3

Root Causes to be Addressed	We have unintentionally taught/enabled students to be "bystanders" in their own learning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	There has not been a pervasive school wide expectation / teacher engagement in teaching students how to monitor their own progress.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	There is not an intentional focus in teaching students to monitor progress and there is not a consistent measure or streamlined process or instrument.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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School Improvement Plan 2025 - 2026



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	Kristi House
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	Deficiencies in literacy are still prevalent and lead to deficits in other disciplines, particularly among ELL and SWD students. Students need structured opportunities to engage in and enjoy reading every day at school for longer periods of time to increase volume, comprehension, fluency, reading stamina, and enjoyment.
Root Cause # 1	Curriculum department chairs are not trained as curriculum leads.
Root Cause # 2	Department Chairs are responsible for teaching full-time in addition to the lead responsibilities (not enough direction/actionable steps).
Root Cause # 3	Many students, and especially students with disabilities or who are English Language Learners have deficits in their literacy skills which limit their ability to engage in and enjoy reading. As such, students need to have opportunities to read across the curriculum in all academic areas, yet non-ELA teachers feel less equipped to adequately meet student reading needs and/or address skill deficits.
Root Cause # 4	There is a lack of consistency in direction from qualified staff to build a coherent system of instruction for all curriculum groups.
Root Cause # 5	While Math and ELA have had PLCs with specific focus and support, we have just added this support for Social Studies, and Science. There is a need for continued focus and support from our ILTs. (Trained Leadership).
Goal	By the end of FY26, the percentage of students increasing at least one performance level on the Georgia Milestones Assessments will increase by an average of 2%.

Action Step # 1

Action Step	Offer additional planning for the School Leadership and School 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
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, and sign in sheets, Unit/Lesson Plans

Action Step # 1

Method for Monitoring Effectiveness	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)?	
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Action Step # 2

Action Step	Fund Instructional Coaches for all content areas to provide Professional Learning and teacher support.
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	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans. Classroom observations.
Method for Monitoring Effectiveness	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Administration, Instructional Coaches
Timeline for Implementation	Yearly

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	Purchase additional leveled-text for all content areas and other instructional 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 Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Method for Monitoring Effectiveness	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)?	
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Action Step # 4

Action Step	Provide professional learning opportunities for the implementation of literacy standards, best practices in all disciplines, differentiation, and leadership development in school improvement processes for leadership team; research-based practices for new teachers and purchase accompanying texts/supplies.
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 Professional Capacity
Method for Monitoring Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Method for Monitoring Effectiveness	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)?	
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Action Step # 5

Action Step	Fund intervention teachers and paraprofessionals to assist teachers and support learners.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 5

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Intervention teachers and para professionals will be interviewed and hired based on capacity to assist with our most delicate learners.
Method for Monitoring Effectiveness	MAP data, CBA data, Milestones data, discipline referral data, SDQ data, observations
Position/Role Responsible	Principal, assistant principals
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 # 6

Action Step	Provide extended instructional time in the summer for lower performing students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement

Action Step # 6

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, student attendance, Title i documentation, including sign in and attendance
Method for Monitoring Effectiveness	Student growth in classroom, district and diagnostic assessments
Position/Role Responsible	Teachers, academic specialists, instructional coaches, administration, parents/families
Timeline for Implementation	Yearly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Many students are increasingly less engaged in school and lack "ready to work" skills (executive functioning) and habits as evidenced by absentee rates, discipline referrals, counseling referrals, and the lack of academic fidelity and student accountability. Students need to be encouraged to take ownership of their learning.
Root Cause # 1	Many students may lack the ability or motivation to take ownership of their learning if not provided by external resources (parents, teachers, admin, counselors, etc.)
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 as caused by a lack of ability or motivation.
Root Cause # 3	There has not been a pervasive school wide expectation / teacher engagement in teaching students how to monitor their own progress.
Root Cause # 4	There is not an intentional focus in teaching students to monitor progress and there is not a consistent measure or streamlined process or instrument.
Root Cause # 5	We have unintentionally taught/enabled students to be "bystanders" in their own learning.
Goal	By the end of FY '26, 100% of students will self-monitor their performance in order to increase student efficacy, academic growth, and attendance.

Action Step # 1

Action Step	Administration and analysis of common assessments (CBA, MAP, summative assessments) in all content area 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	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Method for Monitoring Effectiveness	Students will experience growth and greater efficacy as they make progress on formative and summative assessments.

Action Step # 1

Position/Role Responsible	Instructional Coaches, 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 # 2

Action Step	Continue implementation of a system for monitoring student efficacy with support of teachers and families in progress monitoring process.
Funding Sources	Title I, 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
Method for Monitoring Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Method for Monitoring Effectiveness	1. Positive growth and achievement on assessments. 2. Increased student engagement in completion of progress monitoring record sheet.
Position/Role Responsible	Admin, Classroom teachers, Instructional Coaches
Timeline for Implementation	Weekly

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	Offer additional planning for the School Leadership and School 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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans
Method for Monitoring Effectiveness	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)?	
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Action Step # 4

Action Step	Revision of the South Hall Advisement process and curriculum and purchase of supplemental materials to build positive mindsets, relationships, and increased self-efficacy.
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
Method for Monitoring Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans; AOD Way and behavior matrix; Behavior report
Method for Monitoring Effectiveness	1. Discipline referrals will result in a decrease in absences from class due to discipline. 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)?	
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Action Step # 5

Action Step	Continue to increase parent- school partnerships to encourage family engagement through monthly meetings, purchase of parent support resources, and regular celebrations of success.
Funding Sources	Title I, Part A McKinney-Vento

Action Step # 5

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC Meeting agendas, Minutes, and sign in sheets, Unit/Lesson Plans; Meeting minutes and agendas
Method for Monitoring Effectiveness	1. Students will attend school daily. 2. Student involvement in extra-curricular activities will increase. 3. Increase in the number of families who attend meetings
Position/Role Responsible	Family Engagement Committee, Teachers, Counselors, Parents, Students, Admin.
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	Implementation of differentiated professional learning to meet student and teacher needs. This includes PL on lesson components, especially closings, and on use of the Teach, Assess, Respond cycle.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 6

Subgroups	Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Implementation of differentiated professional learning to meet student and teacher needs. This includes PL on lesson components, especially closings, and a Teach, Assess, Respond cycle.
Method for Monitoring Effectiveness	PLC agendas, PLC sign-in sheets, peer observations, increased scores on assessments
Position/Role Responsible	ILTs, Administration, 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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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>South Hall Middle School 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 FY25 post-planning days, teachers were able to review available preliminary data to determine if we had reached goal attainment from our GSAPS summary 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>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>South Hall Middle School believes that we are highly responsible for the future of our community and much of that future depends on providing quality instruction in every classroom. South Hall has no teachers who are teaching outside of their fields of certification and five first-year teachers this year. As for inexperience, of the 85 teachers at SHMS, the mean number of years of teaching is 21; the median is 21 years, none with ineffective ratings. Teachers new to South Hall 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>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 program at South Hall Middle School 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 SHMS will be an active participant in any and all professional learning opportunities to increase literacy among our students.</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.

N/A

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>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; 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>South Hall Middle School 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 South Hall with a minimum of two Carnegie credits.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>South Hall Middle School currently implements the "choice" model which emphasizes a blend of Cognitive Behavior Therapy/ Dialectical Skills and behavior modification placing the student in charge of and taking 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>
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ADDITIONAL RESPONSES

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