



School Improvement Plan 2020 - 2021



**Hall County
West Hall Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	West Hall Middle School
Team Lead	Ethan Banks

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	As a school, we need to increase community involvement.
Root Cause # 1	Lack of family and community engagement.
Goal	By the end of this school year, we want to increase our parent and family involvement by 100% at curriculum nights, Title 1 meetings, and extra-curricular activities.

Action Step # 1

Action Step	Provide workshops and informational materials in both printed and digital/social media formats for parents that will help them support their child's academic and social success.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Sign in sheets, published agendas, feedback
Position/Role Responsible	Administrators and support staff
Timeline for Implementation	Monthly

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

Action Step	Host a Career Day, with a focus on drawing in a diverse panel of career and business representatives.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student Feedback and reflection through a culminating activity
Position/Role Responsible	CTAE Teachers, 7th grade teachers, and administrators
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Host an International Night, with a focus on drawing in and celebrating the diverse cultures represented at West Hall Middle School.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 3

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Attendance; Student and Parent Feedback
Position/Role Responsible	Administrators, Parent Liaison, Teachers
Timeline for Implementation	Yearly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase literacy rates across all content areas in grades 6-8.
Root Cause # 1	Students' academic and assessment vocabulary is limited (both spoken and written).
Root Cause # 2	We have an increased number of non-English speaking students coming to our school.
Goal	Over the next three years, we will positively impact our school's overall literacy by increasing the number of our students who are performing at or above the proficiency level in grades 6-8 on the Georgia Milestones in ELA and Math by 5%.

Action Step # 1

Action Step	Spartan Lens will be used so we can observe instructional strategies that positively impact literacy. Teachers will have meaningful and collaborative reflections during PLC time on how to implement these best practices in their own classrooms.
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 and Effectiveness	Teacher feedback, PLC reflections, Test Scores, TKES evaluations
Position/Role Responsible	Administrators, Instructional Coaches, Teachers
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	We will continue the process of implementing targeted literacy initiatives that will support the identified needs of our students and teachers in all curriculum areas.
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 and Effectiveness	Teacher feedback
Position/Role Responsible	Administrators, Instructional Coaches, Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Throughout the week, a time will be designated for students and teachers to participate in silent sustained reading during RIGOR time.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lexile Levels; Assessment Data
Position/Role Responsible	Administrators and Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Resources such as additional Chromebooks, cabinets, and leveled texts will be purchased, secured and utilized to support all students in all content areas in order to increase the number of students who perform at or above proficiency levels on standardized assessments such as CBA's, EOGs, EOCs, and ACCESS.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Subgroups	N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Assessment Data, CANVAS usage reports
Position/Role Responsible	Administrators and teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	The utilization and employment of Instructional Coaches, Intervention Teacher and paraprofessionals to increase student achievement will be incorporated to enhance instructional practices.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Assessment Data, TKES evaluations
Position/Role Responsible	Administrators
Timeline for Implementation	Yearly

Action Step # 5

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

Action Step	We will designate funds to have extended instruction time for students during the Summer. We will use these resources to have summer school sessions in June for our 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
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Promotion and performance readiness data
Position/Role Responsible	Administrators and teachers
Timeline for Implementation	Yearly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student's ability to self-monitor their academic progress.
Root Cause # 1	Students struggle to determine which standards, domains, and indicators they have mastered throughout the course. Therefore, they need direction on how to navigate the most effective plan for content mastery based on what they have learned and what they still need to learn.
Goal	During the SY20-21, teachers will train students to effectively gauge their level of understanding of content standards, positive behavior progress, and identify potential areas for growth. In addition, students will gain the ability to determine more effectively their progress towards mastery in a particular course of study.

Action Step # 1

Action Step	Teachers will conduct one-on-one conferences with students in order to determine the students' ability to accurately monitor their academic and behavioral progress.
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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student feedback
Position/Role Responsible	Administrators and Teachers
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Approximately once a month in each content area, time will be designated for students to review and monitor their progress with teacher support.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Teacher and student feedback; student derived growth charts
Position/Role Responsible	Administrators and Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	We will continue to implement Positive Behavior Intervention and Supports (PBIS) to support, monitor, and reward desired behavior within the school.
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	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SWIS online platform Student progress monitoring data
Position/Role Responsible	PBIS team, all faculty and 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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3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

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) was accomplished.	GSAPS (October 2019) Leadership Team Meeting Spartan Lens Data PLCs Title 1 Informational Meeting (October 2019)
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.	All teachers are certified as highly qualified in their respective fields. Continuous classroom evaluations to support teacher growth. Teachers participate in Spartan Lens to identify and implement best practices.
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>The Title 1 program at West Hall Middle School has two major focuses:</p> <ol style="list-style-type: none"> 1. A collaborative approach to school improvement/professional development. 2. The use of innovative curricular practice to enhance educational opportunities and behavioral supports for all students. <p>The first approach specifically addresses ways in which to bolster parent and community buy-in. This approach considers ways in which to dynamically support parents of all students, particularly the economically disadvantaged, English-language learners, minority students, special education students, homeless/foster children, and migrant students. This goal includes action steps that will directly involve parents in decision making, along with strategies for supporting students at home. The first approach also increases teacher/teacher collaboration to ensure that best practices are utilized in all settings and that the learning environment is consistently supported. A great deal of this work will be supported by Spartan Lens and PLC conversations and reflections.</p> <p>The second approach focuses on specific skills and strategies both academic and behavioral that may be implemented within distinctive math, science, language arts, and social studies classrooms. This goal relates to innovative practice and includes rigor, acceleration, and remediation as needed. Our Title 1 budget allocates for remediation teachers who provide direct support to struggling students in the areas of math and language arts. Our Title 1 budget also strives to place resources in the hands of all students in an effort to emphasize long-range learning plans, formative assessments, and electronic resources like Canvas. Finally, our Title 1 budget allocates for instructional coaches who ensure that teaching strategies across our setting are equitable. It also allocates for intervention teachers to help us support students.</p>

<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	X
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	X
6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	<ol style="list-style-type: none"> 1. Students at West Hall Middle School are actively included in an advisement plan. Each student sets long-range goals, and with the support of an adviser, each student monitors his/her progress towards mastery of goals. 2. Students at West Hall Middle School are provided with opportunities to take high school level courses. This allows our learners to participate in "move on when ready" and "early college" as high school students. 3. Students at West Hall Middle School complete a number of college, career, and readiness modules in anticipation of high school. These modules are offered through, and with the support of, our school counselors. 4. Students at West Hall Middle School are provided with a dual language approach to prepare them for the World Scholars program as high school students. 5. Parents of students at West Hall Middle School are given opportunities to participate in forums and discussions regarding high school level coursework, GPA, and college/career pathways.
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>Our school is currently implementing PBIS. A PBIS team is currently in place, and the team has completed professional learning. They are now in the process of training teachers and students during implementation.</p> <p>Discipline data is frequently monitored by administration to ensure that all infractions are addressed with equity across grade levels and demographics. Matrices are utilized by school administrators as they make decisions regarding behavior consequences. This ensures that infractions are treated with consistency across all contexts.</p>

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	X
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