



School Improvement Plan 2026 - 2027



Hall County
West Hall High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	West Hall High School
Team Lead	Marla Lear
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)	
☒	Free/Reduced meal application
☐	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	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	Increased student achievement as indicated by EOC scores, across all demographic subgroups.
Root Cause # 1	All EOC courses were not scheduled with very experienced teachers, common planning not in place
Root Cause # 2	Common pacing, assessments, instructional strategies and collaborative data analysis are not being uniformly applied across all similar EOC classrooms.
Root Cause # 3	Diagnostic & benchmark assessments are not being used to identify students with highest potentials of moving from one proficiency band to the next.
Root Cause # 4	Teachers are not using the hybrid class schedule effectively, insuring bell to bell instruction and maintained engagement during ~90 minute class periods.
Goal	By the end of FY27, the overall CCRPI score for West Hall High School will increase by 2 points from the previous year's overall score, demonstrating measurable improvement in school performance across content mastery, progress, closing gaps, graduation rate, and readiness.

Action Step # 1

Action Step	Ensure every student receives rigorous, grade level, standards-aligned, differentiated Tier 1 instruction with clear learning targets, frequent checks for understanding, and responsive teaching (Teach- Assess- Respond)
Funding Sources	Title II, 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	collaborative planning, professional learning, PLCs, TKES observations
Method for Monitoring Effectiveness	Staff surveys throughout year. TKES and other Classroom observational data. CBAs and benchmark data throughout year
Position/Role Responsible	Administration, Instructional Coach, Department Chair Leads and Content Leads and Program Leads
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	Build consistent, standards based , data driven collaboration practices , grounded in strong PLC structures and intentional planning, to strengthen Tier 1 instruction, reduce variability in classroom experiences, and improve student outcomes.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL agendas, sign-ins
Method for Monitoring Effectiveness	TKES Observations Peer Observations Leadership Team Observations CBA, EOC and other student achievement
Position/Role Responsible	Administration, Instructional Coach, Department Chair Leads and Content Leads and Program Leads
Timeline for Implementation	Monthly

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	Design and deliver high quality professional learning led by school teams and district instructional support staff to improve student outcomes by strengthening Tier I instruction.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walk-through Data, PL Agendas, Sign In Sheets, Feedback
Method for Monitoring Effectiveness	TKES Observation Data CBA and benchmark data throughout year EOC data
Position/Role Responsible	Administration, Instructional Coach, Department Chair Leads and Content Leads and Program Leads
Timeline for Implementation	Yearly

Action Step # 3

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

Action Step	Increase targeted instructional support by utilizing instructional extension, additional resources, and hiring instructional coaches, paraprofessionals, intervention and class size reduction teachers to provide personalized learning and academic assistance.
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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walk-through Data, PL Agendas, Sign In Sheets, Feedback
Method for Monitoring Effectiveness	TKES Observation Data CBA and benchmark data throughout year EOC data
Position/Role Responsible	Administrative team
Timeline for Implementation	Yearly

Action Step # 4

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	Foster strong partnerships with families and community stakeholders through meaningful two way communication and parent meetings, utilizing and providing access to family engagement resources and building capacity to improve student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent and Family Engagement Input Survey, Parent Feedback on Meetings , ParentSquare Data
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS), GSAPS Data
Position/Role Responsible	Admin team, faculty and staff members
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	Improved identification of students with emotional/mental health indicators and referral of those students to appropriate interventions.
Root Cause # 1	Existing structures and processes for identifying students with emotional/mental health need indicators and referring students to appropriate interventions are insufficient.
Goal	By the end of FY27, West Hall High School will implement and monitor targeted strategies that strengthen the overall well-being of students and staff as evidenced by an increase in Georgia School Climate Rating by 1%.

Action Step # 1

Action Step	Foster strong partnerships with families and community stakeholders through meaningful two way communication and parent meetings, utilizing and providing access to family engagement resources and building capacity to improve student achievement.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting calendar, and school events Universal Screener Data
Method for Monitoring Effectiveness	SIT and Committee team minutes Universal Screener Data Short Term Action plans
Position/Role Responsible	Counselors, Administration, faculty and staff members
Timeline for Implementation	Quarterly

Action Step # 1

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

Action Step	Provide ongoing, needs-based professional learning that equips staff to consistently implement schoolwide procedures, build positive student–adult relationships, and create safe, engaging, and supportive classrooms using effective instruction, trauma-informed practices, and social-emotional learning aligned to the Four Cornerstones.
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	Supportive Learning Environment
Method for Monitoring Implementation	Universal Screener Schedule Leadership Team Minutes Guidance Office Referral logs (DSG, SOS, etc) MTSS Intervention logs
Method for Monitoring Effectiveness	Universal Screener Data Guidance Office Referral logs (DSG, SOS, etc) MTSS Intervention logs
Position/Role Responsible	Counselors, administration, faculty and staff
Timeline for Implementation	Quarterly

Action Step # 2

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

3.1 Stakeholders, Coordination of Activities, Serving Children, and 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).	A GSAPS review of WHHS was undertaken in SY24. Data and feedback from the GSAPS review was used to inform the planning process. CCRPI Data, feedback from RESA advisors and DOE personnel was also solicited and used for planning. Student/Parent/Staff Health Survey data was also used in developing the CNA. A CNA needs survey completed by staff was used to rate areas of perceived strength/weakness. Several department-chair and school leadership team meetings were held during the Spring of 2025, and early Summer 2025, where further input and advice was solicited. Additionally, school administration met with industry partners throughout the 2024-2025 school year where input was solicited. As the plan is a dynamic document, as revisions are suggested or made, the leadership team will meet for further input, discussion and review. The submitted plan will be made available to parents, community, faculty and staff for ongoing input.
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.	WHHS ensures that low-income and minority students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers through a comprehensive, data-informed planning and staffing process. A GSAPS review conducted in SY24, along with CCRPI data, and feedback from RESA advisors and GaDOE personnel, informed strategic decision-making related to teacher placement, support, and professional learning. Additionally, input from Student, Parent, and Staff Health Surveys and a Comprehensive Needs Assessment (CNA) completed by staff helped identify areas of strength and need. This plan remains a dynamic document, with ongoing review and input from stakeholders, including parents, community members, faculty, and staff. Through continuous monitoring and adjustment, WHHS remains committed to providing all students—regardless of background—access to qualified, experienced, and effective educators.
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	The Title I instructional program at WHHS is designed to provide all students, particularly those most academically at risk, with equitable access to high-quality instruction and targeted support to ensure academic success. The program focuses on core subject areas including English Language Arts, Mathematics, Science, and Social Studies, with an emphasis on literacy, numeracy, and critical thinking skills across all disciplines. To address the needs of at-risk students, WHHS implements a variety of research-based instructional strategies and methodologies. These

provided for students living in local institutions for neglected or delinquent children (if applicable).	include differentiated instruction to meet diverse learning needs, small-group and individualized support, and data-driven instruction informed by ongoing formative and summative assessments. Teachers utilize explicit instruction, scaffolding, and targeted interventions to close achievement gaps and support mastery of grade-level standards. The school also incorporates collaborative teaching models, such as co-teaching and inclusion, to ensure students receive support within the general education setting. Additionally, extended learning opportunities, such as tutoring, credit recovery, and enrichment programs, are provided to reinforce learning and promote academic growth.
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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.	At WHHS, teachers, in collaboration with parents, administrators, and pupil services personnel, utilize a comprehensive and data-driven process to identify students most in need of Title I services. This process includes ongoing communication with families, teacher recommendations, and consultation with counselors, instructional coaches, and support staff to ensure that academic, social, and emotional factors are considered when identifying eligible students. To ensure objectivity and equity, the school uses multiple academic-based performance criteria to rank and select students for services. A minimum of two (2) objective measures are used, including: ●Standardized Assessment Data:Scores from state assessments (e.g., Milestones/CCRPI indicators), district benchmarks, or nationally normed assessments ●Classroom Academic Performance:Course grades, common formative assessments, and progress monitoring data in core subject areas (ELA and Mathematics prioritized)
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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.	N/A
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.	During the Spring, all 8th grade middle school students are brought to the school, and spend at least half a school day touring the high school, meeting students and teachers, learning about high school expectations and exploring elective options and extracurricular activities. High school administration, counseling staff and programs-of-choice teachers visit the middle school, make presentations and meet with students and teachers at least twice during the Spring, in preparation for scheduling. Placement suggestions are solicited from middle school teachers and administration to ensure that students are appropriately placed academically. Additionally, the high school works to coordinate electives, fine arts and CTAE pathways with the middle school, such that students are able to continue middle school interests in high school. West Hall High School has a very strong Work Based Learning program, wherein high school students are assisted in finding job placements with local employers according to their career interests. These student earn high school credit while participating in Work Based Learning. Students who meet entry criteria, especially juniors and seniors, but some sophomores as well, are offered the opportunity to attend HCSD Early College where students take college courses, with college instructors and earn both high school and college credit all in the context of a Hall County Schools environment. Students may also participate in traditional dual enrollment, wherein they spend a portion of their day on a local college campus, earning high school and college credit. These opportunities exist for traditional academic courses as well as career related courses. In addition to WHHS in-house CTAE pathway offerings, students also have the opportunity to take career related courses during a portion of their school day at Lanier College & Career Academy. The high school's schedule is specifically designed to accommodate as many of these options as possible. During the Fall, Lanier College & Career Academy, Early College and local colleges including UNG and Lanier Tech are brought in to speak to students about available options. The school's counseling staff places focus on identifying student interests and skills, and has recently employed the You Science assessment to assist students in identifying

	career related interests for scheduling and work-based learning purposes.
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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.	WHHS administration believes that removing students from instruction is the least desirable disciplinary practice. Over the past year, the school has increased its utilization of "silent lunch" with some success. Other alternative strategies are being employed, including positive reinforcement for desired behaviors (our student ID program, for example). While not technically a PBIS program, administration has found that the incidence of certain disciplinary infractions was reduced when positive behaviors were incentivized. 2024-2025SY brought an increased focus to teachers developing positive, productive relationships with students in classrooms and through advisement. Additionally, over the last four years, the school has increased the demographic diversity of its teaching staff, and anticipates this to positively impact productive relationships with students - particularly the black and Hispanic subgroups.
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ADDITIONAL RESPONSES

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