



# School Improvement Plan 2022 - 2023



**Hall County  
Johnson High School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Johnson High School
Team Lead	Jonathan Edwards
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

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

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	To close the gap on English language skills, science skills, math skills, and history skills not acquired in elementary and middle schools due to lack of language acquisition.
Root Cause # 1	Academic achievement gaps due to 70% of the school's population is free and reduced and a high number of the students are second language learners.
Goal	For the 2022-2023 school year, Johnson High School will increase the percentage of students earning a developing, proficient, or distinguished score on the American Literature EOC to 73%, which represents a 3% increase from the previous school year; increase in the percentage of students earning a developing, proficient, or distinguished score on the Biology EOC to 75%, which represents a 3% increase from the previous school year; increase the percentage of students earning a developing, proficient, or distinguished score on the United States History EOC to 85%, which represents a 3% increase from the previous school year; and increase the percentage of students earning a developing, proficient, or distinguished score on the Algebra I EOC to 71%, which represents a 3% increase from the previous school year.

#### Action Step # 1

Action Step	To hire one additional ELA teacher, two additional math teachers, and one additional science teacher in order to reduce class sizes.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Class size reduction evidence form.
Success Criteria for Impact on Student Achievement	Increased Lexile levels, Increased scores on academic subject EOC tests and unit assessments.
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

Action Step # 1

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

Action Step	To hire two Instructional Coaches to deliver professional learning to teachers in the area of differentiation, blended learning, literacy, and "Strategies of a Resilient Classroom" in order to increase active student engagement in HCSD Lesson Components.
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	Professional Capacity
Success Criteria for Implementation	Lesson plans, writing samples, unit assessments, PL agendas, minutes, and sign in sheets.
Success Criteria for Impact on Student Achievement	Increase in scores on EOC tests, unit assessments, and CBAs.
Position/Role Responsible	Principal
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	To contract with specialists to deliver professional learning opportunities that include academic instructional methods and blended learning methods
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	Professional Capacity
Success Criteria for Implementation	Professional Learning sign-in sheets and agendas.
Success Criteria for Impact on Student Achievement	Increased student scores on EOCs and CBAs.
Position/Role Responsible	Title 1 Instructional Coach
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 # 4

Action Step	To add instructional materials, technology, and software to provide hands-on experience for demonstrating complex academic concepts and mastery of standards in diverse ways.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction
Success Criteria for Implementation	Teacher Instruction Lesson Plans.
Success Criteria for Impact on Student Achievement	Increased student scores on EOCs, unit assessments, formative assessments, and CBAs.
Position/Role Responsible	ELA, Math, Science, and Social Studies Classroom 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 # 5

Action Step	To increase the number of students with a trusted adult on campus in order to improve mental health and capacity to learn
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	Advisement lesson plans centered on building relationships.
Success Criteria for Impact on Student Achievement	Health surveys conducted by Hall County School District
Position/Role Responsible	Principal
Timeline for Implementation	Monthly

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	To hire a bilingual parapro to assist with low-achieving students in math, history, ELA, and science classes.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Bilingual parapro schedule consisting of math and science classrooms
Success Criteria for Impact on Student Achievement	Increase in EOC scores and increase in Unit Assessment performance by students.
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	To offer summer school to low achieving students in order to close math and literacy achievement gaps
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Lesson plans from summer school, student attendance.
Success Criteria for Impact on Student Achievement	Increase in EOC scores and increase in Unit Assessment performance by students.
Position/Role Responsible	Teacher serving as Title I summer school coordinator
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	To increase educational awareness in the homes.
Root Cause # 1	Cultural gap between parents and school. Parents do not speak English and have a middle school (from a foreign country) educational level. Parents have very little access to technology.
Goal	For the 2022-2023 school year, Johnson High School will increase the number of parents and family members attending a JHS parent and family event by 5% from 2021-22 school year.

Action Step # 1

Action Step	To provide resources and guest speakers at parent and family meetings so parents and families are aware of ways to be involved in their child’s educational experience.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria for Implementation	Documentation of parent interactions, parent surveys, list of community resources available, meeting sign in sheets, agendas, and feedback.
Success Criteria for Impact on Student Achievement	Increase in EOC scores and unit assessments.
Position/Role Responsible	Principal
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 # 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	To increase cultural awareness among faculty and staff, while also informing faculty and staff about effective methods for increasing communication with parents and families
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria for Implementation	Documentation of faculty and staff participation in modules, parent interactions, and parent surveys
Success Criteria for Impact on Student Achievement	Increase in EOC scores and unit assessments.
Position/Role Responsible	Principal
Timeline for Implementation	Quarterly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To close the gap with literacy skills not acquired in elementary or middle schools due to lack of language acquisition.
Root Cause # 1	Literacy gaps due to 70% of the school's population is free and reduced and a high number of students are second language learners.
Goal	For the 2022-2023 school year, Johnson High School will increase the percentage of students reading at or above grade level on the American Literature EOC to 62%, which represents a 5% increase from the previous school year.

Action Step # 1

Action Step	To hire two Instructional Coaches to provide school-wide professional learning on how to incorporate literacy strategies across the curriculum
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Success Criteria for Implementation	Professional learning lesson plans, agendas and sign-in sheets.
Success Criteria for Impact on Student Achievement	Increased scores and Lexile levels on ELA EOCs.
Position/Role Responsible	Principal
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 # 2

Action Step	To purchase additional Read 180 seats for students
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Read 180 purchase report.
Success Criteria for Impact on Student Achievement	Increased Lexile scores
Position/Role Responsible	Curriculum Assistant Principal
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	To contract with literacy specialists to deliver professional learning opportunities
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Professional Capacity
Success Criteria for Implementation	Professional Learning sign-in sheets and agendas.
Success Criteria for Impact on Student Achievement	Increased student Lexile scores.
Position/Role Responsible	Title 1 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	To add technology and reading materials to classrooms for students to have access to research materials, reading materials, and diverse methods of demonstrating mastery of the standards with reading and writing components.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	Teacher instructional lesson plans.
Success Criteria for Impact on Student Achievement	Increased student Lexile scores
Position/Role Responsible	Classroom Teachers
Timeline for Implementation	Weekly

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	To increase student participation and engagement during school-wide daily Silent Sustained Reading time by providing students with diverse reading materials, such as paperback books and periodicals
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Material purchase orders and reports.
Success Criteria for Impact on Student Achievement	Increased Lexile scores
Position/Role Responsible	Media Specialist
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 # 6

Action Step	To offer summer school to low achieving students in order to close literacy achievement gaps
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Lesson Plans from summer school, student attendance
Success Criteria for Impact on Student Achievement	Increased Lexile levels.
Position/Role Responsible	Teacher serving as Title I summer school coordinator
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

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase number of students successfully completing graduation requirements.
Root Cause # 1	Decrease in graduation rate due to 70% of the school's population is free and reduced and a high number of students are second language learners, as well as need for increased engagement, relevance, and attendance.
Goal	For the 2022-2023 school year, Johnson High School will increase the graduation rate to 88%, representing a 5% increase from the previous school year.

Action Step # 1

Action Step	To use built in advisement time during school day to build trusted adult relationships through structured, regular check ins of grades and attendance and use targeted instruction to build relationships among peers and increase engagement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Advisement lesson plans
Success Criteria for Impact on Student Achievement	Increase in graduation rate.
Position/Role Responsible	Principal
Timeline for Implementation	Yearly



Action Step # 1

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

Action Step	To hire two Instructional Coaches to deliver professional learning to teachers in the area of differentiation, blended learning, literacy, and "Strategies of a Resilient Classroom" in order to increase active student engagement in HCSD Lesson Components.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Success Criteria for Implementation	Professional learning lesson plans, agendas, and sign in sheets.
Success Criteria for Impact on Student Achievement	Increase in graduation rate.
Position/Role Responsible	Principal
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	To contract with specialists to deliver professional learning opportunities that include academic instructional methods to increase active student engagement.
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	Professional Capacity
Success Criteria for Implementation	Professional Learning sign-in sheets and agendas.
Success Criteria for Impact on Student Achievement	Increase in graduation rate.
Position/Role Responsible	Title 1 Instructional Coach
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 # 4

Action Step	To add instructional materials, technology, and software to provide hands-on experience for enhancing the relevance of content instruction in the classroom.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction
Success Criteria for Implementation	Teacher instructional lesson plans.
Success Criteria for Impact on Student Achievement	Increased graduation rate.
Position/Role Responsible	Classroom 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 # 5

Action Step	To encourage student attendance through regular recognition through advisement teachers.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Advisement agendas and lesson plans.
Success Criteria for Impact on Student Achievement	Increased graduation rate.
Position/Role Responsible	Principal
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	To increase the number of students with a trusted adult on campus in order to improve mental health and capacity to learn
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	Advisement lessons centered on building relationships.
Success Criteria for Impact on Student Achievement	Health surveys conducted by Hall County School District
Position/Role Responsible	Principal
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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