



# School Improvement Plan 2025 - 2026



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 (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 2025-2026 school year, Johnson High School will increase the percentage of students earning a “developing, proficient, and distinguished” score (combined) on each of the American Literature EOC, the Biology EOC, the United States History EOC, and the Algebra C&C EOC by 3% from the 2024-25 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
Method for Monitoring Implementation	Class size reduction evidence form.
Method for Monitoring Effectiveness	Increased Lexile levels, Increased scores on academic subject EOC tests and unit assessments.
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 # 1

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Action Step # 2

Action Step	To hire two Instructional Coaches to deliver professional learning to teachers in the areas of differentiation, literacy, feedback, and lesson components, in order to increase active student engagement and teacher and student efficacy.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Lesson plans, writing samples, unit assessments, PL agendas, minutes, and sign in sheets.
Method for Monitoring Effectiveness	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 # 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	To provide teachers with professional learning opportunities that include academic instructional methods, student engagement strategies, and creating lessons that authentically use the 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
Method for Monitoring Implementation	Professional Learning sign-in sheets and agendas.
Method for Monitoring Effectiveness	Increased student scores on EOCs, CBAs, or other common assessments.
Position/Role Responsible	Title 1 Instructional Coach
Timeline for Implementation	Quarterly

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	To add instructional materials, technology, texts, 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
Systems	Coherent Instruction
Method for Monitoring Implementation	Teacher Instruction Lesson Plans.
Method for Monitoring Effectiveness	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	Monthly

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 the number of students with a trusted adult on campus by enhancing the role of the advisement teacher and making mental health services available to students order to improve student 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
Method for Monitoring Implementation	Advisement lesson plans centered on building relationships.
Method for Monitoring Effectiveness	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
Method for Monitoring Implementation	Bilingual parapro schedule consisting of math and science classrooms
Method for Monitoring Effectiveness	Increase in EOC scores and increase in Unit Assessment performance by students.
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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
Method for Monitoring Implementation	Lesson plans from summer school, student attendance.
Method for Monitoring Effectiveness	Increase in EOC scores and increase in Unit Assessment performance by students. Number of students receiving math and ELA credit at the conclusion of summer school.
Position/Role Responsible	Teacher serving as Title I summer school coordinator
Timeline for Implementation	Yearly

Action Step # 7

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 # 8

Action Step	To increase student engagement, each PLC will implement research based strategies and collaboratively reflect on the effectiveness using student work samples.
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 agendas and sign ins.
Method for Monitoring Effectiveness	Walkthrough data, increased performance on EOCs, CBAS, and other common assessments.
Position/Role Responsible	Curriculum Assistant Principal
Timeline for Implementation	Quarterly

Action Step # 8

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 2025-2026 school year, Johnson High School will increase the number of parents and family members attending a JHS parent and family event by 3% from 2024-25 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
Method for Monitoring Implementation	Documentation of parent interactions, parent surveys, list of community resources available, meeting sign in sheets, agendas, and feedback.
Method for Monitoring Effectiveness	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
Method for Monitoring Implementation	Documentation of faculty and staff participation in modules, parent interactions, and parent surveys
Method for Monitoring Effectiveness	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 2025-2026 school year, Johnson High School will increase the percentage of students reading at or above grade level on the American Literature EOC by 3% from the 2024-25 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
Method for Monitoring Implementation	Professional learning lesson plans, agendas and sign-in sheets.
Method for Monitoring Effectiveness	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 # 1

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Action Step # 2

Action Step	To provide teachers with professional learning opportunities that include academic instructional methods, literacy strategies, student engagement strategies, and creating lessons that authentically use the 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
Method for Monitoring Implementation	Professional Learning sign-in sheets and agendas.
Method for Monitoring Effectiveness	Increased student Lexile scores.
Position/Role Responsible	Title 1 Instructional Coach
Timeline for Implementation	Yearly

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

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
Method for Monitoring Implementation	Teacher instructional lesson plans.
Method for Monitoring Effectiveness	Increased student Lexile scores
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 # 4

Action Step # 4

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, and by getting monthly feedback on student participation.
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	Material purchase orders and reports.
Method for Monitoring Effectiveness	Increased Lexile scores, increased participation in Silent Sustained Reading.
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 # 5

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
Method for Monitoring Implementation	Lesson Plans from summer school, student attendance
Method for Monitoring Effectiveness	Increased Lexile levels, number of students receiving ELA credit.
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 2025-2026 school year, Johnson High School will increase the graduation rate by 5% from the 2024-25 school year.

Action Step # 1

Action Step	To use built in advisement and progress monitoring time during school day to build trusted adult relationships through structured, regular check ins of grades and attendance and enhancing the role of the advisement teacher.
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	Advisement lesson plans. Progress monitoring form and data.
Method for Monitoring Effectiveness	Increase in graduation rate.
Position/Role Responsible	Principal
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 # 1

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Action Step # 2

Action Step	To hire two Instructional Coaches to deliver professional learning to teachers in the areas of differentiation, literacy, feedback, and lesson components, in order to increase active student engagement and teacher and student efficacy.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Professional learning lesson plans, agendas, and sign in sheets.
Method for Monitoring Effectiveness	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 # 2

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Action Step # 3

Action Step	To provide teachers with professional learning opportunities that include academic instructional methods, student engagement strategies, and creating lessons that authentically use the 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
Method for Monitoring Implementation	Professional Learning sign-in sheets and agendas.
Method for Monitoring Effectiveness	Increase in graduation rate.
Position/Role Responsible	Title 1 Instructional Coach
Timeline for Implementation	Quarterly

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	To add instructional materials, technology, texts, 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
Systems	Coherent Instruction
Method for Monitoring Implementation	Teacher instructional lesson plans.
Method for Monitoring Effectiveness	Increased graduation rate.
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 encourage student attendance through regular school wide recognition and incentives.
Funding Sources	N/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	Advisement agendas and incentive report sheets.
Method for Monitoring Effectiveness	Increased graduation rate.
Position/Role Responsible	Principal
Timeline for Implementation	Quarterly

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 promote club/extracurricular participation to students in order to facilitate a culture of engagement and connection amongst our student body.
Funding Sources	N/A
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	Club advertisements in advisement courses, Club fairs at open house and other school wide events, Spring Activity fair promoting club participation.
Method for Monitoring Effectiveness	Increased percentage of students enrolled in clubs, according to our club roster data.
Position/Role Responsible	Principal
Timeline for Implementation	Quarterly

Action Step # 6

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

Action Step	To increase student engagement, each PLC will implement research based strategies and collaboratively reflect on the effectiveness using student work samples.
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 agendas and sign-ins.
Method for Monitoring Effectiveness	Increased graduation rate. Walkthrough data.
Position/Role Responsible	Curriculum Assistant Principal
Timeline for Implementation	Quarterly

Action Step # 7

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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Action Step # 8

<p>Action Step</p>	<p>To increase student efficacy, each student will set and reflect upon a semester and a weekly SMART goal in regards to academics, attendance, or engagement during progress monitoring with the guidance of their advisor.</p>
<p>Funding Sources</p>	<p>N/A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant</p>
<p>Systems</p>	<p>Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Advisor survey.</p>
<p>Method for Monitoring Effectiveness</p>	<p>Advisory survey, increase in graduation rate.</p>
<p>Position/Role Responsible</p>	<p>Advisement Teachers</p>
<p>Timeline for Implementation</p>	<p>Yearly</p>

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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Action Step # 9

Action Step	To increase teacher efficacy and effective closings, during peer observations, each teacher will conduct one observation focusing on effective closings using constructive feedback.
Funding Sources	N/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	Peer Observation surveys
Method for Monitoring Effectiveness	Walkthrough data, increase in graduation rate.
Position/Role Responsible	Classroom 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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### 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>Input is gathered in various forms. The Local School Council consists of teachers, school leaders, parents, community partners, and stakeholders. They meet throughout the year to review school goals, provide feedback, and discuss the needs of the school or other issues at hand. Input is also gathered from teacher leaders during Department Chair meetings, PLC Leader meetings, and School Improvement Team meetings. In addition, parents are given multiple opportunities to provide feedback through surveys at the end of parent and family engagement meetings, at the school's annual Title I Input Meeting held in the spring, and with the input survey posted online and in the front office every spring. All of this input is analyzed throughout the year to evaluate our progress and set goals for the following school year.</p>
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<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>There is a strong focus at Johnson High School to ensure the quality of the teachers. All teachers teach within their certified fields, and the effectiveness of each teacher is measured by TKES. When a teacher is new or has an area that needs improvement, a variety of support systems are put in place. Instructional coaches, PLC leaders, and/or department chairs observe the teacher, provide feedback, and engage in constructive and collaborative dialogue so the teacher can enhance his or her instruction in a supportive environment. Furthermore, all teachers new to Johnson are paired with a mentor, and new teachers attend mentor meetings that guide them through their first year at the school. All of these efforts are meant to ensure that teachers at Johnson High School are part of a community that values student engagement, support, and collaboration. With this strong community, we aim to build up our teachers and maximize teacher retention.</p>
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<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</p>	<p>The Title I program at JHS is a schoolwide program because the majority of our students are low income and have learning gaps. The subject areas that are addressed and targeted for support are Environmental Science, Biology, 9th Grade Literature, American Literature, Algebra 1, Geometry, World History, and Government. These subject areas were selected because they reach the vast majority of 9th and 10th grade students. The goal is to enhance instruction for these students in order to lay a strong foundation with</p>
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<p>school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>knowledge and skills that will benefit them during their junior and senior years of high school. Additional teachers are used for class size reduction, and instructional coaches provides support as each subject area plans collaboratively, administers common assessments, and analyzes data together. Professional learning focuses on literacy strategies, differentiation, and blended learning, and this professional learning is extended to all teachers so students of every grade level benefit from theses strategies. Specifically, teachers focus on vocabulary support, building reading stamina, remediation for low achieving students, improving critical thinking skills, and demonstrating knowledge in diverse ways using technology tools.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>n/a</p>
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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>Not applicable</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; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Transition from Middle to High School: Input is gathered from the middle school instructional coaches and 8th grade teachers before 9th grade. Graduation coach and our part-time counselor will have a focused role on the transition between 8th grade and 9th grade with regards to successful high school habits, and managing the work load. Vertical alignment conversations between 9th grade teachers and 8th grade teachers will be encouraged throughout the core academic areas.</p> <p>Transition from High School to Post-Secondary Options: CTAE courses and pathways allow students to explore career interests and develop skills while in high school. In addition, these interests are further explored using Work Based Learning so students can gain real world experience in a chosen career field. Mock interviews with local employers are coordinated as well so students can gain experience with resume building and the interview process. The Work Based Learning coordinator also hosts a job fair each spring where local employers are invited to interact with all students of JHS and provide information about their businesses and job opportunities. In addition to being career-ready, students at JHS are encouraged to be college-ready and have opportunities to attend multiple college fairs. Students can take advanced courses such as Dual Enrollment at UNG, International Baccalaureate courses at JHS, and Advanced Placement courses at JHS. All three of the opportunities help students potentially earn college credit and gain advanced skills in reading, writing, critical thinking, and studying that are all necessary to be successful at the college level. These opportunities will be emphasized within the school through dedicated progress monitoring time and at parent meetings. Lastly, all students benefit from the JHS Graduation Coach. This coach meets with at risk students to identify areas of growth, and facilitate an action plan for working with each student. The Graduation Coach hosts several meetings for parents and students throughout the year to facilitate completion of financial aid paperwork and the application process for UNG, the college most closely located to JHS.</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>The strategy at JHS to reduce the overuse of discipline practices that remove students from the classroom focuses on preventative measures and creating a school culture of respect and personal responsibility. Our school culture is centered around the Knights' Creed, which includes four tenets: Be Honest, Be Respectful, Be Personally Responsible, and Use Your Talents to Make a Positive Difference. The Knights' Creed is posted throughout the hallways and in every classroom. Teachers and administrators make a strong effort to tie behaviors directly back to the Knights' Creed. For example, when a student is recognized for a positive behavior or award, the teacher or administrator connects that achievement to one aspect of the Creed that was exemplified by the student. Furthermore, when a student engages in negative behavior the conversation between that student and the teacher or administrator focuses on which part of the Knights' Creed was not upheld by the student and how the behavior can be corrected. By relating student behavior to the Knights' Creed, it gives students common, clear, and unwavering expectations, and by holding all students and teachers to this same standard, an effective school culture is established.</p> <p>In the event that negative behavior arises, the teacher first begins with a one-on-one conversation with that student about the behavior and how that student could better exemplify the Knights' Creed. If the negative behavior continues, teachers are encouraged to contact home and implement discipline measures such as before or after school detention that do not interfere with instructional time. It is only after contacting home and trying measures at the classroom level that the student is then referred to the administration. Even then the administrator utilizes parent contact to communicate concerns from the school to see how the school and parents can work together to improve the student's behavior. When assigning in-school suspension is necessary, a minimum amount of days are assigned and only increased if the severity or frequency of negative behavior makes multiple days in ISS necessary. When in ISS, the students are assigned work by their regular classroom teachers so they do not fall behind while missing instruction. This is also a practice that teachers use when behavior is so severe (such as physical violence) that a student must be assigned out-of-school suspension.</p> <p>All of these efforts help ensure that students are encouraged to behave in a positive school environment and are present in the classroom as much as possible.</p>
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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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