



School Improvement Plan 2026 - 2027



Hall County
Chestatee Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Chestatee Middle School
Team Lead	Jennifer Kogod
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	Meeting the diverse needs of learners
Root Cause # 1	Our students bring a wide range of backgrounds and experiences which results in a student body with wide range of talents, academic ability, background knowledge, behaviors and aspirations.
Goal	By the end of FY27, the overall CCRPI score for Chestatee Academy will increase by 2 points from the previous year's overall scores, demonstrating measurable improvement in school performance across content mastery, progress, closing gaps, and readiness.

Action Step # 1

Action Step	Increase targeted instructional support by utilizing instructional extension, additional resources such as leveled text /software, hiring an instructional coach, and intervention 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 Supportive Learning Environment
Method for Monitoring Implementation	Walk-through Data Schedules and Time Logs
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Math Intervention Teacher Reading Intervention Teacher Instructional Coach
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 professional learning opportunities, release time and collaborative planning that encompass: Academically Challenging Environment, Blended Learning, Hall County Vital Behaviors, Impact of Poverty on Learning, Strategies to Improve School Culture and Equity, Co-Teaching Strategies, ELL and Special Education instructional strategies, Teacher Mentoring Program, SOAR, Teacher Rounds/Coaching Cycles, Data Dig/Progress Monitoring, PLCs, Effective Feedback, and Classroom Engagement, Efficacy, and Effective Closing Strategies
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Walk-through Data PL Agendas, Sign In Sheets, Feedback
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Principal Assistant Principals Media Specialist Instructional Coach Enrichment Personnel EL Personnel

Action Step # 2

Position/Role Responsible	Special Education Personnel
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	Provide flexible and innovative learning opportunities for students within SOAR, PUSH, and CTAE focusing on academic standards, employability skills, and utilizing our community resources.
Funding Sources	Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Day at the Museum and Academy Showcase Invitation & Agenda Presentations CTAE Minutes Lesson Plan Creation
Method for Monitoring Effectiveness	DATM Project Rubrics Student Participation Growth on summative and formative assessments GeorgiaBEST
Position/Role Responsible	Enrichment Personnel Instructional Coach

Action Step # 3

Position/Role Responsible	CTAE Personnel Administration
Timeline for Implementation	Monthly

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

Action Step	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	Title I Parent Sign in Sheets/Documentation/Agendas/Evaluations Physical and digital parent center in English & Spanish Social Media Posts Weekly Parent Newsletter
Method for Monitoring Effectiveness	Parent Participation Parent Evaluation Forms
Position/Role Responsible	Administration Instructional Coach
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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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Meeting the needs of the whole child
Root Cause # 1	Many of our stakeholders struggle with feeling connected to our school community. Additionally there is a lack of resiliency. Motivation has waned.
Goal	By the end of FY27, our student attendance rate will increase by 3% according to our CCRPI Readiness Indicator.

Action Step # 1

Action Step	Support the whole child through increasing coping skills.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Coping Skills Curriculum PL Minutes Professional Learning for Staff on Sources of Strength, DSG, relationship building and stress management/coping skills Counseling Annual Agreement and Lesson Plans List of students served Mechanism for teacher, parent or student self-referral for interventions PL Evaluations Sign in sheets Common Sense Media Lessons
Method for Monitoring Effectiveness	Student Reflection Survey Pre and Post Student Health Survey
Position/Role Responsible	Admin School Counselor Instructional Coach
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	Increase opportunities for student engagement, service learning, leadership, Sports/Fine Arts/Clubs and student feedback.
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	Guidance Canvas Course and/or Google Form Principal's Council Student leadership opportunities Emphasize student engagement opportunities SIT minutes with student attendance Title I Student Attendance Sources of Strength Roster Counselor Advisory Committee SALT (Student Athlete Leadership Team) Peer Tutors Academy Showcase Junior Achievement Tech Fair Student Organizations
Method for Monitoring Effectiveness	Walkthroughs Student survey results Student Health Survey results Shout-outs Scrolling Morning Announcements School Calendar

Action Step # 2

Position/Role Responsible	Admin School Counselor Instructional Coach SOAR Coordinator Media Specialist CTAE Personnel
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	Improve student attendance through intentional interventions and incentives.
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	Admin meeting every 9 weeks with homerooms Student Success Meeting minutes Monitoring tracker and Committee minutes Attendance Reports
Method for Monitoring Effectiveness	Behavior and Attendance Data
Position/Role Responsible	Admin School Counselor Student Success Committee

Action Step # 3

Timeline for Implementation	Quarterly
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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	Create grade level attendance committees to monitor attendance.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Increase communication with parent(s)/guardian(s) regarding attendance Establish and communicate procedures for attendance monitoring Effective use of the contact log Infinite Campus Usage Report Attendance tracker Agendas Sign in sheets
Method for Monitoring Effectiveness	Attendance Data
Position/Role Responsible	Administration Grade Level Attendance Committee
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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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).	Our school's leadership team gave input on the five continuous systems. In addition, parents and community members gave feedback through electronic communication and face to face meetings. We carefully reviewed data for our school that included subgroups such as EL, ED, and SWD.--a=1--
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.	Administration balances years of experience among all the grade levels. Additionally, personnel conferences are held each year at the district level to discuss staffing for the upcoming school year.--a=1--
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>Through analysis of our recent Milestone scores, we have identified the areas where we can most help our academically at-risk students. Reading and writing are areas of need in all three grade levels. As a consequence, we have instituted reading and writing programs in all subject areas. Our instructional coach and administration provides training and support for school wide instructional practices such as "War Eagle Words" (Tier II vocabulary), "R.A.C.E." and "Attack the Prompt" writing strategies. Aside from the reading remediation that we provide in pull-out "PUSH" classes and in dedicated Connections classes, we have a Title teacher dedicated to Writing Connections classes.</p> <p>We identified math as another area in which we can help at-risk students. Our Math Title 1 Intervention teacher provides intervention/skill teaching. She is working with at-risk 6th grade students.--a=1--</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	N/A!--a=1--

rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

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
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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.	Our school counselors work with our 8th grade students and plan their coursework for the next four years. Parent nights are held to help with the transition to high school. Students are also able to tour the high school and learn about programs/courses that are offered.
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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.	Our school district collects data on measures of quality and climate, disaggregated by subgroups of students including rates of out of school suspensions, In-school suspensions, expulsions, chronic absenteeism, and provides training and monthly reports to school administrators, special education coordinators, and lead special education teachers. Special education department also provides training and strategies from the district's behavior intervention specialist and court liaison.
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ADDITIONAL RESPONSES

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