GaDOE
Georgia Department of Education

School Improvement Plan
2021 - 2022

Thomas County
Bishop Hall Charter School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Thomas County
School Name	Bishop Hall Charter School
Team Lead	Michele Dechman

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

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	Bishop Hall needs to improve student performance on EOC and EOG Milestones. The school has not performed to state expectations.
Root Cause # 1	Students enrolled at Bishop Hall need differentiated instructional strategies to meet academic success.
Root Cause # 2	Many of the students also have serious emotional, physical, and/or mental health issues that are addressed through wrap-around services provided by the school. These services often require two or more years to stabilize a student so that he or she can begin to grow and thrive academically.
Root Cause # 3	The vast majority of students who enroll at Bishop Hall do so because they are not experiencing success in the traditional school environment. Most Bishop Hall students bring with them accumulated academic deficits that cannot be corrected in a short term. Of the students who enrolled at Bishop Hall between 2014 and 2020, 38% of them were one year overage for their grade, 21% were two years overage for their grade, and 5% were three years overage for their grade; in summary 64% of the students who typically enter Bishop Hall are one or more years behind their peer group when they enter. Academic deficits that have accumulated over time cannot be corrected in a short term. Standardized tests that are given within the first or second year of a student's enrollment at Bishop Hall do not reflect the value that Bishop Hall adds to students over the full period of their enrollment. All eighth grade End-of-Grade tests are given within one year of the student's enrollment at Bishop Hall with many of the End-of-Course tests also being given within the first or second year of a student's enrollment in the school.
Goal	Bishop Hall will increase the percentage of students scoring a level of proficient or better on EOC and EOG Milestones by 3 percent each year.

Action Step # 1

Action Step	Continue to employ Instructional Coordinator position to assist teachers and administration.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 1

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Observations
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)?	

Action Step # 2

Action Step	The administration at Bishop Hall will provide teachers and students with the necessary technology, software (Newsela, Flocabulary, Scholastic News, GCA, USA TestPrep, and online textbooks), tools, supplies, and literacy materials to successfully meet the state requirements for mandated testing and graduation.
Funding Sources	Title I, Part A Title I, Part A SIG Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation and Effectiveness	Approved requisitions for the purchasing of materials needed for teaching and learning.
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)?	

Action Step # 3

Action Step	Implement universal screeners and provide differentiated instruction.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data reports and lesson plans
Position/Role Responsible	Curriculum Director Principal Instructional Coordinator
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)?	

Action Step # 4

Action Step	Provide interventions for students that do not master content area standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson plans
Position/Role Responsible	Principal Teachers Instructional Coordinator
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)?	

Action Step # 5

Action Step	Utilize hands-on manipulatives in content instruction when appropriate.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom observations Lesson plans
Position/Role Responsible	Principal Teachers Instructional Coordinator
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)?	

Action Step # 6

Action Step	Provide supplemental learning opportunities: after school tutoring, blended learning, and summer school. Provide tutoring for students preparing to take the ASVAB.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 6

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Rosters Data reports
Position/Role Responsible	Principal Instructional Coordinator Blended Learning Coodinator
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)?	

Action Step # 7

Action Step	Develop academic stamina across the curriculum with the use of depth of knowledge prompts and writing strategies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment

Action Step # 7

Method for Monitoring Implementation and Effectiveness	Classroom Observations Lesson Plans Writing Samples
Position/Role Responsible	Principal Curriculum Director Instructional Coordinator
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)?	

Action Step # 8

Action Step	Hire part-time class size reduction teachers
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Hiring of teachers
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Bishop Hall Charter School needs to provide staff development to promote student learning.
Root Cause # 1	Align Assessment Practices to Develop Student Proficiency 1. The need for better alignment of classroom assessments with Georgia Standards of Excellence; 2.The need for greater Depth of Knowledge (DOK) in both instruction and assessments (teaching and assessing the standards at a deeper level); The need for structured formative assessments (benchmarks) that are more closely aligned with those of the school district and a system of progress monitoring; and 3.The need for students to develop the academic stamina needed for success on rigorous exams.
Root Cause # 2	Instructional Supervision 1.The need to increase the amount of instructional time dedicated to direct instruction; 2.The need for better alignment of instruction with Georgia Standards of Excellence;
Root Cause # 3	Learn MTSS / Differentiated Instructional Strategies 1. Bishop Hall with work with the Special Education Director to create an MTSS Plan. 2. Teachers will need staff development on differentiated strategies for a variety of learners.
Goal	Teachers will participate in professional development according to their instructional assignment.

Action Step # 1

Action Step	Curriculum directors will plan dates for ongoing professional learning for curriculum alignment in all content areas.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership

Action Step # 1

Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Schedule of summer and fall professional learning Professional learning agenda Sign-in sheets Instructional units and lessons aligned to GSE Workshop agenda Sign-in sheets Agenda Documentation of workshop attendance PL agenda Sign-in sheets
Position/Role Responsible	Curriculum Director Instructional Coordinator 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)?	

Action Step # 2

Action Step	Participate in professional learning on best practices for utilizing textbooks, educational software, and manipulatives.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA

Action Step # 2

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Schedule of professional development calendar Sign in sheets
Position/Role Responsible	Instructional coordinator Curriculum Director 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)?	

Action Step # 3

Action Step	Monitor direct instruction using lesson plans, walk through observations, and collaborative planning meetings for data analysis.
Funding Sources	Title I, Part A Title I, Part A SIG IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 3

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Observation Rubrics Lesson Plans
Position/Role Responsible	Instructional Coordinator 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)?	

Action Step # 4

Action Step	Conduct building capacity workshops for teachers/administrators to involve parents in supporting their students academically.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 4

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PIC Sign-in Sheets PIC Meeting Minutes Parent Surveys
Position/Role Responsible	PIC Coordinator 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)?	

Action Step # 5

Action Step	Develop and align benchmarks with pacing guides.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 5

Method for Monitoring Implementation and Effectiveness	Pacing Guides Benchmarks
Position/Role Responsible	Instructional Coordinator 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)?	

Action Step # 6

Action Step	Provide teachers training on MTSS process, resources, and strategies
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	MTSS Training Sign-in sheets
Position/Role Responsible	Special Education Coordinators Principal Instructional Coordinator
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)?	

Action Step # 7

Action Step	Provide training on universal screeners and using data to differentiate instruction.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Training Sign-in Sheets Data Reports Lesson Plans
Position/Role Responsible	Curriculum Director Principal Instructional Coordinator
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)?	

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Bishop Hall needs to increase the percentage of graduates that are ready to attend college, enter the military, or have completed a work based learning program with a job awaiting them after graduation.
Root Cause # 1	A student with only a high school diploma is not truly ready for the next phase of his/her life. At present 68% of students graduating from Bishop Hall are enrolled in college, have scored high enough on the ASVAB, or have completed a work program that has enabled them to start a career after graduation.
Goal	Bishop Hall will increase the percent of graduates that are college, military, or career ready by 3% each year.

Action Step # 1

Action Step	The CTAE business teacher will participate in annual required "Work Based Learning" training.
Funding Sources	Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Successful Certification in WBL. Program Implementation
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)?	

Action Step # 2

Action Step	Partner with Southern Regional Technical College to provide assistance for students who request help to prepare for the ACCUPLACER exam.
Funding Sources	Title I, Part A Title I, Part A SIG IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Completion of ACCUPLACER Tutoring Sign-in Sheets
Position/Role Responsible	Instructional Coordinator Principal
Timeline for Implementation	Weekly

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)?	Southern Regional Technical College

Action Step # 3

Action Step	Continue to allow students to participate in the Core Cadet Program in 21/22 at TCCHS.
Funding Sources	Title I, Part A SIG N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	IC Attendance Rosters
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)?	

Action Step # 4

Action Step	Partner with military recruiters to create a physical education class specifically designed to assist students preparing to enter the military with PT requirements.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Class Attendance Class Performance on Required PT Tests
Position/Role Responsible	Teacher Instructional Coordinator 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)?	U.S. Military

Action Step # 5

Action Step	Provide workshops for parents and guardians to assist them in helping prepare their students for college, military, or a career after graduation.
Funding Sources	Title I, Part A Title I, Part A SIG IDEA

Action Step # 5

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Workshop plans, minutes, and sign in sheets
Position/Role Responsible	Parent Involvement coordinator Principal Assistant Principal Instructional Coordinator
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)?	US Military, GA Student Finance Commission, Thomas County Department of Labor, Thomas University, Southern Regional Technical College

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve the learning environment, discipline, and attendance.
Root Cause # 1	Students that have been working remotely for over a school year will be returning to buildings and classes.
Root Cause # 2	Students exhibit unmet social and emotional needs.
Root Cause # 3	Student needs for attention and academic support are unmet.
Goal	Bishop Hall will consistently implement the discipline policy and procedures to improve documentation. Bishop Hall will reduce the number of OSS placements by 3% for the 2021/22 school year.

Action Step # 1

Action Step	1. Develop procedures and process which facilitate a positive school culture that increases student achievement by revising the culture plan using current data to include: 1.) Referrals to Social Worker/GA Pines, or school counselors 2.) Behavior Intervention Plans 3.) Parent Letters 4.) Increase supervision in lunchroom, halls, and transition times. 5.) Review current OSS procedures and protocols to include more emotional support for assigned students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Teachers using Infinite Campus for office referrals.
Position/Role Responsible	Principal, Assistant Principal, and Leadership team
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)?	

Action Step # 2

Action Step	Identify students in need of additional emotional or behavioral support and implement interventions. •Individual guidance counseling •Behavior Intervention Plan •Small group counseling sessions •Georgia Pines Counseling Consistently implement MTSS
Funding Sources	Title I, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	-Counselor documentation -Discipline data from Infinite Campus -Career counseling
Position/Role Responsible	Counselors GAP Staff Administrators
Timeline for Implementation	Weekly

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)?	

Action Step # 3

Action Step	Create and monitor individual learning plans put in place to assist students with academic and behavior difficulties through the MTSS process.
Funding Sources	Title I, Part A Title V, Part B IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	•Progress monitor students every 2-3 weeks to determine if modifications and teaching tools are improving student achievement and behavior.
Position/Role Responsible	MTSS Coordinator Principal Instructional Coordinator Administrators Counselors Teachers
Timeline for Implementation	Monthly

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)?	

Action Step # 4

Action Step	Provide counseling, school based mental health programs, mentoring services, and other strategies to improve student' skills outside the academic subject areas.
Funding Sources	Title I, Part A Title I, Part A SIG IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Counselor Sign-in Sheets
Position/Role Responsible	Counselors GAP Principal
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)?	

Action Step # 5

Action Step	Develop and implement intervention protocols for students with inconsistent attendance
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Attendance Intervention Plan Documentation of interventions
Position/Role Responsible	Teachers Administration PIC
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)?	

2. SCHOOL IMPROVEMENT GOALS

2.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Engage families in improvement efforts and school leadership.
Root Cause # 1	Engage business partners to promote student motivation for achievement.
Root Cause # 2	Faculty and staff need training on ways to engage families and student achievement.
Goal	Include representation from all stakeholders in the process of SIP.

Action Step # 1

Action Step	Employ parent involvement coordinator to facilitate family engagement activities (parent nights, honors assemblies, special events, etc.), conduct parent workshops (testing, attendance, etc.), implement teacher training, and coordinate school efforts to engage all stakeholders.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Surveys, parent feedback, workshops
Position/Role Responsible	Administrators Parent Involvement Coordinator
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)?	

Action Step # 2

Action Step	Promote parent participation in school improvement plan revision and implementation, parent-student compact revision, and family engagement plan revisions and implementation.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign in sheets, minutes, SIP, PIP, and compacts
Position/Role Responsible	Administrators Parent Involvement Coordinator
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)?	

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)?	

Action Step # 3

Action Step	Implement REMIND student/parent communication procedures.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Teacher Use Procedures Created REMIND data report Family Survey
Position/Role Responsible	Principal Parent Involvement Coordinator
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)?	

Action Step # 4

Action Step	Provide monthly newsletters to families
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Copies of Newsletters
Position/Role Responsible	Parent Involvement Coordinator 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)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.	The needs assessment, goals, and action plan were devised during the writing and negotiating of the school's new five year charter. Parents, school staff, staff from the TCBOE, and staff from the GADOE were involved in creating this plan. Stakeholders were invited to review SIP, family engagement, and compacts. The SIP is available for review in the main office and posted on the school website.

2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	All teachers employed at Bishop Hall are certified in the content area taught. Bishop Hall works with the TCBOE to ensure that all staff members have appropriate qualifications and certifications. Schedules are prepared by hand and care is taken to ensure students are not assigned to ineffective, inexperienced, out of field teachers for two consecutive years.

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).	Bishop Hall works primarily with students that are academically behind and often need social and emotional support. Teachers will enhance academic instruction in all content areas through the use of hands-on manipulatives, biographies, primary sources, and cross curricular literacy resources according to student Lexile levels in Tier I. Academic interventions will include small group instruction, reteaching, and computer assisted learning using USA Testprep. The school works to provide a safe environment for students to work on personal obstacles and progress academically. Students have after-school tutoring, blended learning, and dual enrollment opportunities as extensions of a traditional school day. By utilizing a "learning management system" teachers are able to provide a viable curriculum to assist students. Teachers are collaboratively planning and using the GSE to create learning targets and success criteria. A LCSW, GAP Counselors, and a Social Services Coordinator provide assistance for the students and families social and emotional welfare. Bishop Hall has an Instructional Coordinator to facilitate ongoing professional development. Parent involvement activities are implemented in fall and spring to develop parent capacity to support students academically.

4 If applicable, provide a description of how teachers, in constation 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 mtiple (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.	Bishop Hall implements a school-wide Title I plan.

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.	This is not applicable to Bishop Hall.

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.	Bishop Hall provides a summer program for eighth graders and new students to prepare for enrollment in Bishop Hall. As part of the eighth grade program students have the opportunity to earn high school credits in P.E./Health, and one other high school elective. Bishop Hall partners with SRTC and Thomas University to test students and to provide dual enrollment opportunities. The school also offers a course for college test preparation. Bishop Hall offers a work based learning program for junior and seniors.

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.	Bishop Hall uses many alternative forms of consequences to suspension. Lunch detention and conferences with counselors are used as much as possible to minimize a student's time away from class.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	SIP goals and actions are monitored at the school level quarterly and by the district each semester. Local and state data reports are combined with observations and survey data to monitor and adjust continuous improvement efforts. The SIP covers a one-year period and is developed in coordination with other federal, state, and local services, resources, and programs.