



School Improvement Plan 2026 - 2027



Hall County
The Foundry

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	The Foundry
Team Lead	Principal, Bryan Gray
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	Increasing rate of 4 year cohort graduation rate.
Root Cause # 1	Students struggling within a traditional 4- year cohort.
Goal	By the end of FY27, the graduation rate will increase by 3 or more percentage points from 25-26 school year.

Action Step # 1

Action Step	Ensure every student receives rigorous, grade-level, standards-aligned, differentiated Tier 1 instruction with clear learning targets, frequent checks for understanding, and responsive teaching (Teach-Assess- Respond).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Walk-through Data
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS Edgenuity Data (course completions, monthly progress monitoring, etc)
Position/Role Responsible	Administrator and Teachers
Timeline for Implementation	Weekly

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)?	N/A!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--! =1--!--a=1--!--a=1--!--a=1--!--a=1--!
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Action Step # 2

Action Step	Build consistent, data driven collaborative practices, grounded in strong PLC structures and intentional planning, to strengthen Tier 1 instruction, reduce variability in classroom experiences, and improve student outcomes.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walk-through Data Meeting Agendas, Sign In Sheets, Minutes, Lesson Plans
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS) Edgenuity Data (course completions, monthly progress monitoring, etc)
Position/Role Responsible	Administration and 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)?	N/A--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--! =1--!--a=1--!--a=1--!--a=1--
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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)?	N/A
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Action Step # 3

Action Step	Design and deliver high-quality professional learning led by school teams with support from district instructional support staff to improve student outcomes by strengthening Tier I instruction and student discourse.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity 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) Edgenuity Data (course completions, monthly progress monitoring, etc)
Position/Role Responsible	Administration and 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)?	N/A
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Action Step # 3

[illegible]

Action Step # 4

Action Step	Foster strong partnerships with families and community stakeholders through meaningful two-way communication, home visits, 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
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Parent and Family Engagement Input Survey Parent Feedback on Meetings
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS) Edgenuity Data (course completions, monthly progress monitoring, etc)
Position/Role Responsible	Administration and Teachers
Timeline for Implementation	Weekly

[illegible]

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)?	N/A!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--
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Action Step # 5

Action Step	Increase targeted instructional support by utilizing instructional extension, additional resources, and hiring an intervention teacher 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
Systems	Coherent Instruction Effective Leadership Professional Capacity 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) Edgenuity Data (course completions, monthly progress monitoring, etc)
Position/Role Responsible	Administration and 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)?	N/A!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--
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Action Step # 5

[illegible]

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase the performance level on Georgia Milestone Assessments.
Root Cause # 1	To focus on Middle School EOG improvement in performance categories.
Goal	By the end of FY27, the percentage of students increasing at least one performance level on the Georgia Milestones Assessments will increase by an average of 2%.

Action Step # 1

Action Step	Ensure every student receives rigorous, grade-level, standards-aligned, differentiated Tier 1 instruction with clear learning targets, frequent checks for understanding, and responsive teaching (Teach-Assess- Respond).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walk-through Data
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Administration and Teachers
Timeline for Implementation	Weekly

[illegible]

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)?	N/A
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Action Step # 2

Action Step	Build consistent, data driven collaborative practices, grounded in strong PLC structures and intentional planning, to strengthen Tier 1 instruction, reduce variability in classroom experiences, and improve student outcomes.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walk-through Data Meeting Agendas, Sign In Sheets, Minutes, Lesson Plans
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Administration and Teachers
Timeline for Implementation	Weekly

[illegible]

Action Step # 3

Action Step	Design and deliver high-quality professional learning led by school teams with support from district instructional support staff to improve student outcomes by strengthening Tier I instruction and student discourse.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	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	Administration and 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)?	N/A!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--
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Action Step # 4

Action Step	Foster strong partnerships with families and community stakeholders through meaningful two-way communication, home visits, and parent meetings, utilizing and providing access to family engagement resources, and building capacity to improve student achievement.
Funding Sources	Title I, Part A

Action Step # 4

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Parent and Family Engagement Input Survey Parent Feedback on Meetings
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS) GSAPS Data
Position/Role Responsible	Administration and 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)?	N/A!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--
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Action Step # 5

Action Step	Increase targeted instructional support by utilizing instructional extension, additional resources, and hiring an intervention teacher to provide personalized learning and academic assistance.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 5

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity 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	Administration and 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)?	N/A!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--
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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).	The Foundry staff held multiple parent meetings, staff meetings and worked in conjunction with the Title I, student services, ESOL and the SPED Departments to solicit advice in order to best meet the needs of our diverse school.--a=1--!-a=1--!-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.	All staff is currently certified in all of their respective course offerings.--a=1--!-a=1--!-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).	The Foundry provides an intense program that focuses on improving the literacy needs of students between 6-12th grades. A majority of our students are significantly lower in comparison to their grade level in reading, written comprehension and numerical literacy levels. Students are identified through multiple state, district and school level assessments. The Foundry staff also uses multiple forms of informal assessment in order to identify and support our academically at risk students.--a=1--!-a=1--!-a=1--
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.	N/A!--a=1--!-a=1--!-a=1--

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.	Not Applicable!--a=1--!-a=1--!-a=1--
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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	The Foundry holds meetings with students and their families prior to enrollment at The Foundry. In some cases Upon the completion of their enrollment the same meeting will occur prior to the student re-enrolling at their home school. During these transition meetings, all areas of academic performance, academic needs, behavior and future career and academic plans. Students also take multiple career surveys, learn about writing a resume, job interview skills and financial training. During the students period of enrollment they will also meet with dual enrollment and college coordinators. !-a=1--!-a=1--!-a=1--
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.	The Foundry utilizes a strong curriculum that promotes Social and Emotional Development to help students be able to recognize their negative behavior, potential antecedents and develop strategies/ skills to self monitor their behavior. As a program, The Foundry believes in helping students to modify their own behavior and social skills in order to be successful both in and outside the classroom. The Foundry discusses the programs/ students behavior plan during the induction meeting. Very clear expectations are written on the behavior contract and are discussed with student and their parents/guardians. All students are held to the same behavior contract and staff are all trained and take part in multiple professional development trainings a year. Additionally, The Foundry will, in some situations, allow for students who have performed at a high level with few or no discipline infractions to have the option of returning to their home school ahead of schedule. !-a=1--!-a=1--!-a=1--

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	N/A!--a=1--!--a=1--!--a=1--
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