



# School Improvement Plan 2021 - 2022



## Hall County Lula Elementary School



SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Lula Elementary School
Team Lead	Lynette Scheman

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

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	Based on Reading Milestone scores (Lexiles) and other school data (BAS, other reading assessments) it is evident students are not performing at an adequate level of proficiency.
Root Cause # 1	Lack of systematic phonics instruction Lack of systematic guided reading instruction Lack of stamina and perseverance on a task The students lack the ability to effectively respond to literature.
Root Cause # 2	Students have difficulty responding to literature and building reading stamina. There has been no systematic reading and phonics instruction until the last two years. We will continue to monitor the effectiveness of the phonics program.
Goal	Increase by 3% the number of students performing at or above proficiency in grades 3-5 as measured by the EOG Reading Milestones.

Action Step # 1

Action Step	All teachers will begin implementing vocabulary enrichment on a weekly basis which includes specials and academic support areas. Literacy instruction includes reading, writing, listening, thinking, and speaking in all content areas.
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 and Effectiveness	TKES observations, lesson plans, and weekly collaborative planning minutes
Position/Role Responsible	Teachers and administration
Timeline for Implementation	Weekly

Action Step # 1

<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>	
---	--

Action Step # 2

<p>Action Step</p>	<p>All teachers and staff will participate in ongoing, comprehensive, and effective professional learning and PLCs to develop their capacity in reading and writing. Ongoing sustainable professional learning focused on literacy in all content areas is necessary for teachers and leaders. Literacy PL will include the following for the 2021-2022 year:                  *Reading/Writing Workshop                  *Independent Reading                  *FP Phonics Kits                  *Reading and Writing Conferences/Strategy Groups                  *Using Data in Literacy Instruction</p>
<p>Funding Sources</p>	<p>Title I, Part A                  Title II, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged                  Foster                  Homeless                  English Learners                  Migrant                  Race / Ethnicity / Minority                  Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction                  Effective Leadership                  Professional Capacity                  Supportive Learning Environment</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>TKES observations, lesson plans, PLC agendas, and PLC minutes and sign in sheets.</p>
<p>Position/Role Responsible</p>	<p>Administration and instructional coach</p>
<p>Timeline for Implementation</p>	<p>Others : Bi-weekly</p>

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

<b>Action Step</b>	Provide parents with resources and training that will help them assist their children at home with reading fluency and comprehension.
<b>Funding Sources</b>	Title I, Part A
<b>Subgroups</b>	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
<b>Systems</b>	Family and Community Engagement
<b>Method for Monitoring Implementation and Effectiveness</b>	Title I Agendas, Title I Sign-in sheets, news letters, and beginning of unit parent information letters.
<b>Position/Role Responsible</b>	Teachers and instructional coach
<b>Timeline for Implementation</b>	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	By implementing Fountas and Pinnell with fidelity students will get the basic foundation of phonics and be able to apply it while learning how to read.
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 and Effectiveness	Lesson plans, TKES, and data digs with grade levels, looking at F& P assessments.
Position/Role Responsible	Teachers and administration
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)?	
--	--

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	As indicated from Hall County School District, 100 percent of students will identify a trusted adult in the building.
Root Cause # 1	It is the goal of the Hall County School District and Lula Elementary School to ensure that ALL students have at least one trusted adult in the building.
Goal	Every student will have at least 1 trusted adult that they can go to at any time during the school day.

Action Step # 1

Action Step	Implement a school wide initiative to get all students to understand that they have trusted adults in the building. An informal survey by the students periodically throughout the school year to see that they can and do trust an adult in the building.
Funding Sources	Title I, Part A 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 and Effectiveness	Student survey results
Position/Role Responsible	Teachers, staff and 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)?	
--	--

Action Step # 2

Action Step	All teachers/staff will participate in ongoing comprehensive professional learning and PLCs to develop their capacity in team building activities to also increase the awareness on how to connect with their students.
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 and Effectiveness	faculty meetings, PLC sign in sheets agendas and minutes of the meetings.
Position/Role Responsible	Teachers, instructional coach and 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)?	
--	--

Action Step # 3

Action Step	Provide parents with resources on trust and teamwork.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority



Action Step # 3

Subgroups	Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Title I Agendas, Title I sign-in sheets, newsletters, and beginning of unit parent information letters as needed.
Position/Role Responsible	Instructional coach, teachers, and counselor
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	Summer school offered to students who need additional instruction in reading and math.
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 and Effectiveness	Attendance records, student achievement levels
Position/Role Responsible	Teachers
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)?	
--	--

Action Step # 5

<b>Action Step</b>	The use of an instructional coach to assist teachers and staff in professional development, classroom instruction, data analysis, and team building.
<b>Funding Sources</b>	Title I, Part A
<b>Subgroups</b>	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
<b>Systems</b>	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
<b>Method for Monitoring Implementation and Effectiveness</b>	TKES platform, PL agendas, minutes and sign in sheets from meetings.
<b>Position/Role Responsible</b>	Administration and teachers
<b>Timeline for Implementation</b>	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)?	
--	--

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	As indicated by the Hall County School District, 100 percent of teachers will provide all five lesson components in their lesson documentation and instruction.
Root Cause # 1	As a district and at Lula Elementary, we want to ensure that 100 percent of teachers are using the five lesson components in their lesson documentation and instruction.
Goal	Increase by 3% the number of students performing at/or above proficiency in Grades 3-5 as measured by the EOG Math Milestones.

Action Step # 1

Action Step	Monthly faculty meetings modeling the 5 lesson components for all teachers.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster 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 and Effectiveness	Examples of the lesson components lesson plans, sign in sheets at faculty meetings.
Position/Role Responsible	Teachers, staff, and 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)?	
--	--

Action Step # 2

Action Step	Administration will monitor the implementation of the lesson components within the classrooms.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster 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 and Effectiveness	TKES observations, lesson plans, and PLC minutes
Position/Role Responsible	Administration
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)?	
--	--

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

<b>Overarching Need as identified in CNA Section 3.2</b>	For the safety of all of our staff and students, 100 percent of exterior doors will be locked at all times, and we will know who is coming in and out of our building at all times.
<b>Root Cause # 1</b>	As a school and district, we want to ensure safety of all of our staff and students by ensuring all external doors are locked at all times.
<b>Goal</b>	To keep all exterior doors locked at all times.

Action Step # 1

<b>Action Step</b>	Safety coordinator will conduct daily rounds to make sure all doors are locked.
<b>Funding Sources</b>	N/A
<b>Subgroups</b>	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
<b>Systems</b>	Supportive Learning Environment
<b>Method for Monitoring Implementation and Effectiveness</b>	Daily rounds
<b>Position/Role Responsible</b>	Safety coordinator
<b>Timeline for Implementation</b>	Others : daily

<b>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)?</b>	
---	--

3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, 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) was accomplished.</p>	<p>The Leadership Team met and discussed all items. We came to consensus on all goals and needs of the school. Teachers and administration were presented with the SIP and CNA and asked for input.</p>
<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>All students receive Tier I instruction using best practices in all classrooms. Teachers are all qualified in their areas of service.</p>
<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 school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Instructional coach provides professional learning to all teachers. Teachers use Tier I best practices and curriculum provided by the county such as Fountas and Pinell LLI Reading instruction for K-2, Fountas and Pinell Phonics for K-4, BAS Assessment system for all learners to drive instruction, as well as Response to interventions as needed. Services provided for students living in local institutions for neglected or delinquent children are not applicable to us.</p>
<p>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.</p>	<p>N/A Lula Elementary is a title 1 School</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p><b>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.</b></p>	<p>We have a transition camp each summer for assistance moving from Pre-K to kindergarten.</p>
---	--

<p><b>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.</b></p>	<p>From elementary to middle...we consult with middle school teachers about placement of students, and students attend middle school orientation in the spring.</p>
--	---

<p><b>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.</b></p>	<p>Teachers are encouraged to handle discipline using the Bulldog Way. The counselor is called for positive interventions before the administration is involved in a behavior referral. The bulldog way is encouraged everyday on announcements (Positive, Honest, Respectful and Responsible) and is reinforced by teachers throughout the day. We also celebrate and recognize those students who are good role models throughout the school year.</p>
---	--

ADDITIONAL RESPONSES

<p><b>8 Use the space below to provide additional narrative regarding the school's improvement plan</b></p>	
---	--