



School Improvement Plan 2022 - 2023



**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)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	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 student motivation and engagement.
Goal	By the end of the 2022-2023 school year the number of students performing at or above proficiency in grades 3-5 as measured by the EOG Reading Milestones will increase by 3%.

Action Step # 1

Action Step	We will implement systematic school-wide data-driven planning monthly with an emphasis on MAP assessment data and Georgia Milestone data. Within the school-wide planning, we will also be focusing on increasing effectiveness with lesson components. Student growth will be measured by the MAP assessment which will be used as a formative and summative assessment.
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
Success Criteria for Implementation	TKES observations, lesson plans, and weekly collaborative planning minutes
Success Criteria for Impact on Student Achievement	teacher and administration observation
Position/Role Responsible	Teachers and administration
Timeline for Implementation	Monthly

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>	<p>We are hoping to get funding to partner with the Artsnow program. If funding is received all teachers will be trained to incorporate the arts into the classroom. The research shows that adding movement and music to academic subjects increases academic performance.</p>
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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. Student growth will be measured by formative assessments and a summative assessment (BAS). Literacy PL will include the following for the 2022-2023 year: *Engaging Readers *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>Success Criteria for Implementation</p>	<p>TKES observations, lesson plans, PLC agendas, and PLC minutes and sign in sheets.</p>
<p>Success Criteria for Impact on Student Achievement</p>	<p>teacher and administration observation</p>
<p>Position/Role Responsible</p>	<p>Administration and instructional coach</p>
<p>Timeline for Implementation</p>	<p>Others : twice a month</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)?	
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Action Step # 3

Action Step	Implementation of Arts Now Integrated Learning Solutions school-wide to increase engagement. Student growth will be measured by formative assessments throughout the school year as well as an increase in student achievement on the MAP assessment, BAS assessment and the EOG.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria for Implementation	Title I Agendas, Title I Sign-in sheets, news letters, and beginning of unit parent information letters. student growth on summative and formative assessments
Success Criteria for Impact on Student Achievement	teacher and administration observation
Position/Role Responsible	Teachers and instructional coach
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	Instructional coach will be utilized to assist teachers as they implement the Georgia Standards of Excellence throughout the 2022-2023 school year. In addition, she will model instructional strategies in classrooms, she will implement school wide professional learning and monitor schoolwide professional learning throughout the 2022-2023 school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	student growth on formative and summative assessments
Success Criteria for Impact on Student Achievement	student growth on formative and summative assessments
Position/Role Responsible	Instructional Coach Administration
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 # 5

Action Step	Summer school in June of 2023 will be offered to upcoming first through third grade students. Multiple criteria will be used to identify students who are invited to attend such as reading achievement, math achievement and formative and summative assessment data in the 22-23 school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	student growth on summative and formative assessments
Success Criteria for Impact on Student Achievement	student growth on summative and formative assessments
Position/Role Responsible	Instructional Coach teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Instructional materials such as books for students, technology, and other resources will be provided for all students throughout the 2022-2023 school year. These needs will be identified using student growth data from the MAP assessment, BAS assessment, and other formative assessments.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	student growth on summative and formative assessments
Success Criteria for Impact on Student Achievement	Student growth on summative and formative assessments
Position/Role Responsible	Admin Instructional Coach teachers
Timeline for Implementation	Yearly

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

Action Step	Continue to increase parent and school partnerships to encourage family engagement through parent meetings to support learning at home and the purchase of parent support resources.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria for Implementation	meeting agendas, sign ins, and parent evaluations
Success Criteria for Impact on Student Achievement	Reading and MAP Assessments Family Engagement
Position/Role Responsible	Instructional Coach
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 # 8

Action Step	Provide a trusted adult to support social-emotional learning and educational needs for all students
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 8

Systems	Supportive Learning Environment
Success Criteria for Implementation	We will have staff members use the 200% accountability surveys for students and review the data.
Success Criteria for Impact on Student Achievement	We will review and reflect upon the data from the 200% accountability walks to determine success criteria for students having a trusted adult.
Position/Role Responsible	All faculty and staff
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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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Based on Math Milestone scores and other school data (MAP, teacher observation and assessments) it is evident students are not performing at an adequate level of proficiency.
Root Cause # 1	Lack of student motivation and engagement
Goal	By the end of the 2022-2023 school year the number of students performing at or above proficiency in grades 3-5 as measured by the EOG Math Milestones will increase or exceed by 3%.

Action Step # 1

Action Step	We will implement systematic school-wide data-driven planning monthly with an emphasis on MAP assessment data and Georgia Milestone data. Within the school-wide planning, we will also be focusing on increasing effectiveness with lesson components.
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
Success Criteria for Implementation	MAP growth goal scores Milestones assessments agendas of meetings Minutes of the meetings sign in sheets for the meetings
Success Criteria for Impact on Student Achievement	teacher and administration observation student growth of summative and formative assessments throughout the school year.
Position/Role Responsible	Teachers, staff and administration
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)?	
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Action Step # 2

Action Step	All teachers and staff will participate in ongoing, comprehensive, and effective professional learning and PLCs to develop their capacity in math. Ongoing sustainable professional learning focused on math in all content areas is necessary for teachers and leaders. Math PL will include the following for the 2022-2023 year: *Using Data to improve math instruction *PL in Eureka
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
Success Criteria for Implementation	instructional observations student math data digs agendas for meetings Minutes of the meetings Sign in sheets from the meetings
Success Criteria for Impact on Student Achievement	data digs teacher and administration observations student growth on formative and summative assessments
Position/Role Responsible	Teachers, instructional coach and administration
Timeline for Implementation	Monthly

Action Step # 2

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

Action Step	Implementation of Arts Now Integrated Learning Solutions school-wide to increase engagement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria for Implementation	increase in student motivation and engagement: student growth on summative and formative assessments
Success Criteria for Impact on Student Achievement	teacher and administration observation student growth on summative and formative assessments
Position/Role Responsible	Instructional coach, teachers, and counselor
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	Instructional coach will be utilized to assist teachers as they implement the Georgia Standards of Excellence throughout the 22-23 school year. In addition, she will model instructional strategies in classrooms, she will implement school wide professional learning, and monitor school wide professional learning throughout the 2022-2023 school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	student growth on formative and summative assessments
Success Criteria for Impact on Student Achievement	student growth on formative and summative assessments
Position/Role Responsible	Instructional Coach Administration
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 # 5

Action Step	Summer School in June of 2023 will be offered to upcoming first through third grade students. Multiple criteria will be used to identify students who are invited to attend such as reading achievement, math achievement, and formative and summative assessment data.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Student growth on summative and formative assessments.
Success Criteria for Impact on Student Achievement	Student growth on summative and formative assessments.
Position/Role Responsible	Instructional coach teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Instructional materials such as books for students, technology and other resources will be provided for all students throughout the 22-23 school year. These needs will be identified using student growth data from the MAP assessment, BAS assessment and other formative assessments.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Student growth on formative and summative assessments
Success Criteria for Impact on Student Achievement	Student growth on formative and summative assessments
Position/Role Responsible	Instructional coach Administration Teachers
Timeline for Implementation	Yearly

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

Action Step	Continue to increase parent and school partnerships to encourage family engagement through parent meetings to support learning at home and the purchase of parent support resources.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria for Implementation	meeting agendas, sign ins, and parent evaluations
Success Criteria for Impact on Student Achievement	Reading and MAP Assessments Family Engagement
Position/Role Responsible	Instructional Coach
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 # 8

Action Step	Provide a trusted adult to support social-emotional learning and educational needs for all students
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 8

Systems	Supportive Learning Environment
Success Criteria for Implementation	We will have staff members use the 200% accountability surveys for students and review the data.
Success Criteria for Impact on Student Achievement	We will review and reflect upon the data from the 200% accountability walks to determine success criteria for students having a trusted adult.
Position/Role Responsible	All faculty and staff
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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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>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. We have a variety of members on our Leadership Team to represent all areas of the school including classroom teachers, administration, paraprofessionals.</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 Pinnell Phonics for K-4, BAS Assessment system for all learners to drive instruction, as well as Response to interventions as needed. We are implementing Eureka K-3 next year in math. 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 consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A Lula Elementary is a title 1 School</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>We have a transition camp each summer for assistance moving from Pre-K to kindergarten. Students will spend four days on campus with their kindergarten teachers and paraprofessionals to get to know our school before kindergarten begins.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>From elementary to middle...we consult with middle school teachers about placement of students, and students attend middle school orientation in the spring.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>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>
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ADDITIONAL RESPONSES

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