



# School Improvement Plan 2023 - 2024



**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 (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 FY 2024, the percentage of students meeting projected Reading growth as measured by MAP will be at least 50% (11% increase).

#### 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
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	TKES observations, lesson plans, and weekly collaborative planning minutes
Method for Monitoring Effectiveness	student growth and achievement scores
Position/Role Responsible	Teachers 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)?	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.
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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 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 2023-2024 year: *Pillars of Reading with Michelle Palmer *Using Data in Literacy Instruction
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	TKES observations, lesson plans, PLC agendas, and PLC minutes and sign in sheets.
Method for Monitoring Effectiveness	student growth and achievement scores
Position/Role Responsible	Administration and instructional coach
Timeline for Implementation	Others : twice a month

## 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
Method for Monitoring 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
Method for Monitoring Effectiveness	student growth and achievement scores
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 2023-2024 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 2023-2024 school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	student growth on formative and summative assessments
Method for Monitoring Effectiveness	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 2024 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 23-24 school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	student growth on summative and formative assessments
Method for Monitoring Effectiveness	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 2023-24 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 Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	student growth on summative and formative assessments
Method for Monitoring Effectiveness	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
Method for Monitoring Implementation	meeting agendas, sign ins, and parent evaluations
Method for Monitoring Effectiveness	MAP Math and ELA data
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	Teachers will use individual student goal tracking notebooks to increase tracking of student goals in ELA and Math. Teachers will meet with students to chart growth throughout the school year. Parents will be shown student data in parent conferences and will receive the student growth data notebook at the end of 2023-2024 school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

## Action Step # 8

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	admin team check-ins during data chats, TKES observations
Method for Monitoring Effectiveness	We will observe and ask for teacher and student feedback. We will see if students monitoring their growth improves MAP Math and ELA data.
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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## Action Step # 9

Action Step	Each grade level (first through fifth grades) will identify their "targeted 10" students. These students will be monitored to assure growth and achievement with the targeted 10. Admin team will meet with teachers in the beginning of 23-24 school year to choose the targeted 10, and will meet during grade level data chats to discuss the students growth.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Targeted 10 will be monitored through grade level data chats and tracking the student data during teacher conferences with admin throughout the school year.
Method for Monitoring Effectiveness	TKES, MAP, data chats, observation and discussion

## Action Step # 9

Position/Role Responsible	All certified faculty and staff grades 1-5 and admin team
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 # 10

Action Step	The Literacy Team will implement a school wide Reading Campaign to increase student engagement and motivation in reading at home. The Literacy Team will be responsible for communicating to all staff and students, and charting reading motivation through the year by points, assemblies, and celebrations for students throughout the 23-24 school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	grade levels will be responsible for communicating points earned by students to the literacy team. The literacy team will update bulletin boards and have quarterly reading celebration assemblies to celebrate the students at home reading.
Method for Monitoring Effectiveness	quarterly assemblies, points charts by grade level
Position/Role Responsible	Literacy Team, Instructional Coach, teachers
Timeline for Implementation	Yearly

Action Step # 10

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 FY 2024, the percentage of students meeting projected Math growth as measured by MAP will be at least 60% (5% increase).

## 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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	MAP growth goal scores Milestones assessments agendas of meetings Minutes of the meetings sign in sheets for the meetings
Method for Monitoring Effectiveness	student growth and achievement scores
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 2023-2024 year: *Using Data to improve math instruction *PL in Eureka
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	instructional observations student math data digs agendas for meetings Minutes of the meetings Sign in sheets from the meetings with Math teacher on assignment for Hall County (Christy Bailey) and administration
Method for Monitoring Effectiveness	data digs that analyze student growth and academic achievement
Position/Role Responsible	Teachers, instructional coach and/or Math teacher on assignment for Hall County (Christy Bailey) 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	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	increase in student motivation and engagement: student growth on summative and formative assessments
Method for Monitoring Effectiveness	student growth and academic achievement
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 23-24 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 2023-24 school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	student growth on formative and summative assessments
Method for Monitoring Effectiveness	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 2024 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 Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student growth on summative and formative assessments.
Method for Monitoring Effectiveness	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 23-24 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 Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student growth on formative and summative assessments
Method for Monitoring Effectiveness	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
Method for Monitoring Implementation	meeting agendas, sign ins, and parent evaluations
Method for Monitoring Effectiveness	ELA data and MAP Math Assessments
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	Teachers will use individual student goal tracking notebooks to increase tracking of student goals in ELA and Math. Teachers will meet with students to chart growth throughout the year. Parents will be shown student data during parent conferences and will receive the student growth data notebook at the end of the 23-24 school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

## Action Step # 8

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Admin team check ins during data chats, TKES observations
Method for Monitoring Effectiveness	We will observe and ask for teacher and student feedback. We will see if students monitoring their growth improves MAP Math and ELA data.
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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## Action Step # 9

Action Step	Each grade level (first through fifth grades) will identify their targeted 10 students. These students will be monitored to assure growth and achievement with the targeted 10. Admin team will meet with teachers in the beginning of 23-24 school year to choose the targeted 10 and will meet during grade level data chats to discuss student growth.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Targeted 10 will be monitored through grade level data chats and tracking the student data during teacher conferences with admin throughout the school year.
Method for Monitoring Effectiveness	TKES, MAP, data chats, observations and discussions

Action Step # 9

Position/Role Responsible	all certified staff
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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## 2. SCHOOL IMPROVEMENT GOALS

## 2.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Based on Hall County's Social Emotional Mental Health initiatives, we see the need for Sources of Strength staff training and student lessons at our school.
Root Cause # 1	student motivation to learn, student social emotional wellness
Goal	During FY2024, 100% of homerooms will implement Sources of Strength lessons weekly with fidelity as measured by lesson plans.

## Action Step # 1

Action Step	All certified staff will participate in professional learning with Hall County representatives throughout the 2023-2024 school year. Two staff members will be trained during the school year to be SOS coaches.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	observations, lesson plan documentation, sign in sheets for PL
Method for Monitoring Effectiveness	teacher observation, student surveys
Position/Role Responsible	all certified staff
Timeline for Implementation	Yearly

## Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 2

Action Step	Incorporate SOS weekly lessons with emphasis on vocabulary broadcasted throughout the Bulldog News Network.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	lesson plans and observations
Method for Monitoring Effectiveness	teacher observation and student surveys
Position/Role Responsible	all faculty and staff
Timeline for Implementation	Yearly

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

Action Step	Teachers will collaborate with their grade levels on the weekly SOS lesson.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	weekly planning sign in and agenda
Method for Monitoring Effectiveness	teacher observation and student survey
Position/Role Responsible	all homeroom 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 # 4

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



Action Step # 4

Subgroups	Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	We will have staff members use 200 percent accountability surveys and we will review the data.
Method for Monitoring Effectiveness	We will review and reflect upon the data from the 200% accountability walks to determine success 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

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 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.
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 students receive Tier I instruction using best practices in all classrooms. Teachers are all qualified in their areas of service.
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).	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-3, BAS Assessment system for all learners to drive instruction, as well as Response to interventions as needed. We assess students three times yearly using MAP. We use the results to drive instruction. We are implementing Eureka K-5 next year in math. Services provided for students living in local institutions for neglected or delinquent children are not applicable to us.
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 Lula Elementary is a title 1 School

## 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.	We have a transition camp each summer for assistance moving from Pre-K to kindergarten. Students will spend four days on campus with kindergarten teachers and paraprofessionals to get to know our school before kindergarten begins.
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.	From elementary to middle...we consult with middle school teachers about placement of students, and students attend middle school orientation in the spring.
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.	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.

## ADDITIONAL RESPONSES

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