



School Improvement Plan 2025 - 2026



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 (Benchmark Reading Assessments, MAP, 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.
Root Cause # 2	Academic gaps are noted within each grade level. Our students may show growth but still not be proficient on Milestones.
Goal	By the end of FY 2026, the percentage of students meeting projected Reading achievement as measured by MAP will be at least 50% (13% 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 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	agendas of meetings Minutes of the meetings sign in sheets for the meetings
Method for Monitoring Effectiveness	student growth and achievement scores MAP growth goal scores Milestones assessments
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)?

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 weekly, formative assessments and a summative assessments. Literacy PL will include the following for the 2025-2026 year: **Using Data in Literacy Instruction **PL on Student Engagement, Efficacy, Effective Closings ** Hall County District Benchmark PL **Monthly Differentiated PL during Staff Meetings
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	TKES observations, lesson plans, PL agendas, and PL 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)?

Action Step # 3

Action Step	Instructional coach will model instructional strategies in classrooms, she will implement school wide professional learning, and monitor school wide professional learning throughout the 2025-2026 school year. She will also assist District personnel with small group math PLC's as well as district Eureka Professional Learning.
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	Coach time log
Method for Monitoring Effectiveness	TKeS evaluations Walk-through observation data
Position/Role Responsible	Instructional Coach Administration
Timeline for Implementation	Yearly

Action Step # 3

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

Action Step # 4

Action Step	Summer School in June of 2026 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 25-26 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	summer school timeline summer school attendance sheets summer school plan
Method for Monitoring Effectiveness	Student growth on summative and formative assessments.
Position/Role Responsible	Assistant Principal and 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

Action Step	Instructional materials such as manipulatives and materials for students, technology and other resources will be provided for all students throughout the 25-26 school year. These needs will be identified using student growth data from the MAP 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	PO requests Title 1 Budget
Method for Monitoring Effectiveness	Student growth on formative and summative assessments
Position/Role Responsible	Instructional coach Administration Teachers
Timeline for Implementation	Yearly

Action Step # 5

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

Action Step # 6

Action Step	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)?	
--	--

Action Step # 7

Action Step	Teachers will use individual student goal tracking notebooks to increase tracking of student goals in 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 25-26 year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets for parent conferences Invitations to parents concerning conferences
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)?	
--	--

Action Step # 8

Action Step	All grade levels will identify their "Let's Make It Happen List" . These students will be monitored to assure growth and achievement with the targeted students. Admin team will meet with teachers in the beginning of 25-26 school year to determine the "Let's Make It Happen List", and will meet during grade level data chats to discuss the students' growth.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 8

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	"Let's Make It Happen" students 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
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)?

Action Step # 9

Action Step	The Literacy Team will implement a school wide Reading Campaign to increase student engagement, efficacy 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 completion of choice boards, One School, One Book, assemblies, and celebrations for students throughout the 25-26 school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 9

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Pictures of choice boards per grade level
Method for Monitoring Effectiveness	Student achievement data
Position/Role Responsible	Literacy Team, 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)?

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Based on Math Milestones 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
Root Cause # 2	Academic gaps are noted within each grade level. Our students may show growth but still not be proficient on Milestones.
Goal	By the end of FY 2026, the percentage of students meeting projected Math achievement as measured by MAP will be at least 50% (6% 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	agendas of meetings Minutes of the meetings sign in sheets for the meetings
Method for Monitoring Effectiveness	student achievement data
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)?	
--	--

Action Step # 2

Action Step	Implementation of math initiatives 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 and EOG.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	google spreadsheet of students who have met the math initiative requirements.
Method for Monitoring Effectiveness	student achievement data
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)?	
--	--

Action Step # 3

Action Step	Instructional coach will model instructional strategies in classrooms, she will implement school wide professional learning, and monitor school wide professional learning throughout the 2025-26 school year. She will also assist district personnel with math small group PLC's as well as Eureka Professional learning.
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	Coach time log
Method for Monitoring Effectiveness	TKES evaluations Walk-through observation data
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)?	
--	--

Action Step # 4

Action Step	Summer School in June of 2026 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 25-26 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	Summer school time line Summer attendance sheets Summer school plan
Method for Monitoring Effectiveness	Student achievement data
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)?

Action Step # 5

Action Step	Instructional materials such as books for students, technology and other resources will be provided for all students throughout the 25-26 school year. These needs will be identified using student growth data from the MAP 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	PO requests Title 1 Budget
Method for Monitoring Effectiveness	Student achievement data
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)?

Action Step # 6

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)?

Action Step # 7

Action Step	Teachers will use individual student goal tracking notebooks to increase tracking of student goals in 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 25-26 school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 7

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Parent sign in sheets for conferences Invitations to parent conferences
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)?	
--	--

Action Step # 8

Action Step	"Let's Make It Happen" students will be monitored through grade level data chats and tracking the student data during teacher conferences with admin throughout the 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 Supportive Learning Environment
Method for Monitoring Implementation	Lets make it happen list of students per grade level.
Method for Monitoring Effectiveness	student achievement data

Action Step # 8

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)?	
--	--

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 SEL foundation lessons at our school.
Root Cause # 1	student motivation to learn, student social emotional wellness
Goal	During FY2026, 100% of students will have the opportunity to participate in SEL lessons to better understand their social emotional needs, and foster a growth/stress mindset. By creating a supportive environment, all staff will help students develop a sense of confidence in their abilities leading to improved academic outcomes and overall well-being.

Action Step # 1

Action Step	Provide a trusted adult to support social emotional learning and educational needs for all students. Trusted adults will ensure that students consistently believe that mistakes are opportunities to learn rather than signs of failure.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities 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., Student climate survey results
Method for Monitoring Effectiveness	We will review and reflect upon the data from the 200% accountability walks along with Student Surveys to determine success for students having a trusted adult and a sense of confidence.
Position/Role Responsible	all faculty and 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)?	
--	--

Action Step # 2

Action Step	Counselor will provide bimonthly SEL lessons/skills groups throughout the 25-26 school year.
Funding Sources	N/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	lesson plans counseling schedule
Method for Monitoring Effectiveness	Student surveys
Position/Role Responsible	counselor
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)?	
--	--

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, support staff and administration.
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 Benchmark Workshop, and Eureka 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. 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.	N/A
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. Lula is in the beginning stages of PBIS implementation. Common language will be used throughout the building.

ADDITIONAL RESPONSES

ADDITIONAL RESPONSES

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