



School Improvement Plan 2026 - 2027



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)	
☒	Free/Reduced meal application
☐	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	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 FY27, the overall CCRPI score for Lula Elementary will increase by 2 points from the previous year's overall score, demonstrating measurable improvement in school performance across content mastery, progress, closing gaps, and readiness.

Action Step # 1

Action Step	Ensure fidelity to daily implementation of the Benchmark and Eureka curriculum to ensure all students receive quality Tier 1 instruction that includes clear learning targets, frequent checks for understanding and responsive teaching.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walk-through data Lesson Plans
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Teachers, staff and administration
Timeline for Implementation	Others : daily

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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 2

Action Step	The literacy coach and administration will design, and deliver monthly schoolwide professional learning on student discourse and responsive teaching to improve student outcomes.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Coach time log Walk through Data PL agendas, sign in sheets
Method for Monitoring Effectiveness	Walk through Data Feedback Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Instructional Coach 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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 3

Action Step	Increase targeted instructional support by utilizing instructional extension, summer school, additional resources, intervention teachers, and hiring paraprofessionals to provide personalized learning and academic assistance.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walkthrough data Schedules Timelines
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Assistant Principal and teachers
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 4

Action Step	Implement formative assessment practices to ensure every student receives rigorous, grade-level differentiated instruction.
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	Walk throughs Lesson plans
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Instructional coach Administration Teachers
Timeline for Implementation	Weekly

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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 5

Action Step	Foster strong partnerships with families and community stakeholders through meaningful two-way communication and parent meetings, utilizing and providing access to family engagement resources and building capacity to improve student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent and Family Engagement Input Survey Parent Feedback on Meetings ParentSquare Data
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 6

Action Step	Implement consistent weekly collaborative planning and data digs with grade levels to build consistent, data driven collaborative practices to strengthen Tier 1 instruction, reduce variability in classroom experiences, and improve student outcomes.
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	Meeting Agendas, Sign In Sheets, Minutes, Lesson Plans
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	All faculty and staff Literacy Coach 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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 7

Action Step # 7

Action Step	Implement consistent unit overview planning for each Benchmark and Eureka module for every grade level in order to strengthen Tier 1 instruction , reduce variability in classroom experiences and improve student outcomes.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting Agendas, Sign-In Sheets, Minutes, Lesson Plans
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Literacy Coach, teachers, 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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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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 Hall County's Social Emotional Mental Health initiatives, we see the need for SEL foundation lessons and small groups at our school in order to decrease student internalizing/externalizing behavior and to promote positive social emotional health of our students
Root Cause # 1	student motivation to learn, student social emotional wellness
Goal	By the end of FY27, Lula Elementary will implement and monitor targeted social-emotional learning and behavioral support strategies that strengthen student well-being, as evidenced by a 25% decrease in the percentage of students demonstrating internalizing and/or externalizing behaviors and measured by Universal Screener data.

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	Tier I Universal Screeners Trusted adult surveys CICO documentation Internalizing/Externalizing group documentation
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS) Longitudinal Behavior Data Longitudinal Attendance Data Universal Screener Data Climate Rating Climate Survey Results
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 2

Action Step	Counselor will provide bimonthly SEL lessons/skills groups throughout the 26-27 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	counseling schedule/Lesson plans
Method for Monitoring Effectiveness	Climate Rating Climate Survey Results
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 3

Action Step	Implement PBIS initiatives to strengthen and expand school behavior support structures
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	PBIS team agendas/minutes
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS) Longitudinal Behavior Data Longitudinal Attendance Data Universal Screener Data Climate Rating Climate Survey Results
Position/Role Responsible	PBIS team Administration Literacy Coach
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 4

Action Step # 4

Action Step	Incorporate CICO and internalizing/externalizing behavioral groups to strengthen and expand whole child supports
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	CICO documentation Internalizing/Externalizing group documentation
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS) Longitudinal Behavior Data Longitudinal Attendance Data Universal Screener Data Climate Rating Climate Survey Results
Position/Role Responsible	Counselor Social Worker 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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 5

Action Step # 5

Action Step	Develop service learning activities for grades K-5
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Service learning project documentation
Method for Monitoring Effectiveness	Climate Rating Climate Survey Results
Position/Role Responsible	Teachers 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)?	!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 6

Action Step	Promote the Bulldog Way through the utilization of the Bulldog News Network to maintain and continuously refine a character education framework.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 6

Subgroups	Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Recordings of daily announcements
Method for Monitoring Effectiveness	Climate Rating Climate Survey Results
Position/Role Responsible	Media Specialist Administration
Timeline for Implementation	Others : daily

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)?	!-a=1--!-a=1--!-a=1--
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3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The 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.!--a=1--
2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	All students receive Tier I instruction using best practices in all classrooms. Teachers are all qualified in their areas of service.!--a=1--
3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	The 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.!--a=1--
4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	N/A Lula Elementary is a Title I school.!--a=1--

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	N/A!--a=1--
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	From elementary to middle...we consult with middle school teachers about placement of students, and students attend middle school orientation in the spring.!--a=1--
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	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 every day 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. !--a=1--
8. Use the space below to provide additional narrative regarding the school's improvement plan.	!--a=1--