



# Comprehensive Needs Assessment 2020 - 2021 School Report



**Hall County  
Lyman Hall Elementary School**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Leadership Team

	Position/Role	Name
Team Member # 1	Angel Rodriguez	Principal
Team Member # 2	Cyndy Crites	Assistant Principal
Team Member # 3	Revonda Kimbrell	Instructional Coach
Team Member # 4	Allison Mayfield	Instructional Coach
Team Member # 5	Laurie Costello	Media Specialist
Team Member # 6	Karen Tapia	Counselor
Team Member # 7	Tracy Santimauro	Instructional Coach

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	5th Grade Teacher	Heather Goss
Team Member # 2	5th Grade Teacher	Jennifer Butler
Team Member # 3	4th Grade Teacher	Nicole Swenson
Team Member # 4	4th Grade Teacher	Deanne Belford
Team Member # 5	3rd Grade Teacher	Jessica Mobely
Team Member # 6	3rd Grade Teacher	Jacquie Parker
Team Member # 7	2nd Grade Teacher	Kayleigh Potokar
Team Member # 8	2nd Grade Teacher	Angela Wiesner
Team Member # 9	1st Grade Teacher	Kim Barclay
Team Member # 10	1st Grade Teacher	Cathy Moore

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Stakeholders

	Position/Role	Name
Stakeholder # 1	Partner in Ed.	Regions Bank
Stakeholder # 2	Partner in Ed.	Villages at Deaton Creek
Stakeholder # 3	Partner in Ed.	Jackson EMC
Stakeholder # 4	Parent	Maria Yanez
Stakeholder # 5	Parent	Nohemi Godinez
Stakeholder # 6	Parent	Claudia Tucubal
Stakeholder # 7	Parent	Pedro Domingo
Stakeholder # 8	Parent	Isela Hernandez

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	FY 19-20 Title I Parent and Family Engagement Input/Feedback Form Parent Surveys  Staff Surveys Annual Title I Planning Meeting Title I Document Review Process
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

#### Coherent Instruction Data

<b>Curriculum Standard 1</b> -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
<b>1. Exemplary</b>	<p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
<b>2. Operational</b>	<p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	✓
<b>3. Emerging</b>	<p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
<b>4. Not Evident</b>	<p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	

## Coherent Instruction Data

<b>Curriculum Standard 2</b> -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
<b>1. Exemplary</b>	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.  These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
<b>2. Operational</b>	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards.  These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
<b>3. Emerging</b>	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards	
<b>4. Not Evident</b>	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

<b>Instruction Standard 1</b> -Provides a supportive and well -managed environment conducive to learning		
<b>1. Exemplary</b>	A supportive and well-managed environment conducive to learning is evident throughout the school.  Students consistently stay on-task and take responsibility for their own actions.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

<b>Instruction Standard 2</b> -Creates an academically challenging learning environment		
<b>1. Exemplary</b>	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).  Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

## Coherent Instruction Data

<b>Instruction Standard 3</b> -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
<b>1. Exemplary</b>	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.  Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels	
<b>2. Operational</b>	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.  Learning targets are evident throughout the lesson and in student work.	✓
<b>3. Emerging</b>	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
<b>4. Not Evident</b>	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

<b>Instruction Standard 4</b> -Uses research based instructional practices that positively impact student learning		
<b>1. Exemplary</b>	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
<b>2. Operational</b>	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
<b>3. Emerging</b>	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
<b>4. Not Evident</b>	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

## Coherent Instruction Data

<b>Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students</b>		
<b>1. Exemplary</b>	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
<b>2. Operational</b>	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	✓
<b>3. Emerging</b>	Some teachers differentiate instruction to meet the specific learning needs of students.	
<b>4. Not Evident</b>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

<b>Instruction Standard 6 -Uses appropriate, current technology to enhance learning</b>		
<b>1. Exemplary</b>	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
<b>2. Operational</b>	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
<b>3. Emerging</b>	Some staff members, students, or both use appropriate, current technology to enhance learning.	
<b>4. Not Evident</b>	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

## Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.  Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.  Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs.  Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	



## Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes.  The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

## Coherent Instruction Data

<b>Assessment Standard 5</b> -Implements grading practices that provide an accurate indication of student progress on the required standards		
<b>1. Exemplary</b>	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
<b>2. Operational</b>	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
<b>3. Emerging</b>	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
<b>4. Not Evident</b>	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

#### Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
<b>1. Exemplary</b>	Administrators consistently build and sustain relationships to foster the success of students and staff.  The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	✓
<b>2. Operational</b>	Administrators regularly build and sustain relationships to foster the success of students and staff.	
<b>3. Emerging</b>	Administrators sometimes build relationships to foster the success of students and staff.	
<b>4. Not Evident</b>	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
<b>1. Exemplary</b>	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning.  Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	✓
<b>2. Operational</b>	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning.  The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	
<b>3. Emerging</b>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
<b>4. Not Evident</b>	Administrators initiate few, if any, changes that impact staff performance and student learning.	

## Effective Leadership Data

<b>Leadership Standard 3</b> -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
<b>1. Exemplary</b>	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
<b>2. Operational</b>	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
<b>3. Emerging</b>	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
<b>4. Not Evident</b>	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

<b>Leadership Standard 4</b> -Uses processes to systematically analyze data to improve student achievement		
<b>1. Exemplary</b>	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
<b>2. Operational</b>	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
<b>3. Emerging</b>	Some processes are in place and used occasionally to analyze data to improve student achievement.	
<b>4. Not Evident</b>	Few, if any, processes are in place to analyze data to improve student achievement.	

<b>Leadership Standard 5</b> -Builds leadership capacity through shared decision-making and problem-solving		
<b>1. Exemplary</b>	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
<b>4. Not Evident</b>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

## Effective Leadership Data

<b>Leadership Standard 6</b> -Establishes and supports a data-driven school leadership team that is focused on student learning		
<b>1. Exemplary</b>	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
<b>2. Operational</b>	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
<b>3. Emerging</b>	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
<b>4. Not Evident</b>	A school leadership team does not exist or does not have adequate stakeholder representation.	

<b>Leadership Standard 7</b> -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
<b>1. Exemplary</b>	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
<b>2. Operational</b>	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
<b>3. Emerging</b>	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
<b>4. Not Evident</b>	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

## Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

## Effective Leadership Data

<b>Planning and Organization Standard 2</b> -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
<b>1. Exemplary</b>	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
<b>2. Operational</b>	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	✓
<b>3. Emerging</b>	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
<b>4. Not Evident</b>	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

<b>Planning and Organization Standard 3</b> -Monitors implementation of the school improvement plan and makes adjustments as needed		
<b>1. Exemplary</b>	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
<b>2. Operational</b>	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
<b>3. Emerging</b>	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
<b>4. Not Evident</b>	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

## Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
<b>1. Exemplary</b>	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	
<b>2. Operational</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
<b>3. Emerging</b>	The use of available resources to support continuous improvement is inconsistently monitored.	
<b>4. Not Evident</b>	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
<b>1. Exemplary</b>	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	
<b>2. Operational</b>	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	✓
<b>3. Emerging</b>	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
<b>4. Not Evident</b>	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	



## Effective Leadership Data

<b>Planning and Organization Standard 6</b> -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
<b>1. Exemplary</b>	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
<b>2. Operational</b>	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
<b>3. Emerging</b>	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
<b>4. Not Evident</b>	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

#### Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.  Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).  Ongoing support is provided through differentiated professional learning.	✓
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

## Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).  Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

## Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
<b>1. Exemplary</b>	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).  Professional learning includes extensive follow-up with descriptive feedback and coaching.	
<b>2. Operational</b>	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.  Professional learning includes follow-up with feedback and coaching.	✓
<b>3. Emerging</b>	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
<b>4. Not Evident</b>	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
<b>1. Exemplary</b>	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.  Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	✓
<b>2. Operational</b>	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	
<b>3. Emerging</b>	Some resources and systems are allocated to support and sustain professional learning.	
<b>4. Not Evident</b>	Few, if any, resources and systems are provided to support and sustain professional learning.	

## Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
<b>1. Exemplary</b>	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively.  Evaluation results are used to identify and implement processes to extend student learning.	
<b>2. Operational</b>	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
<b>3. Emerging</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
<b>4. Not Evident</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

#### Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.  Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.  Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

## Family and Community Engagement Data

<b>Family and Community Engagement Standard 3</b> -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
<b>1. Exemplary</b>	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
<b>2. Operational</b>	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
<b>3. Emerging</b>	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
<b>4. Not Evident</b>	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

<b>Family and Community Engagement Standard 4</b> -Communicates academic expectations and current student achievement status to families		
<b>1. Exemplary</b>	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
<b>2. Operational</b>	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
<b>3. Emerging</b>	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
<b>4. Not Evident</b>	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

## Family and Community Engagement Data

<b>Family and Community Engagement Standard 5</b> -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<b>1. Exemplary</b>	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
<b>2. Operational</b>	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
<b>3. Emerging</b>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
<b>4. Not Evident</b>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

<b>Family and Community Engagement Standard 6</b> -Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
<b>2. Operational</b>	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	The school does little to connect families with agencies and resources in the community to meet the needs of students.	



## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

#### Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
<b>1. Exemplary</b>	A supportive and well-managed environment conducive to learning is evident throughout the school.  Students consistently stay on-task and take responsibility for their own actions.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
<b>1. Exemplary</b>	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).  Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

## Supportive Learning Environment Data

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.  Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>School Culture Standard 1</b> -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<b>1. Exemplary</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school.  These rules, practices, and procedures are continually monitored and revised as needed.	
<b>2. Operational</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
<b>3. Emerging</b>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
<b>4. Not Evident</b>	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

## Supportive Learning Environment Data

<b>School Culture Standard 2</b> -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
<b>1. Exemplary</b>	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
<b>2. Operational</b>	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
<b>3. Emerging</b>	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
<b>4. Not Evident</b>	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

<b>School Culture Standard 3</b> -Establishes a culture that supports the college and career readiness of students		
<b>1. Exemplary</b>	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
<b>2. Operational</b>	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	✓
<b>3. Emerging</b>	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
<b>4. Not Evident</b>	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

## Supportive Learning Environment Data

<b>School Culture Standard 4 -Supports the personal growth and development of students</b>		
<b>1. Exemplary</b>	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	✓
<b>2. Operational</b>	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
<b>3. Emerging</b>	The school staff sporadically supports the personal growth and development of students.	
<b>4. Not Evident</b>	The school staff does little to support the personal growth and development of students.	
<b>School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff</b>		
<b>1. Exemplary</b>	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	
<b>2. Operational</b>	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
<b>3. Emerging</b>	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
<b>4. Not Evident</b>	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

## Supportive Learning Environment Data

<b>Planning and Organization Standard 1</b> -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
<b>1. Exemplary</b>	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
<b>2. Operational</b>	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
<b>3. Emerging</b>	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
<b>4. Not Evident</b>	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<p><b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Teacher Perception Surveys</p>
<p><b>What does the perception data tell you?</b> (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>The school is on the right course and has made sizable gains. The staff is dedicated to providing students with the support they need to be successful and increase overall student achievement. The teachers acknowledge that there is a need to improve rigor and consistency across the classrooms, focus on standards and learning targets, increase the use of academic language, provide timely and specific formal/informal feedback, and excel in providing EL centered strategies for our population.</p>
<p><b>What process data did you use?</b> (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Administrative Leadership Meetings Agenda/Minutes School Leadership Team Meetings Agenda/Minutes (Explore Meeting) PLC Meeting Agenda/Minutes Common Assessment Results State Assessments (Milestones, GKIDS) ACCESS</p>
<p><b>What does the process data tell you?</b> (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>Our focus as a school and within our grade levels have regularly reflected the objectives of our School Improvement Plan and this school year will have an even greater alignment. Language acquisition remains as our overarching goal. Students must be able to read by third grade in order to experience success in secondary education, post-secondary education, and/or a work related environment.</p>

What achievement data did you use?	Early Literacy Benchmark Data k-2 Reading/Writing Benchmark Data 3-5 Reading Benchmark Data K-5 Milestones Data 3-5 ACCESS
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What does your achievement data tell you?	The data shows that we are continuing to improve however, there are still gains to be reached in order to meet state and county requirements. Our focus in the previous year has been on writing and resulted in noticeable gains, however our gains in reading remained static. We will continue to our school-wide focus on writing, but will take more care this year to remain consistent in our efforts to build language among our EL learners and expect to see gains in reading and ELA. Our School Improvement Goals will shift slightly in order to make the goals more meaningful to teachers in order to grant them a greater sense of efficacy.
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What demographic data did you use?	DEMOGRAPHIC													
	Total by Gender:													
		3RD		4TH		5TH		TOT AL	FEMALE		MALE		TOT AL	
	Female	50	52.63%	64	44.76%	53	41.09%	167	167	100.00%	0	0.00%	167	
	Male	45	47.37%	79	55.25%	76	58.92%	200	0	0.00%	200	100.00%	200	
	TOTAL	95		143		129		367	167		200		367	
	Total by Ethnicity:													
		3RD		4TH		5TH		TOT AL	FEMALE		MALE		TOT AL	
	Black or African American	1	1.05%	0	0.00%	3	2.33%	4	3	1.80%	1	0.50%	4	1.09%
	Hispanic or Latino	76	80.00%	116	81.12%	93	72.09%	285	128	76.65%	157	78.50%	285	77.66%
	White or Caucasian	2	2.11%	4	2.80%	3	2.33%	9	7	4.19%	2	1.00%	9	2.45%
	Asian or Pacific Islander	1	1.05%	0	0.00%	0	0.00%	1	0	0.00%	1	0.50%	1	0.27%
	Native American	0	0.00%	3	2.10%	3	2.33%	6	3	1.80%	3	1.50%	6	1.63%
	Mixed Race	6	6.32%	4	2.80%	10	7.75%	20	10	5.99%	10	5.00%	20	5.45%
	I prefer not to answer	9	9.47%	16	11.19%	17	13.18%	42	16	9.58%	26	13.00%	42	11.44%
	TOTAL	95		143		129		367	167		200		367	100.00%

**What does the demographic data tell you?**

Our student demographic population is primarily represented by a single Racial/Ethnic subgroup (95% Hispanic). The same trend extends to other subset (100% Economically Disadvantaged and 90% English Learners). The two latter data points represent the most profound challenges.



### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Our school will continue to maintain a narrow focus on implementing the most effective EL-centered best practices. Our staff is taking on the challenge of profoundly increasing our ESOL endorsed teachers and those train in research-based best practices such as instructional conversations.</p> <p>Staff systematically works together to plan standards based instruction and assessments. These practices are research based and differentiated to meet the needs of students. Interventions are provided as needed to students. Technology is effectively used to promote student learning and as an assessment tool.</p> <p>Students are encouraged to monitor their own learning. Establishment and communication of clear learning targets in all areas will need to be an area of focus as well as instruction to students on how to self assess based on these targets. Analysis of assessment data across grade levels and classrooms will need to become more systematic.</p> <p>Grading practices have not always accurately reflected students actual depth of understanding and readiness. Some of trends noticed by the team were inconsistency practices in many of our classrooms within the same grade level. An important trend will be a deeper understanding of linguistically responsive pedagogy, culturally responsive pedagogy, and the balanced-literacy framework used in our building and its components. Additional professional learning will be provided in these areas.</p>
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## Strengths and Challenges Based on Trends and Patterns

<b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>The leadership team through shared decision making creates and monitors the school improvement plan through the use of multiple data sources.</p> <p>Throughout the school year grade level teams create, monitor and modify short term action plans to support the school improvement plan. Through the planning process team the leadership team collaboratively decides how use and acquire new resources.</p> <p>Administration actively observes instruction and teacher effectiveness. A master schedule is created to maximize instructional time and lower student teacher ratios. Cleanliness of the facility and some safety concerns are an area of concern over which the school based leadership have little control.</p>
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<b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Professional Capacity Data									
	Teacher Retention Rates				Teacher Certificate Levels					
	SY15	SY16	SY17	SY18		SY15	SY16	SY17	SY18	
	87.0%	90.0%	90.0%	84.0%		4 YR Bachelor's	20	23	18	19
						5 YR Master's	27	27	30	31
	Teachers Out of Field					6 YR Specialist	14	13	13	13
	SY15	SY16	SY17	SY18		7 YR Doctoral	0	0	0	0
	0.0%	0.0%	0.0%	2.1%		Other*	0	0	0	0
						*Includes One- and Two-Year Vocational Certificates				
	Teachers Teaching with Emergency or Provisional Certification									
	SY15	SY16	SY17	SY18		Teacher Years' Experience				
	1	1	0	0		SY15	SY16	SY17	SY18	
						1	1	0	0	0
	Inexperienced Teachers (Less than 4 Years)					1-10	23	23	16	16
	SY15	SY16	SY17	SY18		11-20	28	29	30	32
	25.0%	30.0%	13.0%	25.0%		21-30	8	10	14	14
						30	1	1	1	1
						Average	13	13	15	15
	Professional learning is designed, differentiated, and implemented based on a variety of data sources. This is done through collaboration and shared leadership, when planning and delivering. A significant amount of resources are committed to professional learning each year. Teacher retention rates have remained strong.									

## Strengths and Challenges Based on Trends and Patterns

	<p>The school does a good job of identifying strengths of teachers and utilizing those strengths to present professional learning. Also, the level of job-embedded professional learning has increased dramatically over the last several years with our strong core of instructional coaches. Our focus this year will be on building ESOL capacity, collaborative teaching, and our district literacy initiative.</p>
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<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>There are multiple opportunities for family and community members to actively participate at the school. All grade levels have student led conferences twice a year and this has greatly increased parent participation. Academic expectations are shared with families throughout the school year. However in the area of academic support we realize that many of our families don't have the academic background to help their own children at home. We will continue to provide opportunities for families to participate in events, training, etc. to increase their understanding of academic expectations. Families are active participants in after school events however the staff desires a greater family commitment to educational events.</p>
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<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Students and staff feel supported and safe. There is a high level of trust throughout the school and accomplishments are celebrated. Students are encouraged and empowered to set goals which are supported by the schools mission. It is evident that there is a need for a set of common, positive expectations for all students in order to create a greater sense of student self efficacy. Students additionally need to have instruction about how to effectively monitor their own learning.</p>
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<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>With 3 years of data student groups by race/ethnicity have remained relatively the same and in 2017 96% were Hispanic, 3% white, 1% black, 1% multi-racial. The student transiency rate has gone from 15% in 2015 back to 15% in 2018. The percentage of students who are considered economically disadvantaged has remained at 99%. The challenges typically associated with students of poverty remain an issue. These challenges are compounded due to the influx of Spanish speaking families from the northern triangle of Central America (Guatemala, Honduras, El Salvador) and Mexico and their extremely limited English proficiency. In addition, many students and families suffer the effects of a limited or interrupted educational background prior to enrolling at Lyman Hall Elementary.</p>
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## Strengths and Challenges Based on Trends and Patterns

	Student Mobility Rate			
	SY15	SY16	SY17	SY18
	15.0%	18.1%	11.0%	15.3%

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	End of Grade Milestones ELA																	
			Beginning				Developing				Proficient				Distinguished			
			SY 15	SY 16	SY 17	SY 18	SY 15	SY 16	SY 17	SY 18	SY 15	SY 16	SY 17	SY 18	SY 15	SY 16	SY 17	SY 18
	All Students		57.2%	56.5%	57.3%	52.4%	31.9%	35.8%	33.8%	33.3%	10.9%	7.2%	8.2%	13.2%	0.0%	0.5%	0.8%	1.1%
	Racial/Ethnic Subgroups																	
		American Indian																
		Asian/Pacific Islander																
		Black																
		Hispanic	57.4%	56.3%	57.6%	52.5%	32.4%	6.8%	33.9%	33.9%	10.2%	6.4%	7.7%	12.6%	0.0%	0.6%	0.8%	1.1%
		White			50.0%	50.0%			20.0%	25.0%			30.0%	25.0%			0.0%	0.0%
		Multi-Racial																
	Other Subgroups																	
		Economically Disadvantaged	57.1%	56.9%	57.3%	53.3%	31.9%	35.5%	33.8%	33.0%	11.0%	7.0%	8.2%	12.7%	0.0%	0.5%	0.8%	1.1%
		English Learners	59.0%	57.5%	58.2%	58.4%	32.8%	36.3%	34.3%	34.3%	8.2%	5.9%	6.6%	6.9%	0.0%	0.3%	0.9%	0.3%
		Students with Disability	84.2%	92.5%	81.4%	87.0%	15.8%	50.0%	15.3%	11.7%	0.0%	0.0%	3.4%	1.3%	0.0%	0.0%	0.0%	0.0%
	End of Grade Milestones MATHEMATICS																	
			Beginning				Developing				Proficient				Distinguished			
			SY 15	SY 16	SY 17	SY 18	SY 15	SY 16	SY 17	SY 18	SY 15	SY 16	SY 17	SY 18	SY 15	SY 16	SY 17	SY 18

## Strengths and Challenges Based on Trends and Patterns

		15	16	17	18	15	16	17	18	15	16	17	18	Y15	Y16	Y17	Y18
	All Students	45.1%	35.9%	37.2%	29.7%	43.9%	43.5%	43.2%	40.6%	10.3%	17.0%	17.7%	26.6%	0.8%	3.7%	1.8%	3.1%
	Racial/Ethnic Subgroups																
	American Indian																
	Asian/Pacific Islander																
	Black																
	Hispanic	45.0%	34.9%	37.2%	29.0%	43.7%	45.1%	43.8%	41.3%	10.2%	16.2%	17.1%	26.8%	0.8%	3.8%	1.9%	3.0%
	White			40.0%	43.8%			20.0%	18.8%			40.0%	31.3%			0.0%	6.3%
	Multi-Racial																
	Other Subgroups																
	Economically Disadvantaged	45.6%	35.9%	37.2%	29.6%	43.3%	43.7%	43.2%	41.2%	10.4%	16.6%	17.7%	26.1%	0.8%	3.8%	1.8%	3.2%
	English Learners	47.1%	35.8%	37.8%	32.7%	43.3%	45.3%	44.6%	41.3%	9.3%	16.0%	16.2%	25.1%	0.3%	2.9%	1.4%	1.0%
	Students with Disability	68.3%	64.2%	71.2%	70.1%	29.3%	22.6%	23.7%	20.8%	2.4%	13.2%	3.4%	6.5%	0.0%	0.0%	1.7%	2.6%

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	Our special education department works toward meeting students where they are and differentiating the curriculum as needed while still maintaining rigor for them. Our special education staff is familiar with students and what their needs are. We work hard to have the students included in the general education setting as much as possible and only pulling students when that is what is best to meet each student's needs.
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

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<p><b>Challenges</b></p>	<p>For the 2018-19 school year, our special education population was 72 students and for the 2019-2020 school year, it will be 74. There is also the challenge of distinguishing between needs related to exceptionalities versus needs related to second language acquisition in a school with such a high Latino (95%) and EL population (90%)</p> <p>There has been a lack of communication regarding what is being taught in the special education classroom and how the special education teacher can support both the student and the teacher when the student is in the general education setting. The special education staff is working to share data showing what the students have been working on in the special education setting and have it accessible at any time for any teacher that works with the student. Many of our parents do not understand the process/meaning of an IEP. It is difficult for our parents to miss work to attend many of the meetings and with limited educational levels, it is hard for them to understand what an IEP means.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Overarching Need # 1

Overarching Need	Communicate effectively using language (listening, speaking, reading, writing, thinking)
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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##### Overarching Need # 2

Overarching Need	Student ability to comprehend grade level text
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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##### Overarching Need # 3

Overarching Need	Students ability to be fluent within the four mathematical operations and the academic language necessary to be successful
How severe is the need?	High
Is the need trending better or worse over time?	Better

## Overarching Need # 3

Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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## 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

**Overarching Need - Communicate effectively using language (listening, speaking, reading, writing, thinking)**

## Root Cause # 1

Root Causes to be Addressed	Lack of exposure in Spanish and English as well as cultural Ideals of Education.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	Limited academic vocabulary and background knowledge in both English and Spanish.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Linguistically and culturally responsive pedagogy and curriculum in order to meet school and system level goals.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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## Root Cause # 4

Root Causes to be Addressed	Lack of access to resources and or opportunities.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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## Overarching Need - Student ability to comprehend grade level text

## Root Cause # 1

Root Causes to be Addressed	Students are not proficient in L1.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

## Root Cause # 1

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students
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Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	Lack of consistent implementation in ESOL strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Lack of student background knowledge and vocabulary requires us to provide linguistically and culturally responsive pedagogy and curriculum in order to meet school and system level goals.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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**Overarching Need - Students ability to be fluent within the four mathematical operations and the academic language necessary to be successful**

## Root Cause # 1

Root Causes to be Addressed	Limited academic vocabulary and background knowledge in both English and Spanish.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	Lack of engaging, consistent and meaningful practice, as well as a lack of real world connections to numbers and how they work.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Lack of resources and instructional practices for teachers and families.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

## Root Cause # 3

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students
Additional Responses	



# School Improvement Plan 2020 - 2021



**Hall County  
Lyman Hall Elementary School**

## SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Hall County
School Name	Lyman Hall Elementary School
Team Lead	Angel Rodriguez, Cyndy Crites, Allison Mayfield

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

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

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Communicate effectively using language (listening, speaking, reading, writing, thinking)
Root Cause # 1	Lack of access to resources and or opportunities.
Root Cause # 2	Lack of exposure in Spanish and English as well as cultural Ideals of Education.
Root Cause # 3	Limited academic vocabulary and background knowledge in both English and Spanish.
Root Cause # 4	Linguistically and culturally responsive pedagogy and curriculum in order to meet school and system level goals.
Goal	85% of students will be on grade level or demonstrate 1 year or more growth as measured by Fountas and Pinell reading benchmark (gr k-5). The overall weighted proficiency in ELA for Lyman Hall will increase by 5% from 34.7 to 39.7 (gr 3-5)

#### Action Step # 1

Action Step	ESL teachers will push in to homerooms during ELA block to help support teachers with research based strategies and implementation of ESL strategies.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Observation Schedule PLC meetings Data Talk etc.
Position/Role Responsible	Administration Instructional Coaches ESOL Teachers Homeroom Teachers



## Action Step # 1

Timeline for Implementation	Monthly
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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	Offer family learning events to promote English and or Native Language.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Sign in Evaluations
Position/Role Responsible	Parent Liaison
Timeline for Implementation	Quarterly

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

Action Step	ESL teachers and homeroom teachers will participate in collaborative conversations around data results from student work samples during grade level PLCs.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC Minutes
Position/Role Responsible	ESOL Teachers Homeroom Teachers Administration Instructional Coaches
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	Provide teachers across all content areas and grade levels with research-based professional development opportunities in EL centered instruction (such as Instructional Conversations, SWRL time) to improve linguistically and culturally responsive pedagogy.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Observations Notes

## Action Step # 4

Position/Role Responsible	Administration Instructional Coaches
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	Utilize proven EL centered resources and professional learning opportunities (ESOL endorsement course, Instructional Conversations training, International TESOL and NABE (National Association of Bilingual Education) conference, and the administrative/school support to ensure the implementation and fidelity of use.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	sign in sheets presentation notes
Position/Role Responsible	Administration
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)?	
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## Action Step # 6

Action Step	Provide Instructional Coach to support teachers and students by providing differentiated professional learning to the entire staff, grade levels, and subject area teams, as well as providing individual support.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Observations Evaluations
Position/Role Responsible	Principal
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	LHES will host a transition "Kindercamp" this summer, if practicable, for upcoming Kindergarten students to help students as they transition to Elementary School
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Observation schedule K screening data
Position/Role Responsible	Cyndy Crites, AP
Timeline for Implementation	Others : Summer

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	Title I funded teachers will allow us to reduce class size as well as provide self-contained EIP classrooms for identified at-risk students in need of additional academic support in ELA and Math.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Migrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SIP goals and measures (EOG, Lexile, F&P levels) Grade level goals and measures (EOG, Lexile, F&P levels) Observations Evaluations

## Action Step # 8

Position/Role Responsible	Principal
Timeline for Implementation	Others :

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	Provide teachers with the technology needed to support and enhance blended education opportunities (earbuds, XP pens,
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Technology PL participation Canvas Course work Blended learning PLCs participation (sign-in)
Position/Role Responsible	Administration Instructional Coaches ESOL Teachers Homeroom Teachers
Timeline for Implementation	Weekly

Action Step # 9

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	Student ability to comprehend grade level text
Root Cause # 1	Lack of consistent implementation in ESOL strategies.
Root Cause # 2	Lack of student background knowledge and vocabulary requires us to provide linguistically and culturally responsive pedagogy and curriculum in order to meet school and system level goals.
Root Cause # 3	Students are not proficient in L1.
Goal	60% of our students will be reading on or above grade level expectations as measured by Fountas and Pinell benchmark assessment (gr k-5) and overall weighted proficiency in reading as indicated by the EOG Lexile reading status (gr 3-5).

#### Action Step # 1

Action Step	Provide teachers across all content areas and grade levels with research-based professional development opportunities in EL centered instruction (such as Instructional Conversations) to improve linguistically and culturally responsive pedagogy.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged English Learners Migrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC's Data Talks Weekly Grade Level Plannings
Position/Role Responsible	Administration Instructional Coaches Homeroom Teachers Explore Team
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	Provide more opportunities for guided/small strategy groups and independent close reading of grade level text and the resources to support it (leveled book room to support culturally and linguistically responsive pedagogy).
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SWEEPs Observations Sign in sheets
Position/Role Responsible	Administration Instructional Coaches Homeroom Teachers ESOL 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 # 3

Action Step	Protect Literacy Block schedule and become more consistent within classroom instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Unit Assessments Early Literacy Benchmark Common Planning time Monthly data entry
Position/Role Responsible	Administration Instructional Coaches Data Entry Clerk
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	Utilize proven EL centered resources and professional learning opportunities (ESOL endorsement course, Instructional Conversations training, International TESOL and NABE (National Association of Bilingual Education) conference, and the administrative/school support to ensure the implementation and fidelity of use.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

## Action Step # 4

Method for Monitoring Implementation and Effectiveness	PLC minutes Sign in sheets conferencing notes lesson plans
Position/Role Responsible	Administration Instructional Coaches ESOL Teachers Homeroom Teachers
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 # 5

Action Step	Title I funded teachers will allow us to reduce class size as well as provide self-contained EIP classrooms for identified at-risk students in need of additional academic support in ELA and Math.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Migrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SIP goals and measures (EOG, Lexile, F&P levels) Grade level goals and measures (EOG, Lexile, F&P levels) Observations Evaluations
Position/Role Responsible	Angel Rodriguez
Timeline for Implementation	Weekly

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)?	
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 3

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Students ability to be fluent within the four mathematical operations and the academic language necessary to be successful
Root Cause # 1	Lack of engaging, consistent and meaningful practice, as well as a lack of real world connections to numbers and how they work.
Root Cause # 2	Lack of resources and instructional practices for teachers and families.
Root Cause # 3	Limited academic vocabulary and background knowledge in both English and Spanish.
Goal	The overall weighted proficiency in Mathematics for Lyman Hall will rise from 53% to 58% 85% of students will demonstrate 1 or more years of growth as measured through Moby Max.

#### Action Step # 1

Action Step	Provide teachers across all content areas and grade levels with research-based professional development opportunities in EL centered instruction (such as Instructional Conversations) to improve linguistically and culturally responsive pedagogy. Supply proven EL centered resources, training, and support materials as well as the flexibility to ensure the implementation of use.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged English Learners Migrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data Talks Formal and Informal Observations Explore Meetings PLC Meetings
Position/Role Responsible	Administration Instructional Coaches Explore Team Homeroom/ESOL teacher
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	Build in specific time for fluency and additional programs/resources.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Professional Learning sign in sheets SWEEPs
Position/Role Responsible	Administration Instructional Coaches Homeroom Teachers
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)?	
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## Action Step # 3

Action Step	Provide teachers with specific strategies to implement within Math block to promote fluency, real world connections along with the "how" and "why" of solving problems.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Professional Learning Sign in sheets
Position/Role Responsible	Administration Instructional Coaches Homeroom Teachers
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)?	
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## Action Step # 4

Action Step	Supply proven EL centered resources and the flexibility to ensure the implementation of use.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Professional Learning Sign in sheets SWEEPs

Action Step # 4

Position/Role Responsible	Administration Instructional Coaches
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, Serving Children, 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) was accomplished.	The school's Explore Team which is made up of two members from each grade level or department met during our summer leadership school meeting to discuss data results, the CNA, and best practice.
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.	Differentiation is provided for all students throughout the academic setting. Professional development is provided for staff members that align with the School Improvement Plan and are research based. Formal and Informal Observations are held to allow teachers feedback of their teaching. Prior experience is considered when hiring. With 99% Free and Reduced Lunch, we will ensure that our students are not served at disproportionate rates and that all of our teachers are highly qualified.
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).	Lucy Caulkin's for ELA Small group differentiation using Jennifer Serravallo strategies for reading and writing Implementation of Interactive Writing in K-2 classrooms ESOL teacher push in during ELA block 2.5 hours uninterrupted ELA block in master schedule for each grade level Harvey Silver strategies for effective teaching
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	n/a

include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	
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## 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.	Pre-K Transition Workshop in spring of 2021 Kindercamp in July 2021 We have a parent liaison to support language minority school as they transition into the school system.
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.	n/a
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.	Character education program which focuses on character traits each month of the school year. School Family Initiative: A systematic program where are students are connected with an adult mentor to work with them, advocate for, and assist them through their academic career at Lyman Hall.

## ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	n/a
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