



# School Improvement Plan 2021 - 2022



**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, Tracy Santimauro

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	Lack of linguistically and culturally responsive pedagogy and curriculum in order to meet school and system level goals.
Goal	85% of students will 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% (gr 3-5)

### Action Step # 1

Action Step	ESL teachers will push into homerooms during all content blocks to help support teachers with research based strategies and implementation of ESL strategies, by incorporating each domain of the English language into lessons. (Speaking, Writing, Reading, Listening)
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 TKES evaluation Lesson Plans PLC meetings Data Talk
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 Reading and Math in both English and or Native Language (when practicable). Parent resources will be offered in reading and math that they can utilize at home (Flocabulary, take home math and literacy games, etc.)
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 Agenda Minutes
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 and assessments.
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 and support across all ability levels (such as Instructional Conversations, ESOL Endorsement, Gifted Endorsement, 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

Action Step # 4

Method for Monitoring Implementation and Effectiveness	Observation schedule TKES evaluations PLC agenda Minutes Sign-in sheets
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 (such as ESOL endorsement course, Instructional Conversations training, International TESOL/NABE (National Association of Bilingual Education) or other 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 Meeting agendas Minutes
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	Observation schedule TKES evaluations
Position/Role Responsible	Principal Assistant 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. We will also host a Title I summer school for reaching and math.
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 screening data
Position/Role Responsible	Assistant Principal
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 and cares act teachers will allow us to reduce class size and offer targeted support for identified at-risk students in ELA and Math as well as support language development across the school through our linguistically responsive language lab and math specials.
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 Schedule



Action Step # 8

Method for Monitoring Implementation and Effectiveness	TKES 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 # 9

Action Step	Provide teachers/students with technology resources to promote literacy and math (Boom Cards, Flocabulary, document cameras etc), along with the PL and material support needed to effectively utilize them, in order to promote enhanced blended education opportunities as well as remote learning as well.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Technology PL participation PL Agenda and minutes 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

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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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 linguistically and culturally responsive pedagogy and curriculum in order to meet school and system level goals.
Root Cause # 2	Lack of consistent implementation in ESOL strategies.
Root Cause # 3	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 # 4	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 and support across all ability levels (such as Instructional Conversations, ESOL Endorsement, Gifted Endorsement, SWRL time) 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 (Leadership) 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	Lesson Plans Observation Schedule TKES Evaluations
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 accompanying learning targets, by bolstering them with language objectives to provide more consistent and effective 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, NABE (National Association of Bilingual Education), or other 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	Provide teachers across all content areas and grade levels with research-based professional development opportunities in EL centered instruction and support across all ability levels (such as Instructional Conversations, ESOL Endorsement, Gifted Endorsement, SWRL time) to improve linguistically and culturally responsive pedagogy.
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) Observation schedule TKES Evaluations
Position/Role Responsible	Administration
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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Action Step # 6

Action Step	Increase the effectiveness of our culturally responsive pedagogy by ensuring that every child has a trusted adult within our school family (through our Familias Program, Groupos Unidos for Newcomers, School Clubs, FCA, etc), aside from their homeroom teacher, that they can connect.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student Health Survey
Position/Role Responsible	Administration Student/Staff Wellness Gr./Subject Leads Counselor GESOL team representatives
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 # 6

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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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 5%. 90% of students will demonstrate 1 or more stages of growth as measured through GLOSS.

#### Action Step # 1

Action Step	Provide teachers across all content areas and grade levels with research-based professional development opportunities in EL centered instruction and support across all ability levels (such as Instructional Conversations, ESOL Endorsement, Gifted Endorsement, SWRL time) 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data Talks Informal Observations TKES Evaluation Explore (Leadership) Meetings PLC Meetings PLC Agenda PLC Minutes PLC sign-in
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 such as SWRL
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" (clinical observations where specific "look fors" are tallied and totaled to provide data measured through consistent and objective sampling)
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 the 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 PL agenda PL minutes PL 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

Action Step # 4

Method for Monitoring Implementation and Effectiveness	Professional Learning Sign in sheets "SWEEPs" (clinical observations where specific "look fors" are tallied and totaled to provide data measured through consistent and objective sampling)
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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Action Step # 5

Action Step	ESL teachers will push into homerooms during all content blocks to help support teachers with research based strategies and implementation of ESL strategies, by incorporating each domain of the English language into lessons. (Speaking, Writing, Reading, Listening)
Funding Sources	Title III, Part A
Subgroups	English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Adherence to ESL Schedule TKES Evaluation Observations Data Chats
Position/Role Responsible	ESOL Lead
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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Action Step # 6

Action Step	Title I funded teachers will be used to provide math specials and language lab to support math fluency and literacy across the school.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Informal observations TKES Evaluations Data Chats
Position/Role Responsible	Administration Instructional Coaches
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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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Serving Children, PQ

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>The school's Explore Team which is made up of one members from each grade level or department met during our summer leadership school meeting to discuss data results, the CNA, and best practices, especially those that support linguistically and culturally responsive pedagogy.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>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.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>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</p>
<p>4 If applicable, provide a description of how teachers, in constation 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 mptiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also</p>	<p>n/a</p>

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

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Pre-K Transition Workshop in spring of 2022                  Kindercamp in July 2022                  We have a parent liaison to support language minority school as they transition into the school system.</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>n/a</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>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.                  We will also continue to incorporate the greatest number of extracurricular clubs in our district at the ES level.</p>
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ADDITIONAL RESPONSES



## ADDITIONAL RESPONSES

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