



School Improvement Plan 2022 - 2023



**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)	Traditional funding (all Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Communicate and reason 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	The inconsistent use of linguistically and culturally responsive pedagogy and curriculum in order to meet school and system level goals.
Root Cause # 4	Limited academic vocabulary and background knowledge in both English and Spanish.
Goal	Lyman Hall will increase the combined percentage of students in “Proficient” and “Distinguished” levels of performance on the Georgia Milestones Assessments by 2%.

Action Step # 1

Action Step	ESL teachers will coteach 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
Success Criteria for Implementation	Fidelity of implementation measures: Sign-in for PL, grade level forecasting meetings Observation Schedule TKES evaluation Lesson Plans PLC meetings Data Talk
Success Criteria for Impact on Student Achievement	TKES evaluation EOG ELA & Math ACCESS Scores MAP assessments

Action Step # 1

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 # 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
Success Criteria for Implementation	Sign in Evaluations Agenda Minutes
Success Criteria for Impact on Student Achievement	Participant measures: ACCESS scores MAP assessments
Position/Role Responsible	Parent Liaison
Timeline for Implementation	Quarterly

Action Step # 2

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

Action Step	ESL teachers and homeroom teachers will participate in collaborative conversations (monthly forecasting) around data results from student work samples and assessments.
Funding Sources	Title I, Part A Title III, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Agenda PLC Minutes Sign-in TKES Evaluation Observation Schedule
Success Criteria for Impact on Student Achievement	Milestone: EOG ELA and Math EOG ELA & Math ACCESS Scores MAP assessments
Position/Role Responsible	ESOL Teachers Homeroom Teachers Administration Instructional Coaches
Timeline for Implementation	Monthly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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
Success Criteria for Implementation	Observation schedule TKES evaluations PLC agenda Minutes Sign-in sheets
Success Criteria for Impact on Student Achievement	ESOL endorsed teacher % Gifted endorsed teacher % total ELLs in Gifted total ELLs in Bridges Enrichment
Position/Role Responsible	Administration Instructional Coaches
Timeline for Implementation	Yearly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Utilize proven EL centered resources and professional learning opportunities (such as ESOL endorsement course, Gifted endorsement course, Instructional Conversations training, conferences such as International TESOL/NABE (National Association of Bilingual Education), the Association of Latino Administrators or Superintendents, or other conference, and the administrative/school support to ensure the implementation and fidelity of use from the information gained.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	sign in sheets presentation Meeting agendas Minutes
Success Criteria for Impact on Student Achievement	EOG ELA & Math ACCESS Scores MAP assessments
Position/Role Responsible	Administration
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

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
Success Criteria for Implementation	Observation schedule TKES evaluations
Success Criteria for Impact on Student Achievement	EOG ELA & Math ACCESS Scores MAP assessments
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.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Observation schedule screening data
Success Criteria for Impact on Student Achievement	GKIDS ESOL Screener
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

Action Step # 8

Success Criteria for Implementation	SIP goals and measures (EOG, Lexile, F&P levels) Grade level goals and measures (EOG, Lexile, F&P levels) Observations Schedule TKES Evaluations
Success Criteria for Impact on Student Achievement	EOG ELA & Math ACCESS Scores MAP assessments
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/literature resources to promote literacy and math (Leveled texts, phonemic awareness tools for reading, 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
Success Criteria for Implementation	Technology PL participation PL Agenda and minutes Canvas Course work Blended learning PLCs participation (sign-in)
Success Criteria for Impact on Student Achievement	EOG ELA & Math ACCESS Scores

Action Step # 9

Success Criteria for Impact on Student Achievement	MAP assessments
Position/Role Responsible	Administration Instructional Coaches ESOL Teachers 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 # 10

Action Step	LHES will host a Title I summer school for reading and math to provide academic support to promote sustained success.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	SIP goals and measures (EOG, Lexile, F&P levels) Grade level goals and measures (EOG, Lexile, F&P levels)
Success Criteria for Impact on Student Achievement	EOG ELA & Math ACCESS Scores MAP assessments
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

Action Step # 10

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students ability to build resilience and have access to the trauma informed resources and social emotional supports needed to be successful academically
Root Cause # 1	Fidelity of implementation regarding trauma informed practices and social emotional learning supports and resources.
Root Cause # 2	Lack of culturally responsive pedagogy and curriculum in order to meet school and system level goals.
Root Cause # 3	High levels of trauma in our predominantly Hispanic school community
Goal	Lyman Hall will increase the percentage of students who have a trusted adult by 5.3% (89.7 to 95%) based on students' SEL surveys.

Action Step # 1

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, Grupos Unidos for Newcomers, School Clubs, FCA, etc), aside from their homeroom teacher, that they can connect.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Agenda Minutes sign-in PL & PLC
Success Criteria for Impact on Student Achievement	total school club participation SEL Health Survey Results Internal SEL Surveys
Position/Role Responsible	Principal Counselor

Action Step # 1

Timeline for Implementation	Quarterly
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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	Identify the specific students needing to make a connection with a trusted adult through their own student surveys administered through Canvas.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Grade Level Minutes Survey scheduling Sign-in for related PL
Success Criteria for Impact on Student Achievement	total school club participation SEL Health Survey Results Internal SEL Surveys
Position/Role Responsible	Counselor
Timeline for Implementation	Quarterly

Action Step # 2

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