



# School Improvement Plan 2023 - 2024



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, Cindy Maldonado, Ginger Skeggs, Tracy Santimauro
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	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	Limited academic vocabulary and background knowledge in both English and Spanish.
Root Cause # 4	The inconsistent use of linguistically and culturally responsive pedagogy and curriculum in order to meet school and system level goals.
Goal	Lyman Hall will raise the proportion of students in each subgroup advancing to the "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). 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 Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Fidelity of implementation measures: Sign-in for PL, grade level forecasting meetings Observation Schedule TKES evaluation Lesson Plans PLC meetings Data Talk
Method for Monitoring Effectiveness	TKES evaluation EOG ELA & Math

**Action Step # 1**

Method for Monitoring Effectiveness	ACCESS Scores MAP assessments
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
Method for Monitoring Implementation	Sign in Evaluations Agenda Minutes
Method for Monitoring Effectiveness	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	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
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Observation schedule TKES evaluations PLC agenda Minutes Sign-in sheets
Method for Monitoring Effectiveness	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

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

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 (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 conferences, and the administrative/school support to ensure the implementation and fidelity of use from the information gained.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	sign in sheets presentation Meeting agendas Minutes
Method for Monitoring Effectiveness	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

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	Observation schedule TKES evaluations
Method for Monitoring Effectiveness	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 # 6

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

Action Step # 6

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Observation schedule screening data
Method for Monitoring Effectiveness	GKIDS ESOL Screener
Position/Role Responsible	Assistant Prinicpal
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 # 7

Action Step	Provide teachers/students with technology/literature resources to promote literacy and math (Leveled texts, phonemic awareness tools for reading, technological educational supports, 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	Technology PL participation PL Agenda and minutes Canvas Course work Blended learning PLCs participation (sign-in)
Method for Monitoring Effectiveness	EOG ELA & Math ACCESS Scores MAP assessments



Action Step # 7

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 # 8

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
Method for Monitoring Implementation	SIP goals and measures (EOG, Lexile, F&P levels) Grade level goals and measures (EOG, Lexile, F&P levels)
Method for Monitoring Effectiveness	EOG ELA & Math ACCESS Scores MAP assessments
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

Action Step # 8

<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	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	High levels of trauma in our predominantly Hispanic school community
Root Cause # 3	Lack of culturally responsive pedagogy and curriculum in order to meet school and system level goals.
Goal	Lyman Hall will increase the percentage of students who report having a trusted adult by 5% as indicated by students' Social and Emotional Learning (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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda Minutes sign-in PL & PLC
Method for Monitoring Effectiveness	total school club participation SEL Health Survey Results Internal SEL Surveys
Position/Role Responsible	Principal Counselor
Timeline for Implementation	Quarterly

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	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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Grade Level Minutes Survey scheduling Sign-in for related PL
Method for Monitoring Effectiveness	total school club participation SEL Health Survey Results Internal SEL Surveys
Position/Role Responsible	Counselor
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 # 2

<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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### 3. REQUIRED QUESTIONS

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

Required Questions

<p><b>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).</b></p>	<p>The school's Leadership 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><b>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.</b></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><b>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).</b></p>	<p>Small group differentiation using Jennifer Serravallo strategies for reading and writing Implementation of Interactive Writing in K-2 classrooms ESOL co-teaching in during ELA block</p>
<p><b>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</b></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 2024                  Kindercamp in July 2024                  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

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