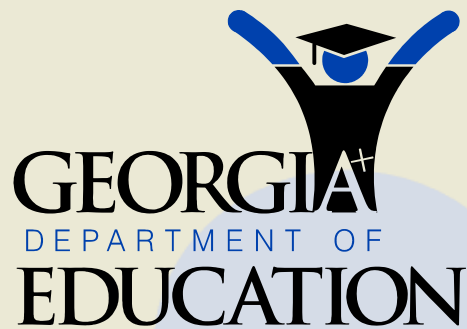


**Lyerly Elementary
School Improvement Plan
2014 - 2015**



SCHOOL IMPROVEMENT PLAN

School Name: **Lyerly Elementary**

School System: **Chattooga**

Name of Principal: **Michelle Helie**

School Year: **2014-2015**

Title I: Schoolwide Program: yes

Targeted Assistance: no

Sanctions Implementing (Select all that apply):

Yes School Improvement

No School Choice

No Supplemental Services for students receiving free and reduced lunch (Economically Disadvantaged)

No Corrective Action (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan)

No State-Directed Improvement Contract

Principal's Signature: _____

Date: _____

Title I Director's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

Georgia Department of Education

SCHOOL IMPROVEMENT PLAN

System and School Name: **Chattooga County, Lyerly Elementary –Grades PK-8**

School Year: **2014-2015**

Measurable Goals: ---In grades 3rd, 4th, 5th, 6th, 7th, and 8th Lyerly Elementary School will:

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School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
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S T A N D A R D S - B A S E D Inst.	<p>1. A. Focus on students' critical mathematical thinking skills and rigor through piloting "<i>A Story of Ratios</i>" and "<i>A Story of Units</i>" an Engage NY curriculum</p> <p>B. <i>Domain</i> specific Extended Learning Time (ELT) for mathematics, science and social studies</p> <ul style="list-style-type: none"> • Geometry/Numbers and Operations • Government and Economics • Earth Science <p>C. Integrate the use of <i>Interactive Notebooks</i> in social studies classes</p>	August 2014 - ongoing	<p>Math manipulatives to aid in instruction of EngageNY curriculum \$2,000</p> <p>Teacher materials for creating notebooks for SS classes</p> <p>6th and 7th grade Social Studies Clairmont Press curriculum \$1550</p> <p>8th grade GA Studies supplemental curriculum \$750</p>	<p>Teachers Principal Students</p> <p>Academic Coaches</p>	<p>Curriculum maps</p> <p>Lesson Plans</p> <p>Interactive Notebook samples</p> <p>Training materials</p>	<p>TKES observations</p> <p>Lesson plans</p> <p>Student products</p> <p>Benchmark assessments</p> <p>Teacher commentary/reflections</p> <p>Georgia Milestones assessment</p> <p>CCRPI report</p>

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S T A N D A R D S - B A S E D Inst.	<p>2. A. Continue to implement the "Writer's workshop" model</p> <p>B. Implementation of strategies and program guidance gained from June 2014 <i>Saxon Phonics</i> training</p> <p>C. Implementation of <i>Thinking Maps</i> training strategies received in May 2104</p> <p>D. Utilization of knowledge gained at the ELA Academy summer institute (July 2014)</p> <p>E. Design lessons and activities that provide higher level DOK skills</p>	August 2014 - ongoing	Consumables to aide in implementation of previous Professional Development courses	Teachers, Principal	<p>Thinking Maps exemplary student work</p> <p>Student writing samples</p>	<p>Georgia Milestone assessment results</p> <p>Lesson plans</p> <p>TKES observations</p> <p>Student work samples</p>

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S T A N D A R D S - B A S E D Inst.	(continued from previous page) F. Develop classroom tasks and assessments that integrate <i>constructed response</i> questions	See previous page				
	G. Teacher use of more <i>expository</i> texts <ul style="list-style-type: none"> • Cloze Reading Passages • Magazine/Newspaper articles 					

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	<p>3. A. Interactive board (SMARTboard) training for teachers</p> <p>B. Teacher use of research-based interactive board lessons</p> <p>C. Scheduled time for students to use interactive boards</p> <ul style="list-style-type: none"> • Tech centers in class rotations • Study Island • IXL • Computer lab • Educational games • Other available interactive programs <p>D. Addition of individual tablets or iPads school-wide</p>	<p>August 2014-ongoing</p> <p>As training is scheduled</p>	Title I – Technology	<p>Patrick Clifton-Technology Director</p> <p>Principal</p> <p>Teachers</p>	<p>Lesson Plans</p> <p>Training materials</p> <p>PLU credits</p> <p>Student projects</p>	<p>Classroom observations</p> <p>Student usage</p> <p>Teacher lesson plans</p> <p>Student survey about technology use</p> <p>Computer lab logs</p>

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	4. Implementation of a school wide <i>Teachers as Advisors</i> program and <i>Positive Behavioral Intervention System (EBIS)</i>	August 2014 – ongoing	No cost incurred GA DOE guidelines	TAA coordinators: Teacher, Leann Porter Counselor, Mary Beth Waggoner Principal, Michelle Helie	Guidelines, student/teacher assignments, and <i>7 Habits of a Happy Kids</i> Teacher rosters School-specific guidelines	Pre and post test student survey Student – teacher conference documentation Student rewards Student of the Month recognition

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S T A N D A R D S - B A S E D Inst.	<p>5. A. Provide instruction using “<i>A Story of Units</i>” an EngageNY math curriculum to increase rigor and critical thinking skills in mathematics.</p> <p>B. Implement <i>Saxon Phonics</i> into classroom daily schedule to improve student’s phonetic skills and language acquisition</p> <p>C. Practice writing across the curriculum through journaling and the use of “Writing to Win” program</p>	August 2014 - ongoing	Purchase of mathematics manipulatives and modules for teachers \$2300	Assistant Superintendent K-2 Teachers Principal	Engage NY modules Saxon Phonics lessons and curriculum “Writing to Win” curriculum map PLU documentation	Lesson plans Student exemplary work with commentary SLOs pre and post test Benchmarks

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