



# School Improvement Plan 2024 - 2025



Chattooga County  
Lyerly Elementary School

## SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Chattooga County
School Name	Lyerly Elementary School
Team Lead	Mike Shank
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 checked="" type="checkbox"/>	Other (if selected, please describe below)The Residency Questionnaire required by McKinney-Vento is also used to identify students in poverty.

## 2. SCHOOL IMPROVEMENT GOALS

## 2.1 Overarching Need # 1

## Overarching Need

Overarching Need as identified in CNA Section 3.2	An overarching need to make LES more successful academically is to meet the needs of struggling students, help them raise their Lexile levels, and become more accomplished readers through explicit and systematic reading instruction. This instruction will be teacher led and should aid in minimizing the achievement gap between subgroups.
Root Cause # 1	As data team results and areas of remediation are identified, MTSS (RTI/SST) strategies should be explored to help reduce the gap between subgroups.
Root Cause # 2	Children that have experienced trauma have unique needs and may not respond to traditional parenting/teaching strategies.
Root Cause # 3	The continued use of the HMM reading program along with the implementation of the Science of Reading initiative should aid in increasing comprehension and raising Lexile levels for students.
Goal	By the end of the 2024-2025 school year, 80% of students will have shown growth by a minimum of 100 Lexile points.

## Action Step # 1

Action Step	Teachers will effectively utilize assessment data in order to truly differentiate reading instruction.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Documentation in Lesson Plans Assessment Data

## Action Step # 1

Method for Monitoring Implementation	Growth Reports
Method for Monitoring Effectiveness	Improvement in Lexile scores
Position/Role Responsible	Classroom Teachers Principal Success Team
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)?	Lyerly First Baptist Church and Lyerly United Methodist Church provide extra school supplies for students that do not have the materials necessary to be successful in everyday classroom settings. New teachers, as well as teachers that need additional support will receive IXL, Study Island, Math Seeds, and Reading Eggs professional development in order to be more proficient in using data provided from assessments. Title 1 Parent Coordinators will set up training sessions for parents to learn how to interpret/decode data assessment reports in order for them to be able to provide additional support at home. Teachers in grades K-5 will have training in utilizing the Science of Reading initiative along with HHM training as needed.
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## Action Step # 2

Action Step	Teachers will use more non-fiction texts to promote Lexile growth.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities



## Action Step # 2

Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Documentation in Lesson Plans Observations
Method for Monitoring Effectiveness	Improvement in Lexile scores
Position/Role Responsible	Classroom Teachers Principal
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)?	TJ's Corner Store has partnered with LES to donate money to provide students with reading materials.
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## Action Step # 3

Action Step	K-5 teachers will be trained in utilizing explicit and systemic teacher-led instruction in reading in all content areas.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

## Action Step # 3

Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Documentation in Lesson Plans Teacher Observations
Method for Monitoring Effectiveness	Improvement in Lexile scores
Position/Role Responsible	Classroom Teachers Principal Success Team
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)?	N/A
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## Action Step # 4

Action Step	Teachers will attend Ron Clark Academy Professional Development sessions to learn strategies to engage students and create a culture of excellence, which will positively impact academics.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

## Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Observation Assessment Data Growth Reports
Method for Monitoring Effectiveness	Observation Assessment Data Growth Reports Surveys
Position/Role Responsible	Principal Classroom Teachers Building Staff
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)?	Business and parents sponsors
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## 2. SCHOOL IMPROVEMENT GOALS

## 2.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	An overarching need to make LES more successful academically is to meet the needs of struggling students and help to move them from beginning learner to developing learner or beyond. LES also needs to meet the needs of average and above students in order to help them move from one level to the next of Georgia Milestones.
Root Cause # 1	As in other academic areas, the subgroups are affected by poverty, teacher expectations, attendance, and the mindset/perception of the students/parents.
Goal	Teachers will develop a set of best practices for promoting academic excellence through rigor in the classroom. Utilization of the new reading program and STEM activities will also be used to encourage academic excellence.

## Action Step # 1

Action Step	Teachers will plan lessons and daily assignments that use a higher level DOK. Teachers will implement best practices such as: -Writing across the curriculum -Problem-solving assignments (case studies, group activities, comparative essays, etc.) -Oral communication presentations (role playing presentations, open debates, etc.) -Close Reading Strategies -Focus on writing (building better reading responses, citing text, answering open ended questions, etc.) -STEM activities
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Documentation in Lesson Plans Classroom Observations
Method for Monitoring Effectiveness	Growth shown on MAP & Milestones Results



## Action Step # 1

Position/Role Responsible	Classroom Teachers Principal SPED 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)?	Part of the Title 1 budget will be allocated to assist in meeting this goal along with a coalition with the system instructional specialists.
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## Action Step # 2

Action Step	An interventionist works with struggling learners. The interventionist will provide additional reading and math instruction to students showing low growth in grades K-5.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Documentation of Interventionist's plans MAP & Milestones Data Results

## Action Step # 2

Method for Monitoring Effectiveness	Growth shown on MAP & Milestones Results
Position/Role Responsible	Interventionists Classroom Teachers Principal
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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## 2. SCHOOL IMPROVEMENT GOALS

## 2.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	The results of the CNA survey still indicate there is a need for more parent and community involvement. It was also indicated that there is a need to build and sustain relationships to foster the success of the students and staff.
Root Cause # 1	Work responsibilities, lack of clear communication, and little understanding of the importance of parental involvement in the success of students contribute to the lack of sufficient parental involvement. We are looking also to continue to build and sustain relationships to develop a culture of excellence.
Goal	By the end of the 2024-2025 school year, 100% of teachers will participate in focused activities to increase positive relationships with student families and members of the community.

## Action Step # 1

Action Step	Each teacher will contact 20% of his/her students to make a positive contact with parents within the first two weeks of each nine week grading period through phone calls, parent conferences, Remind, and/or Class Dojo.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Teachers will maintain call logs that will be monitored by the principal.
Method for Monitoring Effectiveness	Increase in positive parent/teacher interactions
Position/Role Responsible	Classroom Teachers Principal
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)?	N/A
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## Action Step # 2

Action Step	LES staff will continue to sponsor several family nights or school day programs a year in the areas of reading, math, STEM, fine arts, and community building.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, photographs, and program agendas will be used for monitoring implementation and effectiveness.
Method for Monitoring Effectiveness	Increase in parent & community participation
Position/Role Responsible	Faculty and Staff Principal Parent Coordinators
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

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	Teachers will attend Ron Clark Academy Professional Development sessions to learn strategies to engage students and create a culture of excellence, which will positively impact academics.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Observation Assessment Data
Method for Monitoring Effectiveness	Observation Assessment Data Surveys
Position/Role Responsible	Principal Classroom Teachers Building Staff

## Action Step # 3

Timeline for Implementation	Yearly
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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)?	Business and parent sponsorships
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## 3. REQUIRED QUESTIONS

## 3.1 Stakeholders, Coordination of Activities, Serving Children, and 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).	As part of strategic planning, the Title 1 School Improvement Plan was developed using data obtained from various surveys that are sent and collected throughout the school year. Representatives from each grade level, the leadership team, administration, and parents use the information gained from these surveys to develop this plan.
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.	There are currently no out-of-field teachers at LES. As LES is a K-8 school, there are only two homerooms per grade level. Students are assigned to homerooms to ensure that low income and minority students are not served at a disproportionate rate by inexperienced teachers.
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).	The Success Team has worked with teachers district wide to create and implement curriculum maps, pacing guides, and common assessments for all content areas. At this time, teachers district wide have implemented Eureka Math, A Three Dimensional Instructional Model of Science, and an Inquiry Based Model of Social Studies. Teachers are continuing with the implementation of the HMH reading program, and teachers who do not have the appropriate Science of Reading endorsement on their certificates are currently enrolled in the necessary courses.
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 include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	N/A

## 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>LES is home to a Bright From the Start Pre-K class. These students are already familiar with the day-to-day routine of the school. These pre-k students eat breakfast and lunch in the school cafeteria at the same time as the kindergarten classes giving these students the opportunity to get to know the kindergarten teachers prior to entering kindergarten. These students also make weekly trips to the media center and participate in morning and afternoon dismissal. School wide assemblies and other programs also aid the transition of these students. Children who have attended programs provided at other locations are given the opportunity to tour the school prior to each new school year.</p>
<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>Students attend registration meetings with the high school counselor in order to choose a pathway and register for the upcoming year. CHS hosts a Rising Freshman Night each Spring for students and parents to tour the high school and get more information about classes, pathways, and graduation requirements. These students also work with our school counselor to create an individualized graduation plan and learn about dual enrollment.</p>
<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>Middle school teachers at LES use a demerit system to document behavior. The demerit system promotes positive behaviors, and therefore, decreases the number of office referrals. Students accumulate demerits for inappropriate behaviors, and parents are contacted when students receive demerits. Students that do not receive demerits are rewarded for their behavior each nine weeks. Elementary teachers use a similar process where students can be assigned detention. Behaviors are documented and parent contacts are made to ensure that students miss minimal instructional minutes as a result of disciplinary issues.</p>



## ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	
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