



School Improvement Plan 2026 - 2027



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)	
☒	Free/Reduced meal application
☐	Community Eligibility Program (CEP) - Direct Certification ONLY
☒	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 HMH reading program along with the implementation of the Science of Reading initiative should aid in increasing comprehension and raising Lexile levels for students.
Goal	Lyerly Elementary School will improve reading achievement for all students by implementing explicit, systematic, teacher-led literacy instruction aligned to the Science of Reading, resulting in increased Lexile levels and reduced achievement gaps among subgroups. By the end of the 2026–2027 school year, at least 80% of students will demonstrate measurable Lexile growth, and the percentage of students performing at Developing Learner or above on the Georgia Milestones Assessment System ELA assessment will increase by at least 10%, with subgroup gaps reduced by a minimum of 8%.

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

Action Step # 1

Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Documentation in Lesson Plans Assessment Data 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 HMH 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

Action Step # 2

Subgroups	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 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

Action Step # 3

Subgroups	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 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. Teachers and staff will intentionally implement these strategies to cultivate a strong and lasting sense of belonging among students.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A IDEA McKinney-Vento Perkins

Action Step # 4

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 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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Action Step # 5

Action Step # 5

Action Step	Building administrator will participate in the initial Learning-Focused training session during the 2026–2027 school year and engage in ongoing professional learning sessions throughout the year to build capacity in the Learning-Focused instructional model. Administrators will collaborate with district leaders to develop a phased implementation plan that prepares for future schoolwide training and integration of Learning-Focused strategies across all classrooms. Particular emphasis will be placed on supporting teachers in aligning Learning-Focused instructional practices with Science of Reading strategies to strengthen literacy instruction, deepen student comprehension, and support vocabulary development across all grade levels.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Implementation will occur through ongoing professional learning, collaborative planning, classroom application of Learning-Focused strategies, and continuous support and monitoring by school and district leaders.
Method for Monitoring Effectiveness	Effectiveness will be monitored through classroom observations, walkthrough data, teacher feedback, student performance data, and ongoing review of implementation progress by school and district leadership teams.
Position/Role Responsible	Administrator
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)?	Learning-Focus
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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	Lyerly Elementary School will increase student achievement across all performance levels by implementing targeted, data-driven instruction and support systems, resulting in a measurable increase in the percentage of students moving from Beginning Learner to Developing Learner and from Developing to Proficient or Distinguished on the Georgia Milestones Assessment System. By the end of the 2026–2027 school year, LES will increase the percentage of students performing at Developing Learner or above by at least 10%, with targeted subgroup gains of at least 8%, as measured by Georgia Milestones and supported by interim assessment data.

Action Step # 1

Action Step	This goal will be supported through intentional focus on high-impact instructional practices, increased teacher expectations, improved student attendance, and strengthened student and family mindset around academic success. 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

Action Step # 1

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 Milestones and other chosen district assessments (possibly Beacon or MAP)
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

Action Step # 2

Subgroups	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 Milestones Data Results and Results from other chosen district assessments (possibly Beacon or MAP)
Method for Monitoring Effectiveness	Growth shown on Milestones and other chosen district assessments (possibly Beacon or MAP)
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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Action Step # 3

Action Step	Building administrator will participate in the initial Learning-Focused training session during the 2026–2027 school year and engage in ongoing professional learning sessions throughout the year to build capacity in the Learning-Focused instructional model. Administrators will collaborate with district leaders to develop a phased implementation plan that prepares for future schoolwide training and integration of Learning-Focused strategies across all classrooms. Particular emphasis will be placed on supporting teachers in aligning Learning-Focused instructional practices with Science of Reading strategies to strengthen literacy instruction, deepen student comprehension, and support vocabulary development across all grade levels. Additionally, emphasis will be placed on supporting teachers in implementing Learning-Focused instructional practices that emphasize rigorous problem-solving, mathematical reasoning, and the effective use of formative assessment to strengthen mathematics instruction across all grade levels.
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Action Step # 3

Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Implementation will occur through ongoing professional learning, collaborative planning, classroom application of Learning-Focused strategies, and continuous support and monitoring by school and district leaders.
Method for Monitoring Effectiveness	Effectiveness will be monitored through classroom observations, walkthrough data, teacher feedback, student performance data, and ongoing review of implementation progress by school and district leadership teams.
Position/Role Responsible	Administrator
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)?	Learning-Focus
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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	Lyerly Elementary School will strengthen family and community engagement by implementing consistent, accessible communication and relationship-building practices that promote a shared responsibility for student success. By the end of the 2026–2027 school year, LES will increase parent and community participation in school events and activities by at least 25%, improve positive responses on parent survey indicators related to communication and involvement by 15%, and demonstrate increased two-way communication between school and home as measured by participation logs, conference attendance, and engagement data.

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, and/or Parent Square.
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. Teachers and staff will intentionally implement strategies from Ron Clark Academy to cultivate a strong and lasting sense of belonging among students.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A 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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