



# School Improvement Plan 2025 - 2026



Hall County  
Myers Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Myers Elementary School
Team Lead	Marla Lear
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	Implementation and professional learning support of high leverage literacy and numeracy practices, through comprehensive and systematic literacy and math curricula, in order to maintain consistent instructional components
Root Cause # 1	FY24; 54% of students in grades 3-5 scored below grade level on the reading portion of the Georgia Milestones assessment. Lexile Status Level (Grades 3-5 48% below) FY24; 39% of students scored beginning or developing on the Math portion of the Georgia Milestones Assessment.
Root Cause # 2	64% of students in grades K-5 scored below grade level achievement expectations on the MAP Reading Growth assessment. 49% of students in grades K-5 scored below grade level achievement expectations on the MAP Math Growth assessment.
Root Cause # 3	Need for improved efficacy and collaborative practices to ensure more effective and cohesive teamwork
Goal	Literacy: Growth: 55% of students will meet or exceed fall to spring projected growth target as measured by NWEA ELA. Achievement: MES will increase the schoolwide median achievement percentile by 3% from the 36th percentile (baseline spring 2025) to the 39th percentile by spring 2026 on the ELA MAP Growth assessment.  Math: Growth: 65% of students will meet or exceed fall to spring projected growth target as measured by NWEA MAP Math. Achievement: MES will increase the schoolwide median achievement percentile by 3% from the 51st percentile (baseline spring 2025) to the 54th percentile by spring 2026 on the Math MAP growth assessment.

Action Step # 1

Action Step	PLC teams will track, monitor and review priority standards on a quarterly basis ( using appropriate technology resources), along with scheduled data chats with team in order to set student goals and provide feedback on academic progression
Funding Sources	Title I, Part 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	Meeting Agendas, Sign In Sheets, Meeting Minutes, TKES observations, Professional Learning
Method for Monitoring Effectiveness	MAP Growth report, benchmark assessments, analyzing student work /Rubrics
Position/Role Responsible	PLC Teams, Administration, Instructional Coach, Teacher Leaders (SIP Team)
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)?	!-a=1--!-a=1--
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Action Step # 2

Action Step	Provide professional development for teachers and support staff on the implementation of literacy and numeracy curricula.
Funding Sources	Title I, Part A Title II, Part A Title III, Part 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	TKES observations, Sign in Sheets, Meeting Agendas/Minutes, Improvement of the percentage of students reading on grade level

Action Step # 2

Method for Monitoring Effectiveness	MAP Growth report, benchmark assessments, analyzing student work /Rubrics
Position/Role Responsible	Administration, Instructional Coach, PLC teams, District TOSA for literacy and Numeracy, Benchmark Universe Coach
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)?	!-a=1--!-a=1--
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Action Step # 3

Action Step	Provide Instructional Coach, Intervention Teachers, Class Reduction teachers and Paraprofessionals to support teachers and students during literacy and numeracy instruction
Funding Sources	Title I, Part 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	TKES observations, Student reading levels, Sign in sheets for PL/PLC and progress monitoring
Method for Monitoring Effectiveness	MAP Growth report, benchmark assessments, analyzing student work /Rubrics
Position/Role Responsible	Administration
Timeline for Implementation	Weekly

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)?	!-a=1--!-a=1--
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Action Step # 4

Action Step	To support literacy and numeracy instruction students/teachers will utilize high interest leveled texts and other resources and supplies to promote active learning
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	Student work, increase in reading comprehension levels with Lexile levels , MAP Growth Report , digital learning platforms
Method for Monitoring Effectiveness	MAP Growth report, benchmark assessments, analyzing student work /Rubrics
Position/Role Responsible	Teachers, ESOL teachers, Resource teachers, EIP teachers, Administration, Instructional Coach
Timeline for Implementation	Others : weekly, monthly, 3x year

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)?	!-a=1--!-a=1--
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Action Step # 4

<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>	<p>!-a=1--!-a=1--</p>
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Action Step # 5

<p>Action Step</p>	<p>Provided extended learning time in the summer through our June summer school program for lower performing students. This will cover the summer school that takes place in June with Title I funds.</p>
<p>Funding Sources</p>	<p>Title I, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster English Learners Migrant Race / Ethnicity / Minority</p>
<p>Systems</p>	<p>Coherent Instruction Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Student Enrollment for Summer School, Student Data</p>
<p>Method for Monitoring Effectiveness</p>	<p>MAP Growth report, universal screener data, analyzing student work /Rubrics</p>
<p>Position/Role Responsible</p>	<p>Administration, Instructional Coach, Teachers,</p>
<p>Timeline for Implementation</p>	<p>Yearly</p>

<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>	<p>!-a=1--!-a=1--</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	Increase family engagement and participation in order to support school improvement goals
Root Cause # 1	64% of students in grades K-5 scored below grade level achievement expectations on the MAP Reading Growth assessment. 49% of students in grades K-5 scored below grade level achievement expectations on the MAP Math Growth assessment.
Root Cause # 2	69% of the student population missed less than 10 days of school and 36% of the student population missed less than 5 days of school
Goal	During the FY26 school year, we will increase family engagement and participation in order to support school improvement literacy and numeracy goals.

Action Step # 1

Action Step	Parent and Family Engagement - through our monthly Parent Academy meetings, delivering timely topics/ideas/material/examples to help parents support literacy and numeracy at home.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Parent participation, sign in sheets, parent feedback
Method for Monitoring Effectiveness	sign in sheets, parent feedback
Position/Role Responsible	Classroom teachers, support staff, Teacher Leaders (leadership team), Instructional Coach and Administration and Parent Liasion
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)?	!-a=1--!-a=1--
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Action Step # 2

Action Step	After completing the Title 1 Building Staff Capacity modules, teachers will conduct parent conferences twice a school year to communicate student's progress in literacy and numeracy and build parent capacity.
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	Module sign off sheet, parents sign in sheets, parent conference forms
Method for Monitoring Effectiveness	Student growth and achievement data
Position/Role Responsible	Classroom Teachers, SPED Teachers, ESOL Teachers, EIP teachers, Instructional Coach, Parent Liasion and Administration
Timeline for Implementation	Others : Semester

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)?	!-a=1--!-a=1--
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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>	<p>!-a=1--!-a=1--</p>
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### 3. REQUIRED QUESTIONS

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

Required Questions

<p>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).</p>	<p>This improvement plan was designed by a group of school leaders, teachers, and stakeholders then shared as a draft to various stakeholder groups. A draft copy of the plan will be shared at the parent input meeting for review, feedback, and input!--a=1--</p>
<p>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.</p>	<p>All faculty and staff at Myers Elementary are highly qualified, meaning they all serve in the field in which they are certified. New staff to Myers receive year long support through our mentor program. A teacher leaders assigns mentors and conducts monthly meetings with checklist to ensure a clear understanding of policies, procedures and intentional support in modeling effective instructional practices. In addition to mentor program , our instructional coach supports ineffective teacher with a gradual release model for expectation instructional practices!--a=1--</p>
<p>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).</p>	<p>Differentiation is essential to the success of each student. It is imperative that every child be stretched beyond the scope of what they think is possible. Scarce are the times we should walk into a classroom to find the teacher delivering a whole group lesson; differentiated small groups or individual conferences are necessary for us to meet each student on their level. Our instructional program will be characterized by a focus on small group instruction, individual conferences, on-going grade level collaboration, lesson components and clear learning targets, a focus on increasing rigor by using achievement level descriptors, increasing vocabulary instruction, following the system's curriculum pacing guides, data chats, and increasing student dialogue oral and written. If differentiation is not present, each student's needs cannot possibly be met in these areas. These practices will be evident in all grade levels and subject areas. We will continue to offer EIP and MTSS supports for struggling students. Our instructional coach will assist and support teachers in building teacher's instructional capacity so they can reflect on and refine their practices to increase student achievement!--a=1--</p>

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!--a=1--

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>Myers Elementary houses one special education Pre-School class and one Ninth District Pre-Kindergarten class consisting of twenty one students. Enrollment for the Special Education Pre-School class is determined at the system level. Registration for the Pre-K class is held each year during the spring. The Ninth District Pre-K is included for school pictures, Cultural Arts Activities, School Assemblies, PTO events and Field Day in addition to other events throughout the year. The upcoming Kindergarten parents class are invited to attend a kindergarten orientation during the spring of each year to learn about expectations of students for the upcoming kindergarten year.</p> <p>!----comment node----</p> <p>!--a=1--</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>Fifth grade students are provided with several opportunities to become familiar with the middle schools in Myers' district before the end of the 5th grade year. These opportunities include a visit from the middle school counselor, a tour of the respective middle schools and an orientation night for students and parents. A representative of the middle school special education department is invited to join all 5th grade IEP meetings for students who will need Special Educational Services.</p> <p>!----comment node----!--a=1--</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>Myers Elementary has a school wide behavior expectation plan that includes appropriate consequences when needed. Teachers are also provided PL on students engagement to reduce the number of classroom disruptions. Additionally, we have implemented the PBIS program to reward, celebrate student success, teach/model behavioral expectations and communicate schoolwide with all stakeholders.!--a=1--</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>!--a=1--</p>
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