

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Lyon Elementary



St. Tammany Parish Public Schools

This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

Lyon Elementary

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
Kindergarten consistently has the highest percentage of Benchmark students and the lowest percentage of At Risk students over the last 5 years.	First grade has the highest percentage of At Risk students and the lowest percentage of Benchmark students over the last 5 years.
The CRT Assessment Index has increased by 10.8 points since 12-13.	The CRT Assessment Index scores have varied for the past few years and therefore is not a potential weakness.
The CRT Assessment Index has increased by 10.8 points since 12-13. Science CRT Index has improved by 17.3 points from 2013-14 to 2016-17. Social Studies CRT Index has shown improvement of 13.3 points from 2013-14 to 2016-17. ELA CRT Index improved 22.1 points from 2015-16 to 2016-17.	Despite the 10.2 point improvement over the past 2 years in the Math CRT Index, there was only a 0.8 point growth from 2015-16 to 2016-17.
In ELA the reading subclaim indicated the highest score in Vocabulary and in the writing subclaim the highest score was Knowledge and Use of Language Conventions. In Math, Additional and Supporting Content and Expressing Mathematical Reasoning were both the highest subclaim scores.	In ELA the reading subclaim indicated the lowest subclaim score was Informational Text and the writing subclaim indicated Written Expression was the lowest subclaim score. In Math the lowest subclaim score was Major Content.
Math was the highest SPS Index score in 2013-14 and 2015-16. However there was 0.8 point growth from 2015-16 to 2016-17.	Social Studies was the lowest SPS Index score from 2013-14 to 2016-17. However there has been steady improvement over those years.
The White subgroup is consistently the highest performing subgroup in both ELA and Math.	Limited English Proficient in ELA and Students with Disabilities in Math had the lowest percent proficiency in 16-17.
The Black subgroup in ELA has increased by 19.4% proficiency over the past 2 years. The Students with Disabilities subgroup in ELA has increased by 24.3% over the past 2 years. The Economically Disadvantaged subgroup has increased by 6.5% over the past 2 years.	The Whole School subgroup in ELA declined 10.8% from 2012-13 to 2015-16, however increased 14% from 2015-16 to 2016-17. ED in ELA declined 15.1% from 2012-13 to 2015-16, but increased 18.4% from 2015-16 to 2016-17. The Black subgroup declined in Math by 7.9% from 2012-13 to 2016-17.
ELA: Whole School achievement gap decreased 2.3% from 2014-15 to 2016-17. Students with Disabilities gap decreased 13.2% from 2014-15 to 2016-17. Math: Whole School achievement gap decreased 4.3% from 2014-15 to 2016-17. ED decreased the gap by 7% from 2014-15 to 2016-17.	ELA Achievement Gap: WS increased 10.7% from 12-13 to 14-15. Black increased 21.8% from 12-13 to 14-15. ED increased 14.1% from 2012-13 to 15-16. Math Achievement Gap: WS increased 7.7% from 12-13 to 14-15. Black increased 10.9% from 12-13 to 16-17. ED increased 11.5% from 12-13 to 14 -15.

Lyon Elementary

The White subgroup has the highest proficient scores in ELA (92.9) and Math (84.3). The Black subgroup performing higher in ELA than Math for 4 of the past five years. The Hispanic subgroup has had higher scores in Math for the past four years.

The LEP subgroup has the lowest proficient score in ELA (27.3). The SWD subgroup has the lowest proficient score in Math (39.4).

DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

GOALS

- ***Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.***
- ***Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis***

1. Third grade students will improve writing performance by increasing the percentage of students in Mastery and above in the Written Expression Subclaim of LEAP 2025 from 26% to 31.2% from Spring 2017 to Spring 2018.
2. Third grade students will increase math achievement by increasing the percentage of students in Mastery and above in the Major Content Subclaim on the LEAP 2025 by 10% from 51% to 56.1% from Spring 2017 to Spring 2018.
3. From Spring 2017 to Spring 2018 the students in the subgroup Students with Disabilities for the whole school will increase their assessment index score by 10.9 points from a 59.1 to a 70.0 and the Limited English Proficiency students for the whole school will increase their assessment index score by 18.1 points from a 51.9 to a 70.0 on LEAP 2025.
- 4.
- 5.

Lyon Elementary

2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • PTA Board Meeting in Spring 2018- The SIP will be shared with the parents at the board meeting and feedback will be obtained prior to submission. • Quarterly Parent/Family Engagement Committee Meetings: 8/2017, 11/2017, 2/2018, 4/2018- One parent representative assists in the planning of Parent/Family Events that are centered around educating parents on strategies used with students to achieve goals in the plan. • Parent Meeting to review and give input on SIP draft, November 2017 • Participation in Parent/Family Engagement Plan • Volunteer in SOAR Program 2017-2018- Parents and community members help implement the SIP goals during SOAR. • “Ticket Out the Door” evaluations of Parent/Family Engagement Activities: 9/2017, 11/2017, 2/2018- Evaluations are reviewed by 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Instructional materials and supplies to support PFE activities and meetings; refreshments</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

Lyon Elementary

<p>the PFE committee and feedback is considered to plan future PFE activities.</p> <ul style="list-style-type: none"> • Parent/Family Title I Survey in Spring 2017 • Parent Meeting to disseminate the results of the SIP evaluation, 8/2018 				
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • SAT Meetings- Parents and caregivers meet with school representatives to plan for their child’s academic and/or behavior improvement. • IEP Meetings- Parents attend IEP meetings and are involved in making decisions about their child’s individualized education • Documented Parent/Family Conferences • Parent/Family Committee Input 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Ink and paper for printing; printed and distributed forms</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Daily Take Home Binders – Teachers send home binders daily communication, newsletters and school papers. • Title I Plan/School-Wide Data posted on campus – data is displayed in multiple locations on campus in an easy to understand format for parents to see when they are on campus. • Weekly Cub Roars, sent home on Thursdays – Parents will receive important papers and communication in the cub roars. • RoboCalls as needed (average 1x a week) – Important school information is communicated through RoboCalls. • Monthly Newsletters are used to communicate school events and upcoming events 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Newsletter, and flyer printing; webmaster stipend; binders, sheet protectors and zipper pockets for Daily Take Home Folders; Cub Roar signature page; conference forms;</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

Lyon Elementary

<ul style="list-style-type: none"> • Teacher phone calls-documented in journals to communicate the progress of the student and share strategies that may be helpful • Teacher Conferences- documented on forms/filed • Teacher Weekly Newsletters – includes information about classroom curriculum and important dates for parents • Principal Memos- as needed (average 1x month) • Teacher websites • PFE video on school home page 				
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> • In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Printed forms and surveys</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> • Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) 	<p>Goal(s): 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p>	<p>Effectiveness Measure: Parent Survey</p>

Lyon Elementary

<ul style="list-style-type: none"> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; IEP's. etc. 		<input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> DIBELS and Donuts in 9/2017: Parents will learn about the components of the 3x/yr assessment, their child's performance, and strategies to use at home to assist in improvement of their reading skills. 	<p>Goal(s): 1, 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Materials and supplies to support PFE activities and refreshments; flyers and agendas.</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

Lyon Elementary

<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Lyon Lagniappe in 11/2017: Students and parents will learn math, reading, and language strategies for better understanding of standards. Students will also share curriculum based writing and art. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Materials and supplies to support PFE activities and refreshments; flyers, agendas, and school maps for events.</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Parent Testing Forum in 2/2018: An informational night and hands on activities designed to teach the parents about the LEAP 2025 Test: all subjects, format, dates, scoring, expectations, performance levels. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Materials and supplies to support PFE activities and refreshments; flyers and agendas</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • GuideBooks 2.0 First nine weeks: Cajun Folk Tales, Second nine weeks: Louisiana Purchase, Third Nine Weeks: Because of Winn Dixie • Guaranteed Curriculum • Teacher-Led Guided Reading Groups – Reading A-Z is being used in first and second grade for their reading groups. Guidebooks are being used in 3rd grade. Kindergarten is using the guaranteed curriculum for their guided reading. Reading groups are done for 60 minutes a day and meet with all students. • Kindergarten and First Grade Read Alouds from the State Reading Project Achieve the Core • Reading A to Z: phonics, running reading records, leveled books for guided reading, fluency assessments • RAPS Writing acronym to teach students to Restate, Answer, Prove, and Sum up the question • T-1 • Math Models- math problem solving strategies • Class Size Reduction Teacher- Grade 2 (Claire Sharp) 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: GuideBooks 2.0 Cajun Folk Tales, Louisiana Purchase, Because of Winn Dixie; Teacher copy of Read Aloud Books, Reading A to Z license, BrainpopJr site license, MobyMax site license, World Book Online license, salary and benefits for CSR teacher, T-1 teacher and Certified Tutors; Interventionist; ELL teacher</p>	<p>Effectiveness Measure: Curriculum Assessments, Leap 360, LEAP 2025, DRDP, CLASS, SLTs</p> <hr/> <p>Effectiveness Results:</p>

Lyon Elementary

<ul style="list-style-type: none">• Certified Tutors- core support in reading instruction for grades K-2. We have 4 tutors that spend 30 minutes in the classroom. 3 of them work 4 days a week, and one tutor comes 5 days a week in the morning to work with ELL students in kindergarten.• Brain Pop Jr- Website that encompasses all subjects that teachers use as a tool to enhance state standards by keeping students engaged through short videos and quizzes about specific topics and skills.• MobyMax - teaching website for grades 1-3 with all subjects with our focus on math, utilized weekly in computer lab and daily in work stations• World Book Online- teacher and parent website for all subjects• All ELL students are supported in the classroom by either the ELL paras for 30 - 45minutes each day, or the ELL teacher. The teacher and/or paras scaffold the curriculum to fit the needs of the students. Accommodations are provided for the students according to their LEP accommodation form. The state ELL connectors are used with ELL students in the classroom setting and in their pull-out time with the ELL teacher.• Lessons for Students with Disabilities are scaffolded and they receive accommodations in their classrooms according to their IEPs and implement the Diverse Learners guide as needed. Students receive instruction in their classrooms through the inclusion model and special education teachers also provide resource minutes as needed to cover the curriculum in a smaller group setting. In addition the state LEAP connectors are used for students with significant disabilities.				
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Lyon Elementary

<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Curriculum Assessments – assessment developed by the teachers to assess standards being taught in the classroom. Data from assessments is reviewed by the teacher and administration to determine if any changes need to be made to the curriculum or if the student needs further assistance. • CBAs – The special education teachers give Curriculum Based Assessments at the beginning of the school year to determine a more reliable and accurate level of learning in ELA and Math. • LEAP 2025 – This is the state required assessment that is given in the spring to all 3rd grade students. Data from this assessment is analyzed by the teachers and administration to determine areas of weakness in the curriculum and how to address those areas • DRDP – This is the kindergarten required assessment that is conducted three times a year – beginning, middle and end of the school year. It is an observational checklist that the teachers use to drive their instruction and assess the kindergarten standards. • Teaching Strategies – This is the early childhood required assessment that is conducted quarterly and entered into a state reporting database. The teachers use it to drive their instruction and assess their early childhood expectations. • AEPSI – This is the early childhood special education assessment that is conducted at the beginning of the year and end of the year to determine learning level, ability level and growth. • SLOSSON – This is a reading assessment to determine the reading level of a special education student. The special education teachers use this data to determine accommodations for their students. • SLTs – These are district created assessments that are given to measure if students mastered standards in the previous and current school year. They are given to first through 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Listed assessments, Interventionist, ELL teacher</p>	<p>Effectiveness Measure: Curriculum Assessments, Leap 360, LEAP 2025, DRDP, CLASS, SLTs, DIBELS, Benchmark</p> <hr/> <p>Effectiveness Results:</p>
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Lyon Elementary

<p>third grade students at the beginning of the school year and end of the year. The data is analyzed by the teacher and administration to set end of the year goals.</p> <ul style="list-style-type: none"> • DIBELS – The Dibels assessment is given 3 times a year to students in K-3. It tests areas that are predictors of reading success to determine if students are on track to learn to read. Data is analyzed by the Title I Interventionist and the teachers during PLCs to determine who needs further instruction in those areas. • IPT screening – This is the IDEA proficiency test that is given to all new incoming students that have indicated that they have another primary language besides English. This data is analyzed by the ELL teacher to determine if the student will receive ELL services • ELPT -This is the English Language proficiency test that ELL students take once a year to determine the student’s progress in acquiring academic English. This data is analyzed by the ELL teacher to determine what services the ELL students will receive. • Benchmark – This is an assessment district designed assessment that is given once a year in January to students in K-3 grade to determine if they have mastered the standards taught in the first half of the year. The teachers and Instructional Coach will analyze the data at PLC to determine any standards that need to be retaught. 				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • DIBELS Assessment 3x year - Data is analyzed by the Title I Interventionist and the teachers during PLCs to determine who needs further instruction in those areas. 	<p>Goal(s): 1, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: DIBELS data, ELPT data, Interventionist, ELL teacher</p>	<p>Effectiveness Measure: Attainment of Goals, DIBELS Effectiveness Chart, DIBELS Longitudinal data</p>

Lyon Elementary

<ul style="list-style-type: none"> Well below or below benchmark composite score at beginning or middle of the year will be place in appropriate reading intervention - Burst Intervention, Project READ, Fast Forward DIBELS at benchmark students are included in the SOAR program if we have the needed amount of community volunteers. Teacher/SAT recommendation- The SAT team will review DIBELS data for students brought to SAT to determine if the recommended interventions are working, and further follow up for the student. ELPT – the ELL teacher and ELL paras will analyze this data and share it with the teachers so they can appropriately scaffold the curriculum and meet the needs of the ELL students and help with intervention placement DIBELS progress monitoring scores – students that are below benchmark in DIBELS will be assessed in their area of weakness every 3 weeks. Those scores will be analyzed by the teachers and interventionist to determine if the intervention selected is meeting their needs. The Interventionist makes sure the Burst and SOAR interventions are being done and if any changes need to be made in those programs. The ELL teacher and paras make sure the Fast Forward intervention is implemented consistently for the ELL students 		<input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> BURST Group- scripted lessons targeting students’ area of weakness including phonemic awareness, letter sound knowledge, blending, vocabulary, and reading fluency. These lessons are taught 4 times a week for 30 minutes each time. In 3rd grade the interventions are taught by a 	<p>Goal(s): 1, 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: Salary and benefits for Burst tutors, SOAR para, and Title I interventionist (the Interventionist</p>	<p>Effectiveness Measure: DIBELS Effectiveness Chart, Attainment of Goal</p>

Lyon Elementary

<p>certified tutor in the Literacy Lab. In K-2, the teachers teach the BURST lessons in their classrooms, unless they have more than one group, then a certified tutor teaches the lessons.</p> <ul style="list-style-type: none"> • SOAR- pull out program in second and third grade for students who are already scoring benchmark on DIBELS and receive enrichment in the areas of non-fiction text and vocabulary to support the science and social studies curriculum. The students also practice fluency for one minute each day with their mentor. 2nd and 3rd grade students attend SOAR four times a week for 30 minutes each day. The Interventionist analyzes the DIBELS data to determine which students are placed in SOAR. We have community members and parents that volunteer to meet with the students. The Title I para oversees the program. She handles the communication with the volunteers and manages the students and the materials in the room. In addition, the para works with students. • Project READ - multisensory approach to teaching phonics is taught to select special education students and ELL students. The special education teachers in 2nd and 3rd grade teach Project Read to students that need an intervention and BURST was not effective. It is taught for 25-30 minutes 4 times a week. Select ELL students also receive Project Read as an intervention from the ELL teacher. She teaches it for 30-40 minutes 5 times a week. • Fast ForWord- an evidenced based language and reading intervention program. Select special education students receive Fast Forward as an intervention, and some ELL students The ELL teacher teaches Fast Forward to ELL students. The 3rd grade Special Education teacher has select students use Fast Forward. It is implemented four days a week for 30 minutes a day. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>monitors all of the interventions, Burst licenses, iPADS for Burst)</p>	<p>Effectiveness Results:</p>
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Lyon Elementary

<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> SAT (Student Assistance Team) every Thursday: principal, instructional coach, SAT chair, pupil appraisal, classroom teachers, and parents meet to discuss students and any learning or behavioral concerns effecting classroom performance which has not been successfully addressed by interventions. Students are referred to SAT chairperson by teacher and/or parent request. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: SAT forms</p>	<p>Effectiveness Measure: Attainment of Goals</p> <hr/> <p>Effectiveness Results:</p>
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. Two ESL full time paras – The paras push into the classrooms to work with students for 30-45 minutes for 5 days a week. They work with students in small groups to scaffold the curriculum. One ESL full time teacher pushes into the classroom and she also pulls students out depending on the level of the students. She also pulls students out of the classroom to implement Fast ForWord and Project Read. She works with students for 30-45 minutes for 5 days a week. 	<p>Goal(s): 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Salary and benefits for ESL paras and teacher</p>	<p>Effectiveness Measure: Attainment of goal three</p> <hr/> <p>Effectiveness Results:</p>

Lyon Elementary

<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Inclusion • Co-teaching • LEP Program • Title I • Special Education 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Attainment of Goals</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • KIT Tutoring – Students under the McKinney-Vento Act performing less than a C average in any given subject area are eligible for 30 minutes a day of one on one tutoring. • Extended School Year Program – Special Education students who qualify either by regression/recoupment or critical point of instruction on their IEPs are eligible for free summer school services up to four days a week 3.5 hours a day. Typically these are students with significant academic and/or behavioral delays. • Field Trips- field trips are aligned with the curriculum standards and provided for all students. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Salary and benefits for tutors, ESY teachers</p>	<p>Effectiveness Measure: Attainment of Goals</p> <hr/> <p>Effectiveness Results:</p>

Lyon Elementary

Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (MHP) will work with students 20 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Salary and benefits for MHP</p>	<p>Effectiveness Measure: MHP effectiveness chart</p> <hr/> <p>Effectiveness Results:</p>
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> PBIS Program: development of tiered positive interventions for students and staff and delegation for implementation PBIS Plan on file Data reviewed monthly Check In/Check Out tier two intervention School Skills weekly counseling session Specific counseling class lessons: bullying, sexual harassment, conflict/resolution ROAR Store/Lyon Bucks PAWS Up monthly reward Terrific Kids 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Items for ROAR Store, printing, monthly rewards, salary and benefits for counselor, certificates, monthly breakfast</p>	<p>Effectiveness Measure: Attainment of Goals</p> <hr/> <p>Effectiveness Results:</p>
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Lyon Elementary

Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Incoming: Pre-K Orientation- two days set aside after the opening of school for students and parents to attend for distribution and dissemination of information and processes. • Incoming: Head Start tour and visit upon request. • Incoming: Parents/families may schedule visits with the principal. • Incoming: Transition meetings for Special Needs Students • Incoming: New Student School Tour and Visits: August 2017-May2018 for grade 1-3. • Outgoing: Third graders visit and tour Pine View Middle School • Outgoing: Transition meetings for Special Needs students with all feeder schools. • Community Leadership Meeting with feeder school principals to review data alignment, community partnership, and curriculum transitions. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p> Bus driver salary and benefits, refreshments for Head Start students	<p>Effectiveness Measure:</p> Attainment of Goals
				<p>Effectiveness Results:</p>
High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • PLC: meet by grade level 14 times a year on Wednesdays for 90 minutes during the school day. Facilitated by the instructional coach, data driven, focused on improving reading fluency, written expression, math content, and differentiating instruction for the SWD and ELL subgroups. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> Salary and benefits for instructional coach, salary and benefits for substitutes, supporting materials and supplies for teachers	<p>Effectiveness Measure:</p> SLTs
				<p>Effectiveness Results:</p>

Lyon Elementary

<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Collaborative Planning sessions – these are half day grade level specific planning opportunities at the beginning and end of the year as well as during the summer. School day substitutes are covered using administrative B days. • District Workshops • STAR Training – Essential Supports for autism monthly, afterschool professional development for inclusion teachers. • Great Minds Institute Training – support for teachers teaching math standards. Teachers would attend a workshop and redeliver topics to the faculty. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: B Days, Stipends</p>	<p>Effectiveness Measure: Attainment of Goals</p> <hr/> <p>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

Lyon Elementary

<ul style="list-style-type: none"> District Human Resources Coordinator serves on various College of Education department committees at local universities. 				
Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:				
Career and Technical Education Programs: <ul style="list-style-type: none"> N/A 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Items Needed:	Effectiveness Measure: <hr style="border-top: 1px dashed black;"/> Effectiveness Results:
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> N/A 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Items Needed:	Effectiveness Measure: <hr style="border-top: 1px dashed black;"/> Effectiveness Results:

Lyon Elementary

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The SIP Committee is a sub-committee underneath Title I at Lyon Elementary School. Approximately 10 people serve on the Title I Committee that is divided between the SIP, Technology, PBIS, and Budgets. The SIP Committee is made up of 5 core people: the Principal, the Instructional Coach, the Interventionist, and two classroom teachers who analyze data and write the basic plan.
- The SIP Committee meets quarterly to: analyze test data, write the plan, review programs and student needs, and participate in the Title I Program evaluation.

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

The SIP Committee monitors the SIP goals by:

- Providing bi-monthly Dibels and/or Burst Progress Monitoring data to the grade levels at PLC's where collaboration focuses on student reading achievement and individual student needs.
- Summarizing monthly Moby Max data for grade level teachers during PLC's. Follow-up collaboration also focuses on student math improvement and individual student needs.
- Reviewing MOY DIBELS data to determine SOAR student placement and LEAP data to determine SOAR effectiveness.
- Meeting with the ESL team at BOY and MOY to review ESL SLT and ELPT data and then follow-up with appropriate interventions including Project Read and Fast Forward.
- Analyzing Sped Student SLT and test data with the Sped Coordinator and checking for appropriate differentiation and corresponding IEP accommodations for classroom assessment and test preparation.

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

The SIP Committee reviews on-going student assessment as follows:

- Dibels Assessments, Student Learning Target Assessments, AEPSI Assessments (PEI students), Teaching Strategies Assessments (Pre-K), DRDP Assessments (K), BURST Progress Monitoring, Moby Max achievement reports, and LEAP Assessments (3rd grade) are administered regularly: BOY, MOY,

Lyon Elementary

EOY, and in 10 day cycles (BURST) or 30 day cycles (Moby Max). These results provide quantitative data for student progress, improvement, gaps, student intervention placement, and necessary changes to the SIP as well as the entire Title I Program.

- Summative assessments are developed by grade level teachers at the culmination of major units of study and are aligned with the standards. Results will provide teachers with indication of student mastery or the need to reteach for evident discrepancies.
- An emphasis will be placed on subclaims as identified in 3rd grade LEAP test data during PLC's and Professional Development: these areas will include written expression and basic math content. Continuous analyzing of student work in these two areas will be the focus during PLC's.
- On-going standards tracking of special needs and ESL student achievement will be maintained by the special ed teachers and the ESL teacher and reviewed during PLC' s with regular education teachers.

Describe how results of this assessment are reported to the school's stakeholders:

- Dibels assessment data will be reported to the school's stakeholders in parent letters. General assessment information will be distributed through the Dibels Brunch, the monthly newsletter, and the Dibels Community Board.
- Teaching Strategies, AEPSI, and DRDP data will be reported to the school's stakeholders via teacher-parent conference or conference calls.
- Intervention assessment data is reported only to the school's faculty whereas the Dibels assessment that determines growth is shared with the parents.
- LEAP test scores are mailed home.