

**2018-2019
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).

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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 persistently improved on the DIBELS Assessment from Fall to Spring by 33% in 2014, 14% in 2015, 13% in 2016, 8% in 2017, and 22% in 2018.	In Spring of each year, first grade has the highest percentage of At Risk students on the DIBELS Assessment with 32% in 2014, 29% in 2015, 26% in 2016, 28% in 2017, and 27% in 2018 and the lowest percentage of Benchmark students with 52% in 2014, 58% in 2015, 55% in 2016, 54% in 2017, and 55% in 2018.
There is a strength on our LEAP 2025 Assessment Index with continuous steady progress from 69.5 in 2016 to 79.3 in 2017 to 82.2 in 2018.	A potential weakness is our Student Growth to Mastery Index at 76.6 in 2018 because it is lower than our Assessment Index of 82.2 in 2018.
The 3rd grade Math Assessment Index increased from 76.5 in 2016 to 77.5 in 2017 to 88.5 in 2018 and was the highest subject area index in 2018.	The 3rd grade Social Studies Assessment Index increased from 61.3 in 2016 to 70.6 in 2017. However, it declined from 70.6 in 2017 to 64.5 in 2018 and is our weakest subject area index.
The percentage of 3rd grade students scoring proficient (Mastery & Above) on the LEAP 2025 Math Assessment increased from 53% in 2017 to 64% in 2018. The Major Content Category increased from 51% in 2017 to 60% in 2018, however only 44% were proficient in the subcategory of Products & Quotients/Solve Multiplication & Division Problems.	The percent Proficient (Mastery & Above) on the 3rd grade Social Studies LEAP 2025 test were low in all sub- categories. The percentage of 3rd grade students scoring proficient on the LEAP 2025 Social Studies Assessment in the sub-categories were 28% in History, 36% in Geography, 38% in Civics, and 34% in Economics.
The 3rd grade Math Assessment Index is a potential subject area strength as evidenced by receiving the highest scores of all subjects in 2016 of 76.5 index points and 2018 of 88.5 index points.	The 3rd grade Social Studies Assessment Index is a potential subject area weakness as evidenced by receiving the lowest scores of all subjects in 2016 of 61.3 index points and 2017 of 70.6 index points, and 2018 of 64.5 index points.
The White subgroup is consistently the highest performing subgroup in both ELA with 92.5 and Math with 99.4 index scores in 2018 on the LEAP 2025 Assessment.	The subgroups of English Learners in ELA with 65.0 and Black in Math with 75.3 had the lowest index scores in 2018 on the LEAP 2025 Assessment.
In ELA, all subgroups, except White, improved over the last two years. The most improved subgroups were the English Learner subgroup with an increase of 47.4 and the Students with Disabilities subgroup with 39.3 from 2016 to 2018. In Math, all subgroups improved over the last two years. The most improved subgroups were the English Learner subgroup with an increase of 40.7 and Students with Disabilities subgroup with a 45.6 increase.	In ELA, the White subgroup is the highest performing subgroup with 92.5 index points, however they declined 5.1 points from 2017 to 2018. The English Learner subgroup is the lowest scoring in ELA with 65.0, however they increased 39.5 from 2017 to 2018. In Math, the Black subgroup is the lowest performing subgroup with 75.3, however it was an increase of 9.7 index points from 2017 to 2018.

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<p>In ELA, the Hispanic subgroup decreased the Achievement Gap by 22.3 points from 2016 to 2018 and the Economically Disadvantaged subgroup decreased the achievement gap by 9.4 points from 2016 to 2018. In Math, the Hispanic subgroup decreased their gap by 25.4 points, the English Learner subgroup decreased by 29 points and the Economically Disadvantaged subgroup decreased their gap in Math by 5.9 points from 2016 to 2018.</p>	<p>The Achievement Gap for the Black Subgroup in Math increased 15.3 points from 8.8 in 2016 to 24.1 in 2018.</p>
<p>The White subgroup has the highest index score in ELA with 92.5 points and Math with 99.4 points. The Hispanic and English Learner subgroups performed higher in Math than ELA for the past three years and the Black subgroup performed higher in ELA than Math for the past two years.</p>	<p>The Black subgroup has the lowest index score in Math with 75.3 points. The English Learner subgroup has the lowest index score in ELA with 65.0 points.</p>
<p>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 Category/Subcategory 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</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. From Spring 2018 to Spring 2019, the percentage of students achieving mastery or above on the LEAP 2025 ELA Assessment in grade 3 will increase by 10% from 59% to 64.9%.</p>	
<p>2. From Spring 2018 to Spring 2019, the percentage of students achieving mastery or above on the LEAP 2025 Math Assessment in grade 3 will increase by 10% from 64% to 70.4%.</p>	
<p>3. From Spring 2018 to Spring 2019, the students in the subgroup “English Learners for the Whole School” will increase their Assessment Index on LEAP 2025 in ELA by 10% from 65.0 points to 71.5 points.</p>	
<p>4. From Spring 2018 to Spring 2019, the percentage of students achieving mastery or above on the LEAP 2025 Social Studies Assessment in grade 3 will increase by 30% from 30% to 39%.</p>	

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
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <ul style="list-style-type: none"> • PTA Board Meeting in Winter 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: 8/2018, 11/2018, 2/2019, 4/2019 – 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 2018 • Volunteer in SOAR program 2018-2019 – Parents and community members help implement the SIP goals during SOAR. • “Ticket Out the Door” evaluations of Parent/Family Engagement Activities: 10/2018, 11/2018, 3/2019, 4/2019 – Evaluations are reviewed by the PFE committee and feedback is considered to plan future PFE activities. • Parent/Family Title I Survey in Spring 2019, completed via online or paper copy. 	<p>Goal(s): 1-4</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: Title I Parent Survey (Questions 1-5)</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> Parent Meeting to disseminate the results of the 2018 SIP evaluation, 9/2019 				
<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 – Parent 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 Meeting Input Community SOAR Mentor Feedback 	<p>Goal(s): 1-4</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 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, Color Printer</p>	<p>Effectiveness Measure: Title 1 Parent Survey (Questions 6-8)</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> School wide binders with sheet protectors, and mesh pockets are purchased for each student (K – 3) on campus to send home weekly as a school-parent communication resource. The binders contain important information such as homework, daily behavior info, memos, assessments, permission slips, etc. Pre-K students are sent home daily with parent communication folders instead of binders. 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. 	<p>Goal(s): 1-4</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 checked="" type="checkbox"/> Other	<p>Items Needed: Newsletter, and flyer printing; webmaster stipend Daily Take Home Folder Items: Binders, Mesh pockets, Sheet protectors, Folders; Cub Roar signature page; conference forms</p>	<p>Effectiveness Measure: Title I Parent Survey (Questions 9-10) (Questions 13-14)</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • 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 • 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 • Teacher websites • PFE video on school home page 				
<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>) • 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- 	<p>Goal(s): 1-4</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 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>Items Needed: Printed forms and surveys</p>	<p>Effectiveness Measure: Title 1 Parent Survey (Questions 11-12)</p> <hr/> <p>Effectiveness Results:</p>

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Wide Announcements over intercom; Special Education meetings; IEP's, etc.				
<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. Include the month that the activity will take place if applicable.</i></p> <p><i>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.</i></p>				
<p>Parent Family Engagement Activity 1: <u>Meet and Greet/Curriculum Info Night- August</u></p> <ul style="list-style-type: none"> • Curriculum overview and state grade level standards • JPams Student Progress Center • Positive Behavior Intervention Support plans 	<p>Goal(s): 1-4</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: Presentation supplies</p>	<p>Effectiveness Measure: Exit Ticket</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2: <u>Dibels and Donuts- October 2018:</u></p> <ul style="list-style-type: none"> • Learning to read and interpret the scores • Improving student literacy strategies and activities for home use. 	<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 checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Instructional handouts; refreshments; flyers and agendas</p>	<p>Effectiveness Measure: Exit Ticket</p>

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		<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		Effectiveness Results:
Parent Family Engagement Activity 3: <u>Lyon Lagniappe (Math and ELA Family Night)-November 2018</u> <ul style="list-style-type: none"> Promotes technology Teaching math and ELA activities to enhance learning at home. 	Goal(s): 1-4	Budgets used to support this activity: <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	Items Needed: PFE instructional/literacy night materials: sentence strips, tape, balloons, cardstock, classic crayons, Color printer; Materials and supplies to support PFE activities and refreshments; flyers, agendas, and school maps for events.	Effectiveness Measure: Exit Ticket
				Effectiveness Results:
Parent Family Engagement Activity 4: <u>Social Studies March 2019</u> <ul style="list-style-type: none"> Teach history, geography, civics and economics as related to Louisiana 	Goal(s): 4	Budgets used to support this activity: <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	Items Needed: Materials and supplies needed to support PFE activities; flyers and agendas	Effectiveness Measure: Exit Ticket
				Effectiveness Results:

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<p>Parent Family Engagement Activity 5: <u>“What Happens After Kindergarten?” – April 2019</u></p> <ul style="list-style-type: none"> Parents learn first grade and Transitional first grade academic and behavior expectations. 	<p>Goal(s): 1-4</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 needed to support PFE activities and refreshments; flyers and agendas</p>	<p>Effectiveness Measure: Exit Ticket</p>
<p align="right">Effectiveness Results:</p>				
<p>Parent Family Engagement Activity 6: <u>Parent Testing Forum- April 2019</u></p> <ul style="list-style-type: none"> Second and third grade parents learn the design and expectations of the LEAP 2025 Test for third grade. 	<p>Goal(s): 1-4</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: Exit Survey</p>
<p align="right">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.)*

Core Instruction

	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • GuideBooks 2.0 Second nine weeks: Louisiana Purchase; Third nine weeks: Because of Winn Dixie • ReadyGen • Guaranteed Curriculum • T-1 • Eureka Math Problem Solving Strategies • World Book On-line: teacher and parent reference website for all subject areas. • Moby Max- website for grades K – 3 for all subjects with a focus on math; utilized weekly in computer lab and daily in stations. • Class Size Reduction Teacher- Grade 2 (Claire Sharp) • Certified Tutors – core support in reading instruction for grades K-2. We have 3 tutors that spend 30 minutes in the classroom 4 days a week. • RAPS – Writing acronym to teach students to Restate, Answer, Prove, and Sum up the question 	<p>Goal(s): 1-4</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: MobyMax site license, World Book Online license, salary and benefits for CSR teacher, T-1 teacher and Certified Tutors; Interventionist;</p> <p>Epson interactive pens for student engagement.</p> <p>Epson bulbs for projectors.</p> <p>Replacement Printer in Computer Lab for whole class and</p>	<p>Effectiveness Measure: Curriculum Assessments, Leap 360, LEAP 2025, DRDP, CLASS, SLTs</p> <hr/> <p>Effectiveness Results:</p>

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			<p>intervention instruction.</p> <p>USB cords; Surge Protectors for classroom technology supports</p> <p>Classroom World Maps and Globes for classroom use.</p>	
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • DIBELS Next – 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. • 2019 LEAP 2025 Results – 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. • LEAP 360 – It is the beginning of the year interim and end of the year state assessment for third grade students. • SLT Diagnostic/Readiness and Interims – 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 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. • ELPT Assessment – This is the English Language proficiency test that EL students take once a year to determine the 	<p>Goal(s): 1-4</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: DIBELS licenses; Subs for DIBELS testing; listed assessments; Interventionist; EL teacher; assessment materials and supplies</p>	<p>Effectiveness Measure: Reflection; Data Analysis</p> <hr/> <p>Effectiveness Results:</p>

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<p>student’s progress in acquiring academic English. This data is analyzed by the EL teacher to determine what services the EL students will receive.</p> <ul style="list-style-type: none"> • 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. • TS GOLD – This is the early childhood required assessment that is conducted quarterly and entered into a state reporting database. The teachers use it drive their instruction and assess their early childhood expectations. • SLOSSAN – 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. • Grade Level Common Summative 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 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. • 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 EL teacher to determine if the student will receive EL services. • 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. 				
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<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>: -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 in K-3, co-teaching in third grade 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 and adaptive novels are used for students with significant disabilities.</p>	<p>Goal(s): 1-4</p>	<p>Budgets used to support this activity: <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 checked="" type="checkbox"/> Other</p>	<p>Items Needed: Color printer in sped department for SWD task cards, social stories, and other accommodations.</p>	<p>Effectiveness Measure: Reflection; State Assessment</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</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 EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> All EL students are supported in the classroom by either the EL paras for 30-45 minutes each day, or the EL 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 EL connectors are used with EL students in the classroom setting and in their pull out time with the EL teacher. EL students are also supported by the EL teacher through Project Read in a resource setting 30 minutes a day. 	<p>Goal(s): 1-4</p>	<p>Budgets used to support this activity: <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>	<p>Items Needed: EL Teachers and paras; EL instructional materials</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

<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. • Well below or below benchmark composite score at beginning or middle of the year will be placed in appropriate reading intervention – BURST intervention, Project READ, Fast Forward • DIBELS 2nd grade benchmark students are included in the SOAR program • 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 EL teacher and EL paras will analyze this data and share it with the teachers so they can appropriately scaffold the curriculum and meet the needs of the EL 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. Fast Forward intervention is implemented consistently for select students. 	<p>Goal(s): 1-4</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: DIBELS data, ELPT data, Interventionist, EL teacher and paras</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Burst Group- scripted lessons targeting students’ areas of weakness including phonemic awareness, letter sound knowledge, blending, vocabulary, reading fluency, and comprehension. Interventions are conducted by three certified tutors and classroom teachers four days a week for thirty minutes each session. • Six Minute Solutions- a fluency intervention for first, second and third grade for select students- four days a week for thirty minutes each session. • Project READ – multisensory approach to teaching phonics is taught to select special education students and EL 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 EL students also receive Project Read as an intervention from the EL teacher. She teaches it for 30-40 minutes 5 times a week. • Fast Forward – an evidenced based language and reading intervention program. Select special education students receive Fast Forward as an intervention, and some EL students. The EL teacher teaches Fast Forward to EL students. 1st-3rd grade Special Education teachers have select students use Fast Forward. It is implemented four days a week for 30 minutes a day. 	<p>Goal(s): 1-4</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 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: Salary and benefits for BURST tutors, and Title I Interventionist (the Interventionist monitors all of the interventions, Burst licenses, Ipads for BURST) FastForward licenses; EL teacher and paras</p>	<p>Effectiveness Measure: DIBELS Effectiveness Chart, Attainment of Goal</p> <hr/> <p>Effectiveness Results:</p>
<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 	<p>Goal(s): 1-4</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: SAT forms</p>	<p>Effectiveness Measure: Reflection- SAT team and parent discuss student performance and determine more effective Tier II interventions followed by data tracking</p>

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		<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		Effectiveness Results:
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Fast Forward – an evidenced based language and reading intervention program. Select special education students receive Fast Forward as an intervention. 1st - 3rd grade Special Education teacher has select students use Fast Forward. It is implemented four days a week for 30 minutes a day. • Inclusion – instruction in regular education classrooms with some support from special education teachers • CoTeaching – students needing more special education support in the regular education setting • Project READ – multisensory approach to teaching phonics is taught to select special education 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. She teaches it for 30-40 minutes 5 times a week. 	<p>Goal(s): 1-4</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 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: FastForward licenses; Project Read materials</p>	<p>Effectiveness Measure: Tracking Reports</p> <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to English Learners:</p> <ul style="list-style-type: none"> • Project READ – multisensory approach to teaching phonics is taught to EL students. It is taught for 25-30 minutes 4 times a week. Select EL students also receive Project Read as an intervention from the EL teacher. She teaches it for 30-40 minutes 5 times a week. • Fast Forward – an evidenced based language and reading intervention program. The EL teacher teaches Fast Forward to EL students. It is implemented four days a week for 30 minutes a day. 	<p>Goal(s): 1-4</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 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>Items Needed: EL Teacher and paras; FastForward licenses; Project Read materials</p>	<p>Effectiveness Measure: Tracking Reports</p>
				<p>Effectiveness Results:</p>

Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • SOAR • Gifted • Violin Lessons • KIT Tutoring • Occupational Services • District provided Enrichment Teacher – 30 minutes a day 5 days a week scheduled to encourage grade level planning and collaboration • Extended School Year Program 	<p>Goal(s): 1-4</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 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: SOAR instructional materials and personnel; KIT tutor; ESY Teachers, computer toner</p>	<p>Effectiveness Measure:</p>
				<p>Effectiveness Results:</p>

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<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • 21st Century • Girls on the Run • Chorus • Field Trips – standard aligned field trips 	<p>Goal(s): 1-4</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:</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</p>
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Other Strategies and Activities 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 full-time Mental Health Provider (MHP) will work with students. 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): 1-4</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: Mental Health Provider</p>	<p>Effectiveness Measure: Outcome Chart</p> <hr/> <p>Effectiveness Results:</p>
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Counseling Services: <ul style="list-style-type: none"> • Monthly Grade Level Counseling Instruction • Weekly Grade Level School Skills • KIT support 	Goal(s): 1-4	Budgets used to support this activity: <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 	Items Needed: School Counselor; KIT supplies, printer toner.	Effectiveness Measure: Reflection
				Effectiveness Results:

Implementation of a schoolwide tiered model to prevent and address problem behavior:				
Strategies Used to Prevent and Address Problem Behavior: <ul style="list-style-type: none"> • PBIS • 7 Habits of Happy Kids • Leader in Me • Check In/Check Out tier two intervention • ROAR Store /Lyon Bucks • PAWS Up Monthly Rewards • Terrific Kids 	Goal(s): 1-4	Budgets used to support this activity: <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 	Items Needed: Items for ROAR Store, printing, monthly rewards, certificates, monthly breakfast	Effectiveness Measure: JPAMS reports; Percentage of Suspensions/Expulsions
				Effectiveness Results:

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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 2018- May 2019 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): 1-4</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: Bus driver salary and benefits, refreshments for Head Start students</p>	<p>Effectiveness Measure: Title I Parent Survey (Questions 16 & 17)</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

Professional Development

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"> Meet by grade level 11 times a year for 90 minutes during the school day. Facilitated by Teacher Leaders and supported by Instructional Coach- data driven; concentration on ReadyGen support, written expression, math content, and differentiating instruction for students with disabilities and English Learners. Teacher leaders meet three times a year to study curriculum and scope and sequence, build standards-aligned assessments, and develop fair grading plan. Interventionist facilitates analysis of DIBELS progress monitoring and Benchmark data. 	<p>Goal(s): 1-4</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:</p> <p>Substitutes PD binders Salary and benefits for instructional coach, salary and benefits for substitutes, supporting materials and supplies for teachers, computer toner</p>	<p>Effectiveness Measure: District PLC Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> Stipends will be provided for one day of summer planning with support of Instructional Coach District Workshops Collaborative Planning Sessions – these are half day grade level specific planning opportunities at the end of the year. Teacher leaders meet three times a year to study curriculum and scope and sequence, build standards-aligned assessments, and develop fair grading plan. 	<p>Goal(s): 1-4</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 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> <p>Stipends; B days</p>	<p>Effectiveness Measure: District PD Survey</p> <hr/> <p>Effectiveness Results:</p>

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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- 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.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

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.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

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 dat 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. 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.
- 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.

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year: The SIP Committee monitors the SIP goals by:

- 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 and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):

- Meet and Greet- SIP results shared with parents/families
- BOY Professional Development- SIP results shared with staff
- SOAR Forum- SIP results shared with mentors and community members.
- September Newsletter- SIP results shared in printed newsletter

2018-2019 Committee Members

School Improvement Planning Committee

Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP

Members Include:

- **Principal: Jeanine Barnes**
- **Student: Margeaux Cordell**
- **Teacher: Brigitte Magee**
- **Teacher: Beth Lacassagne**
- **Parent/Family: Jessica Krump**
- **Parent/Family: Mallory Pell**
- **Community Member: Russell LeBlanc**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP
Same as SIP Committee

Members Include:

- **Principal: Jeanine Barnes**
- **Student: Margeaux Cordell**
- **Teacher: Brigitte Magee**
- **Teacher: Beth Lacassagne**
- **Parent/Family: Jessica Krump**
- **Parent/Family: Mallory Pell**
- **Community Member: Russell LeBlanc**