

**2021-2024  
SCHOOL ADVANCEMENT PLAN**

# **Lyon Elementary**



*This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).*

## Lyon Elementary 2021-2024

### 1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.*

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
According to the 3rd Grade LEAP 2025 from 2020-2021, the Math index score was 86.0, up 2.2 points from the 2019-20 school years score of 83.8. This was the highest index score for LEAP and had the most students scoring advanced and mastery out of all the LEAP 2025 tests.	According to the 3rd Grade Math LEAP 2025 from the 2020-2021 school year, Expressing Mathematical Reasoning was the lowest out of the three math reporting categories with 45% of students scoring mastery or advanced.
In the 2020-2021 school year, 86% of Kindergarten students scored below or well below benchmark on DIBELS at the beginning of the year. At the end of the year, only 20% of Kindergarten students scored below or well below, for a growth of 66%.	According to the 3rd Grade LEAP 2025 data from 2020-2021, the diverse learners subgroup of Students With Exceptionalities index score in ELA has steadily declined from 85.4 in 2018, to 81.5 in 2019, to 68.9 in 2021.
According to the 3rd Grade LEAP 2025 from 2020-2021, in the ELA sub-strand of Reading Vocabulary, 60% of students scored Mastery and Advanced.	According to the 3rd grade LEAP 2025 from 2020-2021, in the ELA sub-strand of written expression, 31% of students scored mastery or advanced. This is the lowest of all the sub strands for ELA.
According to schoolwide IRLA data from 2020-2021, 78% of K-3rd Grade students grew two or more levels from the beginning of the year to the end of the year.	According to the Kindergarten IRLA data from 2020-2021, 45% of students were on grade level at the beginning of the year, but only 28% of students were on grade level at the end of the year.
In the 2020-2021 school year, 86% of first grade students scored below or well below benchmark on DIBELS at the beginning of the year. At the end of the year, only 41% of first grade students scored below or well below, for a growth of 45%.	According to the 3rd grade DIBELS data from the 2020-2021 school year, students performing benchmark or above benchmark only grew 3% from 59% at BOY to 62% at EOY.
According to IRLA data from the 2020-2021 school year, the percentage of students that were reading on grade level in first grade grew from 4% at BOY to 44% at EOY; in second grade from 15% at BOY to 43% at EOY; in third grade from 10% at BOY to 53% at EOY.	According to the 2020-2021 ELPT assessment, 5 students exited the ESL program which is down from 11 students who exited the program in the 2019-2020 school year.
According to 3rd Grade LEAP 2025 data from 2020-2021, the diverse learners subgroup of African American students index score grew from 75.0 during the 2019-20 school year, to 87.4 in the 2020-2021 school year. This is an increase	According to our 2021-21 ELPT Results, 60% of our first grade EL students showed no growth and 16% exceeded their goal. In the 2019-20 school year,

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of 12.4 points in ELA. This subgroup also grew from 76.6 in 2019-2020 to 81.7 in 2021 in Math - an increase of 5.1 points.	14% of our 1st grade EL students showed no growth and 16% exceeded their goals.

## 2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
  - *Pre-K through 8<sup>th</sup> grade schools must have one ELA goal, one Math goal, and one additional academic goal*
  - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

### Goal #1

Written Expression - From Spring 2021 to Spring 2024, the percentage of students in each grade achieving Mastery or Above on the LEAP 2025 in the category of Written Expression for each cohort of students will **increase by 2 percentage points** as follows:

Grade	2021 Percentage	2022 Percentage Goal	2023 Percentage Goal	2024 Percentage Goal
3rd	31%	33%	35%	37%

#### Instructional Focus:

- Writing within Guidebooks(GB) - Daily Writing and Unit Tasks Writing)
- Evidence-Based Writing
- Types of Writing
- Analyzing Student Writing

#### Resources needed:

GB Grammar Guide  
GB Writing Guide

#### Team Reflection:

#### Parent and Family Engagement Activity:

- Lyon Lagniappe - Literacy Night - provide writing information or activity
- Information on specific Writing Revolution strategies to use at home

#### Resources needed:

The Writing Revolution book and website

#### Number of Participants:

#### Summary of Parent Feedback/Exit Tickets/Survey:

#### Professional Development:

- Using the Writing Rubric and Modified Writing Rubric
- The Writing Revolution - overview

#### Resources needed:

The Writing Revolution book and website

#### Feedback from Teachers:

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<ul style="list-style-type: none"> <li>● The Writing Revolution - focus on specific strategies</li> <li>● Lesson Planning for Writing within Guidebooks</li> <li>● Culminating Writing Task and Guidebooks Writing Process</li> <li>● Argument Writing in the Louisiana Student Standards</li> <li>● Informative/Explanatory Writing - Progression across grade levels</li> <li>● Narrative Writing and the Mentor Text Protocol</li> <li>● Analyzing Student Writing Samples</li> </ul>	STTPS Writing Revolution Google Classroom  GB Grammar Guide  GB Writing Guide	
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● ELA Curriculum Specialist will support with PD on Writing Revolution and Guidebooks</li> <li>● PLCs will include a focus on planning for writing instruction (within GB lessons/unit), using common assessments to evaluate writing and TWR strategies, analyzing student writing using the writing rubric, and tracking student writing</li> </ul>		

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													X

<p><b>Monitoring and Evaluating</b></p>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● EOY - LEAP 2025</li> <li>● Progress Monitoring - LEAP 360 Diagnostic, LEAP 360 Interim, Unit Tasks (Culminating Writing Task, Extension Task)</li> </ul>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● An administrator or an instructional coach will visit every 3rd grade ELA classroom at least once a month to conduct a snapshot using the writing snapshot rubric</li> <li>● Once a year the School Advancement Committee will visit every 3rd grade ELA classroom to conduct a snapshot using the writing snapshot rubric</li> </ul>

**Middle of the Year Monitoring Results/Areas for improvement:**

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**End of the Year Results:**

**Goal #2**  
 From Spring 2021 to Spring 2024, the percentage of students in 3rd grade achieving Mastery or Above on the LEAP 2025 in the reporting category of Expressing Mathematical Reasoning (Type II tasks) will **increase by 2 percentage points each year** as follows:

Grade	2021 Percentage	2022 Percentage Goal	2023 Percentage Goal	2024 Percentage Goal
3rd	45%	47%	49%	51%

*\*We will update this goal to add K-2 beginning in the 2022-23 school year when the 2022 K-2 EOY Assessment will indicate and reflect areas of need within the reporting category of Expressing Mathematical Reasoning.*

<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● 2021-2022: We will “express mathematical reasoning by constructing mathematical arguments and critiques” (written arguments/justifications, critique of reasoning, or precision in mathematical statements, Facilitating Productive Mathematical Discussions/Discourse).</li> <li>● 2022-2023: <b>TBD</b></li> <li>● 2023-2024: <b>TBD</b></li> </ul>	<p><b>Resources needed:</b></p> <p>Eureka manuals &amp; textbooks</p> <p>Great Minds Curriculum Resources</p>	<p><b><u>Team Reflection:</u></b></p>
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<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Math Learning Night (Lyon Lagniappe) to assist parents in understanding the importance of precise mathematical language, and how they could support at home to develop mathematical communication</li> <li>● Communication of assessments through Cub Roars</li> <li>● Curriculum Module Overview letters sent home prior to each module.</li> </ul>	<p><b>Resources needed:</b></p> <p>Letters from Eureka Modules</p> <p>Cub Roars</p> <p>School ReaderBoard</p>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
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<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Orchestrating and Facilitating 5 practices for Productive Mathematical Discourse</li> <li>● Mathematical Practices - focused primarily on MP.1, MP. 3, and MP.6</li> <li>● Building Conceptual Understanding and Fluency to Support Application</li> <li>● Examining Mistakes/Misconceptions for Effective Feedback</li> <li>● Training on RDW from Eureka materials</li> <li>● Training in monthly PLC's</li> </ul>	<p><b>Resources needed:</b></p> <p>PD Days for training</p> <p>Substitutes for Trainings</p> <p>Math Content Leader</p> <p>Training materials/supplies as needed</p>	<p><b>Feedback from Teachers:</b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Math Content Leaders model lessons focused on modeling problem situations within a context</li> <li>● PLC's will focus on planning for purposeful task selection, anticipating student strategies for solving problems, monitoring development, selecting student work samples, sequencing student work samples, connecting student work to the overall goal of the unit/module.</li> <li>● District Curriculum Specialist provides specific PD based on goal identified/follow up support</li> <li>● District Curriculum Specialist support to Content Leaders and Math Instructional Coaches Support</li> <li>● Math Instructional Coach - Model lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work.</li> </ul>		

**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x													x

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**Monitoring and Evaluating**

**Assessments:**

- Progress Monitoring: LEAP 360 Diagnostic/Interim data, unit tasks and teacher created unit assessments
- Interim LEAP 360 data to track progress toward LEAP 2025 Type II tasks
- Assessment items specifically focused on Expressing Mathematical Reasoning on K-2 Math Benchmark Assessments
- Observational Assessment items within Equip to support justifications and explanations

**Observations:**

- One administrator will visit every K-3rd grade math classroom at least once a month of conduct a snapshot using the “math look-fors checklist”

**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

**Goal #3**

From Spring 2021 to Spring 2024, Kindergarten students will increase reading achievement as evidenced by **a 4 percentage point increase each year** of students who are proficient according to IRLA at the end of the school year.

Grade	2021 Percentage	2022 Percentage Goal	2023 Percentage Goal	2024 Percentage Goal
Kindergarten	28%	32%	36%	40%

**Instructional Focus:**

- Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2)

**Resources needed:**

Instructional Materials that support district curriculum

**Team Reflection:**

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<ul style="list-style-type: none"> <li>● Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.K.3)</li> </ul>	<p>IRLA Toolkits</p>	
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Literacy Night <ul style="list-style-type: none"> <li>○ Activity: Show parents and students how to navigate Amplify Reading.</li> <li>○ Activity: Read books using ARC Bookshelf and engage in extension activities.</li> <li>○ Activity: Phonological Awareness and phonics stations</li> </ul> </li> <li>● Send information home about student progress in IRLA that includes ideas of how parents can help their child at home.</li> <li>● Family Literacy Engagement: LDOE has provided engaging parental involvement activities for home and school.</li> </ul> <p><a href="http://www.louisianabelieves.com/resources/library/literacy-library">www.louisianabelieves.com/resources/library/literacy-library</a></p>	<p><b>Resources needed:</b></p> <p>Materials for Literacy night</p> <p>Refreshments</p> <p>Exit Tickets</p>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● How to analyze IRLA data to maximize rate of reading growth</li> <li>● District IRLA professional development by American Reading Company</li> <li>● Deepen teachers’ understanding of word knowledge by teaching phonics rules through the STPSS Word Study Guide</li> </ul>	<p><b>Resources needed:</b></p> <p>IRLA manual and IRLA data targets</p> <p>IRLA Foundational Skills Toolkit</p> <p>IRLA Libraries</p> <p>IRLA Professional Development/Trainings</p>	<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Instructional Coach - provide support with foundational skills planning and analyze IRLA data with teachers</li> <li>● Curriculum Specialist to provide support for teachers with PD and observation feedback</li> <li>● In PLCs we will include a focus on:</li> </ul>		

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<ul style="list-style-type: none"> <li>○ analyzing student growth in IRLA</li> <li>○ plan for small group IRLA instruction</li> </ul>	
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**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													X

**Monitoring and Evaluating**

<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● IRLA Initial Assessment</li> <li>● IRLA tracking</li> </ul>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● An Administrator or Instructional Coach will visit every K-2 classroom during the small group reading time at least once a month to conduct a snapshot.</li> </ul>
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**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

**3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS**

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

**DISCIPLINE**

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of-school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

**Goal #1 (Discipline):**  
 From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will **decrease by 1% point each year** as follows:

Grade	2021 Percentage	2021-2022 Percentage Goal	2022-2023 Percentage Goal	2023-2024 Percentage Goal
**ALL GRADES	14%	13%	12%	11%

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<p><b>Tier 1 (School wide):</b> Positive Behavior Interventions and Support (PBIS), PAWS up monthly rewards, Lyon bucks, ROAR store, Terrific Kid, school counselor guidance lessons on character and social emotional competencies, supportive counseling  <u>Triad of Instruction:</u>                  Classroom Management Plan                  PBIS                  Development of classroom culture                  Supportive counseling not occurring on a regular basis</p>	<p><b>Resources needed:</b>                  Items for ROAR store                   Printing paper                   Toner for Printer                   Monthly rewards certificates</p>	<p><b><u>Team Reflection:</u></b></p>
<p><b>Tier 2 (Targeted Prevention):</b> Check In/Out intervention, parent conferences, calming areas  <u>Triad of Instruction:</u>                  Targeted social skills instruction                  Student specific reinforcement system                  Peer Based Supports                  Behavior contracts                  Mental Health Counseling Services Individual and Group                  Check In/Check Out (CICO)</p>	<p>Monthly candy bags and/or bars for Terrific Kids                   Materials for CICO</p>	
<p><b>Tier 3 (Intensive Individual): referrals</b> to wrap around community supports, home to school plans to improve relationships and create proactive plans  <u>Triad of Instruction:</u>                  FBA &amp; BIP                  Safety Plan                  Daily, explicit social skill instruction                  Crisis Intervention Plan                  Mental Health Counseling Service Individual and Group                  Crisis Intervention Services                  FINS (Families in need of services referral)</p>		
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Meet &amp; Greet</li> <li>● Curriculum Night</li> <li>● Open House</li> </ul>	<p><b>Resources needed:</b>                  Take Home Binders                   Refreshments                   Materials as needed for PFE events</p>	<p><b><u>Participation Outcome:</u></b>   <b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p>	<p><b>Resources needed:</b></p>	<p><b><u>Feedback from Teachers:</u></b></p>

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<p>Adult SEL for all staff-five core competencies including self-awareness, self-management, social awareness, relationship skills, responsible decision making                  Adult Wellness-Self Care                  Conscious discipline                  Understanding the impact of Trauma-Teaching from a trauma informed lens-ACES                  Classroom Management Plan                  De Escalation techniques</p>	<p>Time to plan, develop and collaborate</p> <p>Data reviews, team staffing, wellness events, parent engagement activities, observations, etc.</p>													
<p><b>Follow Up and Support:</b>                  Behavior Coach- Social Emotional Google Classroom and Classroom Management Plan                  Classroom observations-Proactive Classroom Management Plans                  Coaching                  Weekly team staffing</p>														
<p><b>Budgets</b> used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x													x
<p><b>Data used to Monitor and Evaluate Goal:</b> Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others.</p>														
<p><b>Middle of the Year Monitoring Results/Areas for Improvement:</b></p>														
<p><b>End of the Year Results:</b></p>														

**STUDENTS WITH EXCEPTIONALITIES**

- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

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**Goal #2 (SWE):**

From Spring 2021 to Spring 2024, the SPS for the SWE student group will **increase by 2 points** each year as follows:

*\*As of 11/4/21, we do not have SPS data from the LDOE; this is the assessment index for ELA for SWE student group, but our district wide goal is to increase the overall SPS for SWE in all subjects. Data will be entered upon LDOE release of SPS for SWE student group.*

<b>Grade</b>	<b>2020-2021 SPS</b>	<b>2021-2022 SPS Goal</b>	<b>2022-2023 SPS Goal</b>	<b>2023-2024 SPS Goal</b>
SWE 3rd Grade	*	*	*	*

**Describe policies and practices to identify disabilities early and accurately:**

BOY assessment data, TAT flowchart, SAT flowchart

**TAT- (Teacher Assistance Team)** - Teacher sets up a meeting with TAT team over concerned students; team includes Instructional Coach and Interventionist (as needed).

- All data is reviewed
- A skill is targeted and a specific intervention activity is given to be implemented for a short period of time
- At-follow up meeting, it is determined if student needs to be referred to SAT

**SAT (Student Assistance Team)** - meets every Thursday; team consists of Principal/Asst. Principal, Instructional Coach, SAT chair, Pupil Appraisal, Classroom Teacher(s), and Parents/Guardians.

- Discuss students and any learning or behavioral concerns affecting performance
- Review data to decide if the student will be submitted for a full SpEd evaluation

**Team Reflection:**

**Describe structures to increase collaboration amongst general and special education teachers:**

- Professional Learning Communities - grade level SWE teachers will be invited to PLCs
- Inclusive teaching model - SWE teachers will push in to regular education classrooms as much as possible to minimize IEP minutes outside of the general education classroom (following the IEP).
- General Education teachers share their lesson plans with the SWE teacher.

**Team Reflection:**

**Supports and Strategies in Tier 1 (Core Instruction):**

- IRLA, ReadyGen, Guidebooks, Amplify Reading, The Writing Revolution

**Resources needed:**

**Team Reflection:**

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<p><b>Supports and Strategies in Tier 2 (Targeted Prevention):</b></p> <ul style="list-style-type: none"> <li>● Amplify Instruction, IRLA, S.P.I.R.E. (Pilot), Project Read (Small Group), Fast ForWord, Guidebook Support</li> </ul>	<p>GuideBooks - Diverse Learners Guide/Supports Flow Chart</p>	
<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● Amplify Instruction, IRLA, Project Read (Small Group), PCI (Moderate, Severe, RNC), SRA (only with IEP)</li> </ul>	<p>ReadyGen - Scaffolded Strategies Handbook  District Resources within Moodle/Google Classroom</p> <p>Louisiana Believes State Planning Documents and Resources</p> <p>STPPS Writing Revolution</p> <p>Google Classroom, book, and website</p> <p>Discovery Education</p>	
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Lyon Lagniappe <ul style="list-style-type: none"> <li>○ Promotes technology</li> <li>○ Teaching Math and ELA activities to enhance learning at home</li> </ul> </li> <li>● Literacy Night (DIBELS) <ul style="list-style-type: none"> <li>○ Learning to read and interpret DIBELS scores</li> <li>○ Improving student literacy strategies and activities for home use</li> <li>○ JPAMS Student Progress Center</li> <li>○ Moodle/Google Classroom</li> <li>○ Video will be created and shared with parents (if needed)</li> </ul> </li> <li>● Meet &amp; Greet</li> <li>● Parent Testing Forum for SWE</li> </ul>	<p><b>Resources needed:</b></p> <p>Materials for PFE events</p> <p>Refreshments</p>	<p><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>

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<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● 4 Strategies of Effective Learning</li> <li>● Using the Writing Rubric and the Modified Writing Rubric</li> <li>● Lesson Planning/Unit Planning for Guidebooks</li> <li>● The Writing Revolution Overview and focus on specific strategies</li> <li>● Project Read</li> <li>● Amplify</li> <li>● ReadyGen</li> <li>● IRLA</li> <li>● Unique Learning/News 2 You</li> <li>● SER, FBA, BIP Trainings</li> <li>● Monthly SWE consultants meetings</li> </ul>	<p><b>Resources needed:</b></p> <p>Rubrics</p> <p>Materials for PD as needed</p>	<p><b>Feedback from Teachers:</b></p>																														
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Purposeful planning for student tracking toward progress of identified standards and/or IEP goals.</li> <li>● Analyzing assessments, feedback, and next steps</li> </ul>																																
<p><b>Budgets used to support this activity:</b></p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>X</td> <td></td> <td>X</td> </tr> </tbody> </table>			Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	X	X													X
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<p><b>Data used to Evaluate Goal: SWE DIBELS, IRLA, BOY &amp; EOY Assessments, LEAP Diagnostic/Interim/2025, Teacher SLTs</b></p>																																
<p><b>Middle of the Year Monitoring Results/Areas for Improvement:</b></p>																																
<p><b>End of the Year Results:</b></p>																																

**ENGLISH LEARNERS**

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- Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.
- Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc.

**Goal #3 (English Learners):**

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing) each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana.

**Supports and Strategies in Tier 1 (Core Instruction):**

- The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.
- Grades K-3: Full English language immersion with push-in support
- ELPS – This is the English Learners 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.
- All EL students are supported in the classroom by either the EL paras for 30-45 minutes each day, or the EL teacher.
- EL teacher will work directly with third grade students in classrooms on reading and writing curriculum.
- EL teacher scaffolds the curriculum to fit the needs of the students, guides paras in scaffolding, and ensures accommodations are provided.
- EL students are placed on classroom rosters by grouping similar proficiency levels together.

**Resources needed:**

- Fast ForWord (FFF)
- IRLA
- Project Read
- EL Instructional Materials

**Team Reflection:**

**Supports and Strategies in Tier 2 (Targeted Prevention):**

- Programs include:
  - Fast ForWord/Reading Assistant
  - IRLA (supplement to core classroom instruction)

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<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● If the student does not show significant gains, the teacher implements and tracks the student’s progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.</li> <li>● Programs include: <ul style="list-style-type: none"> <li>○ Project Read</li> <li>○ IRLA (supplement to core classroom instruction)</li> </ul> </li> </ul>		
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Academic Parent-Teacher Team Meeting</li> <li>● EL Team ensures information is translated for parents and activities are inclusive</li> <li>● Monthly EL Newsletter</li> <li>● Translation of weekly class newsletters</li> <li>● Parent Teacher Conferences</li> </ul>	<p><b>Resources needed:</b></p> <p>-EL Outreach documents for families, i.e., provide school information in parents’ native language and Robocalls</p>	<p><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Identification of ELs and language proficiency levels differentiating instruction</li> <li>● Modifying curriculum to be more accessible to EL students</li> <li>● Understanding and using LEP accommodations effectively</li> <li>● SBLC considerations for English language learners (environmental language and cultural)</li> </ul>	<p><b>Resources needed:</b></p> <p>Trainings for EL Staff to implement interventions (Project Read, FFF)</p>	<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● EL Team (Elena Dieck, and Lynn Upchurch, EL teachers, and EL instructional aides on campus, Math and ELA district coaches</li> <li>● Whole classroom observations</li> </ul>		

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<ul style="list-style-type: none"> <li>• Small group observations (based on previous ELPT achievement scores)</li> <li>• EL Team (Elena Dieck and Lynn Upchurch) Presentation/Q&amp;A during PLCs</li> <li>• ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom</li> </ul>		
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**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x				x									x

**Data used to Evaluate Goal:**

- ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana
- ELPT - administered every February
- LEAP 2025/LEAP Connect

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

## 4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

**Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:**

- Weekly Cub Roars, sent home on Thursdays – Parents will receive important papers and communication in the cub roars.
- RoboCalls as needed– Important school information is communicated through RoboCalls.
- Teacher phone calls – documented in journals to communicate the progress of the student and share strategies that may be helpful
- Parent/Teacher Conferences held once per semester documented on forms/filed

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- School ReaderBoard/Signage outside of the school that parents read as the drive up to the campus.
- Teacher Weekly Newsletters – includes information about classroom curriculum and important dates for parents (newsletters are also posted on the teacher’s website)
- JPams Student Progress Center
- PFE video on school home page to explain ESSA
- English Learners Newsletters are sent home to parents of English Learners monthly
- PTA Facebook Page
- Lyon YouTube Channel

### **Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:**

- SAT Meetings – Parents and/or 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.
- Teacher/Family Scheduled and Documented Parent Teacher Conferences at least 1 time each semester.
- Parent/Family Committee Meeting Input

### **Resources Needed to Support Parent and Family Engagement:**

- Instructional materials and supplies to support PFE activities and meetings
- Refreshments
- Ink and paper for printing; printed and distributed forms
- Color Printer
- Newsletter, and flyer printing; webmaster stipend
- Daily Take Home Folder Items: Binders, Sheet protectors, zipper pockets, folders
- Cub Roar signature page

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- Conference forms

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x													x

**Team Reflection:**

## 5. INTERVENTIONS FOR AT-RISK STUDENTS

**Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:**

- Data is analyzed by the Title I Interventionist, classroom teachers, EL teacher, and SpEd teacher during PLCs and other times as needed to determine who is in need of Interventions and/or if the Intervention needs to be changed
- DIBELS Benchmark Assessment 3x year – students well below or below benchmark composite score at beginning or middle of the year will be placed in appropriate district approved reading intervention.
- Classroom Performance including grades and fluency assessments are analyzed when there is a need to further investigate in order to determine the appropriate intervention
- DIBELS progress monitoring – students that are below benchmark in DIBELS will be assessed in their area of weakness every 10 days
- The Interventionist and school-based Instructional Coach/TRT make sure all interventions are being done with fidelity and make changes as needed.
- TAT & SAT Flow chart is provided to all teachers. This process is followed to determine if a student needs more interventions than the ones being provided (Tier II & III). TAT- (Teacher Assistance Team)- Teacher sets up meeting with TAT team over concerned students.
  - Team includes school based Instructional Coach/TRT, Interventionist (as needed), and the teacher
  - All data is reviewed
  - A skill is targeted and a specific intervention activity is given to be implemented for a short period of time
  - At-follow up meeting, it is determined if student needs to be referred to SAT
- SAT (Student Assistance Team) meets every Thursday: principal/asst. principal, Instructional Coach, SAT chair, pupil appraisal, classroom teacher, and parents/guardians.
  - Discuss students and any learning or behavioral concerns affecting performance

**Describe how the school ensures that interventions do not replace core instruction:**

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- An intervention schedule is provided and all tutors push into the classrooms at their specified time. Once the intervention is done the teacher resumes her normal schedule. We also only utilize the interventions provided and approved by the district.
- Each teacher has a 30-minute Intervention block, 4 days a week in which every student receives either a remediation or an acceleration.
- 5 certified tutors are used to assist teachers in providing small groups of interventions.

**Interventions/programs available for students in need (include grade levels and skills addressed):**

- Project READ – multisensory approach to teaching phonics taught to select students in grades K-3.
- Fast ForWord – an evidenced based language and reading intervention program used for select students in grades K-3.
- IRLA Foundational Skills - More frequent IRLA foundational skills intervention for select students in grades K-2 and foundational skills interventions for 3rd grade students.
- Guidebook Support Resources - 3rd Grade students only - includes Diverse Learner's Guides, Fluency Practice, and Foundational Skills
- Amplify Instruction - for K-2 students only; it is a personalized, digital supplemental foundation online reading program that groups students based on latest DIBELS assessment data and provides targeted activities.

**Describe the process for ensuring progress monitoring is carried out and results are monitored:**

- Observations done by administration.
- Progress Monitoring results discussed in PLCs.
- Review data to decide if the student will be submitted for a full SpEd evaluation

**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x				x									x

**Resources Needed to Support Interventions:**

iPads & cases for DIBELS, materials to implement each program, professional development as needed, IRLA toolkit, licenses/access to each of the interventions

**Middle of the Year Monitoring Results:**

**End of the Year Results:**

## 6. SUPPORT AND EXTENDED LEARNING

**Support and extended learning opportunities within the school day (field trips, art, music, etc.)**

- Gifted Enrichment
- Violin Lessons
- KIT Tutoring
- Occupational Services
- Enrichment Teachers for Art, Music, PE, and Library – 30 minutes a day 5 days a week scheduled to encourage grade level planning and collaboration
- Extended School Year Program

**Resources needed:**

KIT tutor  
 ESY Teachers  
 printer toner  
 Organizational Support Materials

**Extended learning opportunities beyond the school day and school year (e.g. 21<sup>st</sup> century, before or after school tutoring, credit recovery, etc.):**

- 21<sup>st</sup> Century
- 2nd & 3rd Grade Chorus
- Seat Time (credit recovery for missed work due to unexcused absences)
- Field Trips – standard aligned field trips (when permissible)
- Math After School Tutoring- 18 weeks, two times a week, 2 teachers

**Resources needed:**

Organizational Support Materials  
 Stipend for Math Tutors

**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x													x

**List programs that need to be evaluated and what data will be used to monitor and evaluate:**

- 21st Century: Surveys

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

## 7. COUNSELING SERVICES

*A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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.*

**Services Provided by Mental Health Provider(s):**

- 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.

**Resources needed:**

Mental Health Provider

**Services Provided by Counselor(s):**

- Grade Level Counseling Instruction three times yearly
- Weekly Grade Level School Skills
- Counselor acts as KIT contact

**Resources needed:**

School Counselor

KIT supplies

printer toner

**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													x

**Team Reflection:**

## 8. TRANSITION ACTIVITIES

*Describe school-wide transition activities including those for Students with Exceptionalities, such as:*

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*

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- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

**Transition Activities for Students:**

- Incoming: Pre-K and Kindergarten Orientation – one morning each 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 as needed/upon request
- Outgoing: Third graders visit and tour Pine View Middle School
- Outgoing: Transition meetings for Special Needs students with all feeder schools.

**Resources needed:**

- Bus driver salary and benefits
- Refreshments for Head Start students
- Materials for Orientation

**Parent and Family Engagement Activity:**

- **What Happens Next Year?** *April*
  - Parents learn first, second, and third grade academic and behavior expectations.
  - Focus on what ELA and Math standards look like in each grade
  - Parents can visit classrooms to observe expectations for the next grade level.
  - Grade level times are staggered so that parents can visit more than one grade level if needed.
- **Meet and Greet/Curriculum Info Night** *August*
  - Curriculum overview and state grade level standards
  - JPams Student Progress Center
  - Positive Behavior Intervention Support plans
  - EL Teacher greet parents of English Learners and available to answer questions
- **Parent Testing Forum** *April*
  - Second and third grade parents learn the design and expectations of the LEAP 2025 Test for third grade.
  - Two sessions will be offered, one during the school day and one in the evening.

**Resources needed:**

- Materials and supplies needed to support PFE activities
- Refreshments
- Flyers and Agendas

**Participation Results:**

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**Feedback from Parents/Families:**

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x													x

## 9. PROFESSIONAL LEARNING COMMUNITIES

*PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:*

- *analyze student data to plan for individual lessons with embedded supports to address unfinished learning and*
- *plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.*

**Describe the structure/make-up of your PLC groups:**

- Meet by grade level 10-13 times a year for 85 minutes during the school day to review student work and data collection analysis. PK & K Meet 6-7 times each year
- Facilitated by Teacher Leaders and supported by Instructional Coach
- Data driven standards based planning for all subject areas including differentiating instruction for students with disabilities and English Learners
- Teacher leaders meet three times a year to study and plan for curriculum and scope and sequence, build standards-aligned common assessments, and plan overview for the following nine weeks.
- Interventionist facilitates analysis of DIBELS progress monitoring and Benchmark data.

**Resources needed:**

Substitutes  
  
PD binders  
  
Supporting materials and supplies for teachers  
  
Toner for Printer

**Describe the format of your PLC groups (When? How often? How long?):**

- PLCs are held 2x a month for grades 1-3 (1x a month Nov., Dec., & April). Each grade level meets for 85 minutes. Our PLCs are held on Wednesdays. Grades K & PK meet 1x/month.

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x													x

**Middle of the Year Reflection/Areas for Improvement:**

End of the Year Feedback from Teachers:

Areas for Improvement:

## 10. OTHER PROFESSIONAL DEVELOPMENT

*High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction*

**Other Professional Development:**

- District IRLA training
- District ZEARN training
- District Guidebook PD for 3<sup>rd</sup> grade teachers
- The Writing Revolution PD
- Project Read, FFF and other approved intervention PD
- LEAD Academy monthly PD for prospective administrators
- District Math Content Leader training
- School Level Math Content PD twice a year
- Summer Institute

**Resources needed:**

Stipends  
 B-Days  
 Materials for PD as needed

**Describe how the Instructional Coach will support your school (if applicable):**

- Following up with teachers after any training and offer support as needed. Instructional Coach will also attend any PD that they are not already trained in. Incorporate what was learned at each PD into PLCs and observe/look for implementation of the PD in their classrooms.

**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x													x

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

## 11. SCHOOL ADVANCEMENT PLANNING

**Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):**

- Design:
  - PTA Meeting in the Fall– The SAP will be shared with the parents at the meeting and feedback will be obtained prior to final submission.
  - Quarterly Parent/Family Engagement Committee Meetings: 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.
- Evaluation:
  - “Ticket Out the Door” evaluations of Parent/Family Engagement Activities– Evaluations are reviewed by the PFE committee and feedback is considered to plan future PFE activities.
  - Parent/Family Title I Survey each spring, completed via online or paper copy.
  - A summary of the SAP evaluation will be included in the teacher newsletters within the first few weeks of school and be posted on the school’s website
  - Teacher’s Presentations at Meet and Greet and/or Open House will include the summary of the SAP evaluation.

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

- The principal presents the evaluation results of the previous school year at Open House and the October Professional Development Day. Due to calendar changes for the 2021-22 school year, the results will be shared electronically through our website, email and teacher newsletters.

**Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:**

- The SIP committee will meet at the end of the year to complete the effectiveness results and reflections in order to plan for the upcoming school year. They will also meet at the beginning of each year for the data analysis and to assess where we are with our goals.
- PLCs are used to analyze data and monitor programs/strategies that are outlined in the SAP to make adjustments if needed. They are also used to improve consistency in subject area instruction and assessment across grade levels in order to better prepare third grade students for LEAP 2025. The PLC’s also

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allow for teachers to review all students' work and types of assessment that further drive the instructional practices needed to produce positive results as outlined in the School's Advancement Plan.

**2021-2024 Committee Members**

**School-wide Planning Committee**

**Responsible for developing, monitoring, revising, and evaluating**

**Members Include:**

- **Administrator: Rebecca Birkett, Principal; Lauryn Faciane, Assistant Principal**
- **Teacher: Beth Lacassagne, Teacher**
- **Teacher: Kathleen Guidry, Teacher**
- **Instructional Coach: Jodi O'Berry**
- **Instructional Coach: Rebecca McCann**
- **Parent/Family: Ashleigh Garner**
- **Parent/Family: Gina Yaeger**
- **Community Member: TBD**

**Parent/Family Engagement Committee**

**Responsible for the implementation of the PFE activities**

**Members Include:**

- **Administrator: Rebecca Birkett, Principal; Lauryn Faciane, Assistant Principal**
- **Teacher: PFE Committee (selected at the end of each school year)**
- **Teacher: PFE Committee (selected at the end of each school year)**
- **Teacher: PFE Committee (selected at the end of each school year)**
- **Parent/Family: Theresa Sharaf**
- **Parent/Family: Angela Bass**