

***Lyon Elementary***  
***PreK-3rd***  
***Jeanine Barnes***  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

**1.COMPREHENSIVE NEEDS ASSESSMENT**

(Look at the summary pages in the Data Analysis Template for 1a and 1b 1-3)

**STRENGTHS**

<b><u><i>1a. Results of Comprehensive Needs Assessment</i></u></b>		<b><u><i>1a. Measures used to Determine School Needs:</i></u></b>																											
<b>STRENGTHS</b>		<b>DATA SOURCES</b>																											
Based on <u>DIBELS</u> assessments, <u>Kindergarten</u> benchmark from fall to spring increased by 13% in 2015-2016.	1	DIBELS scores 2015-2016																											
<p>CRT index shows an increase of 10.3 points in <u>science</u> from 2013-2014 to 2015-2016. However, there is still a decline of 14.4 points over the past seven years.</p> <p>CRT index shows growth of 9.4 points in <u>math</u> from 2014-2015 to 2015-2016 with a total increase of 6.1 points from 2012-2013 to 2015-2016.</p>	2	iLeap scores/ CRT Spring 2016/ PARCC scores 2009-2016 <table style="margin-left: 40px;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>Science</u></th> <th style="text-align: center;"><u>Math</u></th> </tr> </thead> <tbody> <tr><td>•2009</td><td style="text-align: center;">104.2</td><td style="text-align: center;">102.8</td></tr> <tr><td>•2010</td><td style="text-align: center;">92.7</td><td style="text-align: center;">95.3</td></tr> <tr><td>•2011</td><td style="text-align: center;">89.6</td><td style="text-align: center;">96.0</td></tr> <tr><td>•2012</td><td style="text-align: center;">80.8</td><td style="text-align: center;">81.0</td></tr> <tr><td>•2013</td><td style="text-align: center;">86.9</td><td style="text-align: center;">85.8</td></tr> <tr><td>•2014</td><td style="text-align: center;">79.5</td><td style="text-align: center;">87.3</td></tr> <tr><td>•2015</td><td style="text-align: center;">83.4</td><td style="text-align: center;">82.5</td></tr> <tr><td>•2016</td><td style="text-align: center;">89.8</td><td style="text-align: center;">91.9</td></tr> </tbody> </table>		<u>Science</u>	<u>Math</u>	•2009	104.2	102.8	•2010	92.7	95.3	•2011	89.6	96.0	•2012	80.8	81.0	•2013	86.9	85.8	•2014	79.5	87.3	•2015	83.4	82.5	•2016	89.8	91.9
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<u>White subgroup</u> is the highest percent proficient performing subgroup by 4.2 in 2012-2013, 12.4 in 2013-2014, 17.3 in 2014-2015, and 18.3 in 2015-2016 in ELA. In Math, they have increased by 6.6 in 2012-2013, 15.1 in 2013-2014, 9.8 in 2014-2015, and 15.8 in 2015-2016.	3	iLeap scores/ CRT Spring 2016/ PARCC scores 2013-2016																											
The black subgroup increased percent proficiency by 16.6% in ELA and 27.8% in Math from 2014-2015 to 2015-2016. The SWD subgroup increased percent proficiency by 12.6% in Math and 8.8% in ELA from 2014-2015 to 2015-2016.	4	iLeap scores/ CRT Spring 2016/ PARCC scores 2015-2016																											
The black subgroup achievement gap decreased 18.1 points in ELA and decreased 27.8 points in Math from 2014-2015 to 2015-2016. The SWD subgroup achievement gap decreased 10.3 points in ELA and decreased 12.6 points in Math from 2014-2015 to 2015-2016.	5	iLeap scores/ CRT Spring 2016/ PARCC scores 2015-2016																											

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**CHALLENGES**

<u><b><i>Ib. Results of Comprehensive Needs Assessment</i></b></u>		<u><b><i>Ib. Measures used to Determine School Needs:</i></b></u>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
Based on <u>Dibels</u> assessments, <u>First grade</u> has the highest percentage of at-risk students, 26%, and the lowest percentage of benchmark students, 55%, in Spring 2016. Benchmark students declined 18% from fall to spring in 2015-2016.	1	DIBELS scores 2015-2016
<p>In the absence of current data, using previous trend data the CRT index in Social Studies shows there was an increase of 5.3 points from Spring 2014 to Spring 2015. However, we remain 20.6 points lower than the Spring 2013 scores.</p> <p>In order to maintain, CRT index shows an increase of 10.3 points in <u>Science</u> from 2013-2014 to 2015-2016, however there is still a decline of 14.4 points over the past seven years.</p>	2	iLeap scores/CRT Spring 2016/ PARCC scores 2009-2016 <u>Social Studies</u> 2012 69.6 2013 96.6 2014 70.7 2015 76.0  <u>Science</u> •2009 104.2 •2010 92.7 •2011 89.6 •2012 80.8 •2013 86.9 •2014 79.5 •2015 83.4 •2016 89.8
Whole school ELA proficiency has declined over the last three years from 2012-2013 to 2015-2016 with a decline of 10.8%.	3	iLeap scores/ CRT Spring 2016/ PARCC scores 2012-2016
<u>Title I Parent/Family Survey responses indicate a weakness in parental knowledge of how the Title I Program works with a score of 85.4%.</u>	4	2016 Title I Parent/Family Survey
Although our suspension rate decreased from 2014-2015 to 2015-2016 in second grade by 3.4%, we have a 2.8% suspension rate in third grade.	5	District Discipline Report 2012-2016

**GOALS**

<u><b><i>Ic. Goals based upon Challenges and/or Maintaining Strengths</i></b></u>
<b>GOALS</b>
1 By May 2017, 75% of first grade students will be benchmark in DIBELS as evidenced by DIBELS EOY benchmark scores.
2 By May 2017, the CRT index will increase from 76.0 points to 83.6 points in Social Studies and from

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89.8 points to 98.7 points in Science, as evidenced by the state tests in Science and Social Studies.
3 By May 2017, the ELA Whole School percent proficiency will increase from 68.5% to 75.4% as evidenced by state tests in ELA.
4 By May 2017, the percent of parents understanding how the Title I Program works will increase from 85.4% to 90% as evidence by responses/data from the Title I Parent/Family Survey in Spring 2017.
5 By May 2017, students receiving MHP services will decrease/maintain the number of referrals and increase/maintain their academics from 83% to 87% as evidenced by MHP logs and quarterly student report cards.

**2. SCHOOL-WIDE REFORM STRATEGIES** to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

<b>3. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><b><u>PLC</u></b>-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.)</p> <ul style="list-style-type: none"> <li>• Focus on improving reading literacy with a concentration on increasing DIBELS scores</li> <li>• Instructional Coach: Brigitte Magee facilitates some PLC sessions and works with teachers to support the SIP goals.</li> <li>• Meet 14 times a year</li> <li>• Each grade level, with supporting personnel, meet for 90 minutes</li> <li>• Seven substitutes for each session of PLC</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>- Substitutes salaries and benefits</li> <li>-Supporting material and supplies for teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Brigitte Magee, our instructional coach, facilitates some PLC sessions and works with teachers to support the SIP goals.</li> <li>• Mentoring teachers</li> <li>• Modeling lessons, providing necessary follow-up and one-on-one assistance required to implement and sustain effective</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> </ul>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and Benefits for this teacher.</p>

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<p>instructional strategies grounded in research-based literacy strategies</p> <ul style="list-style-type: none"> <li>• Provide whole group instruction modeling for teachers appropriate research-based literacy across the curriculum (comprehension, vocabulary, writing across the curriculum, motivation and engagement, word identification and fluency)</li> <li>• Provide job-embedded professional development through coaching and faculty study groups that support the successful implementation of effective teaching focused on improving student learning</li> <li>• Facilitate PLC collaboration bimonthly to focus on disaggregated student data to determine and prioritize teacher learning needs, to monitor student progress and plan for individual student intervention.</li> <li>• Data-Driven Decision Making by collecting documentation and conducting classroom observations to provide formative evidence required to allow adjustments to be made in the program direction as needed.</li> <li>• Assist with DIBELS Assessment and analyzing DIBELS data</li> <li>• Participate in ongoing professional development activities for Title I Literacy Teachers and Interventionists</li> <li>• Support teachers in integrating technology use across the curriculum to support literacy strategies and instruction</li> <li>• Plan Summer Professional Development Trainings/Retreats for the Title I schools</li> <li>• Submit Programmatic Reports through Blackboard electronically with an activity log summarizing and reflecting upon the activities accomplished each month.</li> </ul>		
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> <li>•Faculty meetings for parish and state mandated trainings</li> <li>•Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II         </p>	<p>Item(s) to be purchased to support this activity:</p> <p style="text-align: center;">-B Days for learning walks and 3<sup>rd</sup> grade teacher</p>

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<ul style="list-style-type: none"> <li>•After-school, before school, and district sponsored professional development</li> <li>•DIBELS Burst Training: Caitlin Mabee &amp; Allison Kernion</li> <li>•Learning walks</li> <li>•3<sup>rd</sup> grade teacher collaboration with Pine View</li> </ul>	<input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	collaboration with Pine View - District provided workshop days
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**4. PARENT/FAMILY ENGAGEMENT:** What strategies/activities do you employ to increase parent/family engagement? You may group strategies by type of activities, time of day, purpose, or any other way your school’s design fits into 2 or 3 entries in this category.

<ul style="list-style-type: none"> <li>•Parents/families will be involved in the design of the Title I school-wide program through PTA Board Meetings in the Spring 2016 and monthly Parent/Family Engagement Committee Meetings (agendas and sign in sheets serve as documentation). The Title I program is an on-going fluid work in progress with updates and changes based on parent input as well as all stakeholder input. In November parents will be invited to attend the meeting where the draft of the SIP is reviewed/revised prior to submission to the supervisors.</li> <li>• Parent opinion will be involved in the implementation of the Title I school-wide program through attendance at the Parent/Family Engagement Committee meetings and participating in parent/family engagement events (sign in sheets and minutes of meeting serve as documentation). Parent also help implement the plan by volunteering at the school and working in the SOAR program.</li> <li>•Parents/families will evaluate the Title I school-wide program through “tickets out the door” and event feedback; also Title I Parent/family Survey in the spring.</li> <li>•Parents/families will participate in EOY program evaluation in Spring 2017 (See</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>-Materials and supplies to support PFE activities and refreshments</p>
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<p>Section 11 of this SIP). Parents will participate in the review/revision of the final evaluation of the SIP prior to dissemination to the stakeholders.</p> <p>•Parents/families will recommend changes to Title I program based on personal opinion and experience. (See first paragraph above.)</p>		
<p>○Parent/Family Engagement  Policy/Compact;  Planning: 8/2016  Review/Revision March 2017  Evaluation: 5/2017</p> <p>○PFE Plan  Planning: 4/2016  Implementation: Meet and Greet  8/4/2016, DIBELS and Donuts  10/13/2016, Lyon Lagniappe  11/10/2016, Science Day 3/17/2017,  Parent Testing Forum 3/7/2017, and  SOAR Forum 5/10/2017  Evaluation: 5/2017  Planning 3/2017 for 17-18</p> <p>○School Improvement Plan  Planning: 10/2016  Dissemination: 10/2016 to parents via  newsletter and 11/14/2016 to faculty at  faculty meeting  Evaluation: 5/2017</p> <p>○PFE Committee Meetings:  Lyon Lagniappe: 11/10/2016  PBIS: monthly 2016/2017  Leadership: quarterly 2016/2017  Parent/Family Resource Meetings:  8/2016, 12/2016, 3/2017,5/2017</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  ___ <input checked="" type="checkbox"/> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>- Refreshments at parent/family resource meetings 3/2017 and 5/2017</p>
<p>◆Parents/families will be informed about the Title I school-wide program via quarterly newsletter articles, website, PAWS from the Principal, PFE video on the school’s homepage, “Robo” calls, and English/Spanish Home School Connections.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  ___ <input checked="" type="checkbox"/> GFF  ___ SRCL  ___ Title II</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-Newsletter and brochure printing  -Webmaster stipend</p>

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	<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other (PTA)	
<p><b>Parents/families will be informed</b> about curriculum, student progress, assessment, and proficiency levels through daily communication binders, quarterly newsletter articles, DIBELS scores (3x per year), school report cards and performance scores. Student test grades are sent home in Cub Roar every Thursday and curriculum is taught and navigated at Meet and Greet, Open House and Lyon Lagniappe.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other (PTA)	<p>Item(s) to be purchased to support this activity: -  - Newsletter printing  - Binders, sheet protections, zipper pockets for communication organization.  - Cub Roar signature page</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents/families in need of translation services contact the school and a conference is set-up to discuss results.</p> <p>- Progress Review and Intervention Meeting services with Elena Dieck</p>	<input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF  Postage-</p>
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parent/family engagement and interest in the education of their children.</p>	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other.	<p>Item(s) to be purchased to support this activity:</p> <p>Membership in NNPS</p>
<p>◆ To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents/families information on how to access the curriculum. This information will be provided to parents/families at school open house events, parent/family meetings, and other parent/family orientations.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Item(s) to be purchased to support this activity:</p> <p>-Refreshments  -Materials/supplies  -Brochure printing</p>

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	<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	
<p>◆ Parents/families are <u>called and/or written inviting</u> them to attend to all educational, decision-making conferences. Meetings are scheduled around parent/family availability. If parents/families are unable to attend, phone conferences are conducted.</p> <p>◆ <b>Specific decision-making opportunities for parents/families:</b></p> <ul style="list-style-type: none"> <li>▪ SAT meetings</li> <li>▪ IEP meetings</li> <li>▪ Documented Parent/family Conferences</li> <li>▪ Parent/family Committee Input</li> <li>▪ Office Suggestion Box</li> <li>▪ ESL Progress Meetings</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>Ink and paper for printing.</p> <p>Printed and distributed forms.</p>
<p>◆ <b>Specific training activities:</b></p> <p><u>Meet and Greet Informational Event</u>- 8/4/2016- Parents/families will receive information on the curriculum, maintaining communication with the teacher, establishing partnerships with school, the PBIS model, and procedures and policies.</p> <p><u>Lyon Lagniappe Math and ELA Event</u>- 11/10/2016- Parents/families and students learn curriculum specific strategies for reading, math and language for better understanding of skills and concepts through hands-on tasks and partner activities.</p> <p><u>“DIBELS &amp; Donuts”- Parent Learning Event</u>- 10/13/2016- Parents/families will learn how to read the DIBELS Reading Assessment scores and how to assist their child at home with areas of weakness or needed reinforcement in reading skills.</p> <p><u>Science Day</u>- 3/17/2017- Parents/families will learn science and math standards from Pre-K through 3<sup>rd</sup> grade as they participate with their children in real-life, hands-on applied science</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>- Materials and supplies to support PFE activities and refreshments.</p> <p>- Flyers, agendas, and school maps for events.</p>



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<p>and math activities that are aligned with the standards.</p> <p><u>SOAR Forum</u>- 5/10/2017- Students who qualify will work with their parents/families to learn how to interpret their DIBELS scores, accelerate their learning, improve their writing and enrich their reading.</p> <p><u>Parent Testing Forum</u>- 3/7/2017- An informational night with community speakers is designed to increase parent/family awareness and knowledge of various topics to improve both parenting skills and student performance.</p>		
<p>◆ <b>Communicating with Parents/families:</b></p> <ul style="list-style-type: none"> <li>○ Daily Take-Home binders – uniformity/pockets</li> <li>○ Title I Plan, School-wide data posted on campus</li> <li>○ Weekly Cub Roars</li> <li>○ Quarterly Newsletters</li> <li>○ RoboCalls – as needed (average 2X/month)</li> <li>○ Teacher phone calls-documented in journals</li> <li>○ Teacher Conferences-documented on forms/filed</li> <li>○ Principal Memos-as needed (average 1X/month)</li> <li>○ Home/School Connections (English &amp; Spanish)</li> <li>○ Teacher Web</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>  X  </u> Title I</p> <p><u>  X  </u> GFF</p> <p><u>    </u> SRCL</p> <p><u>    </u> Title II</p> <p><u>    </u> LA4</p> <p><u>    </u> IDEA</p> <p><u>    </u> Title III</p> <p><u>    </u> Bond Money</p> <p><u>  X  </u> Other(PTA)</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>-Newsletter and brochure printings</p> <p>-Webmaster Stipend</p> <p>-Binders, sheet, protectors, zipper pockets</p> <p>-Cub Roar signature sheet</p>

<p><b>5. TRANSITION:</b> What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p>		
<p>Incoming Students</p> <ul style="list-style-type: none"> <li>○ Head Start tour and visit: Students attending Head Start may see the school and tour upon request. Parents/families may schedule a visit with the Principal. School Personnel attends Head Start Parent/family Meeting in the Spring before</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>    </u> Title I</p> <p><u>  X  </u> GFF</p> <p><u>    </u> SRCL</p> <p><u>    </u> Title II</p> <p><u>    </u> LA4</p> <p><u>    </u> IDEA</p> <p><u>    </u> Title III</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-Refreshments for Head Start children</p>

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<p>registration.</p> <ul style="list-style-type: none"> <li>○Pre-K Orientation- two days set aside after the opening of school for half of the students and parents to attend on one day and the other half to attend the following day for distribution and dissemination of information and processes. In May, Pre-K students visit our Kindergarten classrooms.</li> <li>○Transitions meetings for Special Needs students</li> <li>○New Student School Tour &amp; Visits- August 2016-May 2017 for grades 1 -3.</li> </ul>	<p><input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	
<p>Outgoing students</p> <ul style="list-style-type: none"> <li>○Third graders visit and tour Pine View Middle School</li> <li>○Transition meetings for Special Needs students with all feeder schools.</li> <li>○Third grade/Fourth grade teacher collaboration and snapshots.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-B Day for Third Grade teacher substitutes  -Bus for trip to Pine View Middle School</p>

<p><b>6. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?</p>		
<ul style="list-style-type: none"> <li>●Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed.</li> <li>●Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).</li> <li>●Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>●Teachers are to PM these students to ensure interventions/lessons are addressing student needs</li> <li>●Tutors instruct students based on DIBELS Burst Curriculum and PM students to determine growth and grouping.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-substitutes and benefits  -B days  -Materials and supplies for interventions  -Title I substitutes and benefits for DIBELS subs</p>

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<ul style="list-style-type: none"> <li>•Teachers are to use an SLT item analysis to group students according to specific needs.</li> </ul>		
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<b>7. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:</b> What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.		
<p><b><u>Mental Health Providers</u></b>-(please adjust to fit your school's MHP plan)  <b>MHP:</b> Due to the transient and often unstable environments that many of Lyon Elementary students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Jeanine Barnes) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Kristi Cato will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on report cards, classroom assessments, benchmark assessments and standardized tests such as LEAP will also occur.</p>	<b>10. BUDGETS</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Item(s) to be purchased to support this activity: MHP Salary and Benefits
<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b></p> <ul style="list-style-type: none"> <li>oDevelopment of Tiered Positive Interventions</li> </ul>	<b>10. BUDGETS</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF	Item(s) to be purchased to support this activity: -printing

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<p>for students and staff and delegation for implementation</p> <ul style="list-style-type: none"> <li>○PBIS plan on file</li> <li>○School Skills is a weekly group counseling session to improve problem solving, self discipline, and peer to peer and peer to teacher interactions</li> <li>○Check in/check out is a Tier 2 intervention individualized to meet the student’s behavioral needs</li> <li>○Character Trait Training- monthly enrichment sessions on good character</li> <li>○Specific counseling lessons, such as problem solving, team work, bullying, and conflict resolution.</li> </ul>	<p> <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other(PTA) </p>	<p>-items for Roar Store  -Lyon T-shirts  -behavior and incentive apps</p>
<p><b><u>Instructional Program Enhancements</u></b></p> <p><i>Interventionist name and description goes here</i></p> <p><b>Title I Para:</b> Rebecca Nelson: Kindergarten and First grade DIBELS Burst small group tutoring, and computer lab classes</p> <p><b>Literacy Interventionist:</b> Erica Marion: DIBELS Burst, My Reading Coach, and data tracking</p> <p><b>SOAR Para:</b> Cindy Lester: Second and Third Grade higher achieving students</p> <p><b>Title III ESL Para:</b> Nicole Meyers: K – 3<sup>rd</sup> ESL Tutoring</p> <p><b>Title III ESL Para:</b> Janine Rowell: K-3<sup>rd</sup> ESL Tutoring</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p> <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input checked="" type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p> <p>-Salaries and benefits for: Becky Nelson, Erica Marion, Cindy Lester, Nicole Meyers, Janine Rowell</p> <p>-Burst Intervention licenses</p> <p>-Substitutes to allow teachers to benchmark test for DIBELS</p>
<p><b><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></b></p> <p><b>SOAR</b> – This is a Pull-out program in second and third grades for students who are scoring already at benchmark on DIBELS and who should receive enrichment in the areas of non-fiction text and vocabulary to support the science and social studies curriculum. Students are progress monitored by DIBELS Benchmark Testing.</p> <p><b>My Reading Coach</b> – This is a Pull-Out tutoring</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p> <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other(ROUF) </p>	<p>Item(s) to be purchased to support this activity:</p> <p>In addition to salaries and benefits for the above listed personnel:</p> <p>-materials and supplies to support each program enhancements</p> <p>-non-fiction books for all grade levels</p> <p>-tracking materials such</p>

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<p>program in first through third grades for students who are scoring in the very low range of Intensive on DIBELS. It focuses on phonics, fluency, comprehension, vocabulary, grammar, and meaning. Students are progress monitored by DIBELS Benchmark scores. The program will be evaluated by DIBELS Spring scores. Tutor is V. Jennings.</p>		<p>as binders</p>
<p><b><u>Tutoring:</u></b></p> <p>Students are identified using DIBELS assessments and teacher recommendations. Every identified student will be progress monitored every ten days by the classroom teacher. This may require students to change intervention groups. Each grade level’s intervention schedule is organized so that all children are receiving small group instruction at the same time. Ex: A class of 20 might have 2 Burst groups, MRC group, 1 SOAR group, and a teacher group. The teacher group uses LION (Non-fiction text). The program effectiveness will be evaluated using DIBELS assessments, and the Title I Evaluation Spreadsheet.</p> <p><b>DIBELS Burst</b> – This is a push-in and/or pull-out tutoring program in Kindergarten through Third grades. Students are identified using DIBELS assessments. These tutors are, Victoria Jennings, Jennifer Pitts, and Melanie Rogers. Students are progress monitored by DIBELS Benchmark scores. The program will be evaluated by DIBELS Spring scores.</p> <p><b>Small group/Fluency-</b> This is a pull-out or push-in tutoring program for students whose specific intervention requires fluency practice. The tutors are listed above as the Burst tutors since their responsibilities vary and are indicated through their tutoring logs. 1<sup>st</sup> and 2<sup>nd</sup> grade fluency will be evaluated by frequent fluency assessments. These students are also in BURST. They are also evaluated with Title I Evaluation Spreadsheet.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input checked="" type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other(ROUF)</p>	<p>Item(s) to be purchased to support this activity:</p> <p>In addition to salaries and benefits for the above listed personnel:          -materials and supplies to support each program enhancements          -salaries and benefits for Dibels Burst tutors: Victoria Jennings, Jennifer Pitts, and Melanie Rogers          -salaries and benefits for ESL Paraprofessionals: Nicole Meyers and Janine Rowell</p>

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<p><b>ESL</b> – This is a push-in tutoring program in Kindergarten through Third Grade, emphasizing Project READ and/or literacy. Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion setting. This program is evaluated through the ELDA survey and DIBELS. The tutors are Nicole Meyers and Janine Rowell.</p>		
<p><b><u>Technology Resources and Personnel (include names):</u></b>  <b><u>General Technology</u></b> to increase engagement: Activboards, interactive projectors, printers, laptops, toner, installation of equipment, docucameras, Brainpop Jr., Worldbook online, individual classroom websites, pens, wands, projector bulbs</p> <p>Technology personnel: Scott McGinnis once a week</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other (PTA)</p>	<p>Item(s) to be purchased to support this activity:  Activboards, interactive projectors, printers, laptops, toner, installation of equipment, docucameras, Brainpop Jr., Worldbook online, individual classroom websites, pens, wands, projector bulbs  -Tech salary and benefits  -Online technology programs  -lab maintenance, upgrading, and toner</p>
<p><b><u>Technology Interventions/Progress Monitoring</u></b>  DIBELS Burst interventions, DIBELS Burst progress monitoring, weekly computer lab following technology curriculum on Guaranteed Curriculum</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  -BURST licenses  -Online technology programs-WorldBook Online, BrainPop Jr.  -lab maintenance, upgrading, and toner</p>
<p><b><u>Special Education Subgroup Data</u></b>  Percentage of school SPED: 18%</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input type="checkbox"/> GFF</p>	<p>Item(s) to be purchased to support this activity:  computers &amp; IT</p>

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<p>48.1% ELA proficiency 51.9% Math proficiency</p>	<p><input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>approved technology support</p>
<p><b><u>Special Education Program Design</u></b>  Our school provides a total inclusion opportunity so that students can learn in the least restrictive environment. The Special Education Program design is driven by the student’s individual IEP goals and objectives. Two classrooms per grade level are full co-teaching.</p> <p>-Inside regular class 80% or more of the day – 53%</p> <p>-Inside the regular class no more than 79% of the day and no less than 40% of the day – 17%</p> <p>-Inside the regular class less than 40% of the day – 11%</p> <p>-Self-contained – 19%</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-Salaries and benefits for Special Ed teachers and Paraprofessionals</p>
<p><b><u>Classroom Size Reduction Teachers</u></b> (if applicable)</p> <p>Claire Sharp: Title I WIN Teacher; first grade; class size of 20; to alleviate number of students in first grade classes to increase student success and lower student to teacher ratio in a grade where reading and writing foundations are mastered</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-Salaries and benefits for the teacher</p>
<p><b><u>Curriculum Enhancements</u></b></p> <p>To enhance social studies student achievement, teachers will use Brain Pop JR for the instruction of social studies and science curriculum.</p> <p>Kids in Transition tutor</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-Brain Pop JR subscription  -Salaries and benefits for KITS tutor</p>

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	<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other
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**8. COORDINATION OF PROGRAMS**

<ul style="list-style-type: none"> <li>•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 and IDEA</li> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> <li>•Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>•Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III.</li> <li>•Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents/families.</li> <li>•Students in participating schools are entitled to attend 21<sup>st</sup> Century programs in the afternoons.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Tutoring</li> <li>•Clothing</li> <li>•School supplies</li> <li>•Field trip fees</li> <li>•MHP services</li> <li>•Community Resource Connections</li> <li>•Meals</li> <li>•Services of the LEP paras (Nicole Meyers) and (Janine Rowell)</li> </ul>
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**9. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?**

<p>The Title I Committee meets and discusses all of the following:</p> <p><b><u>Overall School Performance and the overall Title I Program:</u></b></p> <ul style="list-style-type: none"> <li>•The school’s performance score, standardized test scores, DIBELS scores, ELA and Math SLT scores, and the behavior referral forms are the tracking indicators for the successful implementation of the Title I programs.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Item(s) to be purchased to support these activities: tutoring, parent/family engagement, MHP, PD.</p>
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<ul style="list-style-type: none"> <li>•Data is collected at specifically indicated times during the school year. (indicated below)</li> <li>•All responsible persons will compile a spreadsheet for documentation and comparison/study purposes.</li> </ul>		
<p><b><u>Tutoring Programs:</u></b> Lester  All program evaluations to take place in January 2017 and May 2017.</p> <ul style="list-style-type: none"> <li>•<b><u>SOAR:</u></b></li> <li>•The district DIBELS Title I evaluation spreadsheet will be used to calculate program success.</li> <li>•75% of students in tutoring programs will “lessen the achievement gap” BOY to MOY or BOY to EOY.</li> <li>•C. Lester will provide a list of students in the program to Erica Marion. E. Marion will enter the scores from the benchmark assessments into the spreadsheets.</li> <li>•DIBELS data will be entered BOY, MOY and EOY according to written instructions.</li> <li>•Student additions to the program will be entered according to written directions.</li> <li>•At the end of the year, students demonstrating more than 1 year of growth (closing of the achievement gap) will receive a 1, other will receive a 0</li> <li>•Percent success will be reported by grade and overall for program.</li> <li>•The final data will be delivered to Jeanine Barnes who will write the summary paragraph for the evaluation draft.</li> </ul> <ul style="list-style-type: none"> <li>•<b><u>DIBELS Burst:</u></b> E. Marion, J. Pitts, M. Rogers, V. Jennings, B. Nelson</li> <li>•75% of students in tutoring programs will “lessen the achievement gap” BOY to MOY or BOY to EOY.</li> <li>•The district developed DIBELS template will be used to calculate effectiveness of these programs.</li> </ul>		<p>Personnel:  -<b>SOAR:</b> C. Lester (para)  -<b>Burst and/or small group:</b> E. Marion (teacher) , B. Nelson (para), J. Pitts (tutor), V. Jennings (tutor), M. Rogers (tutor).  -<b>PLC’s-</b> B. Magee, Instructional Coach.  -<b>MHP:</b> T. Chaisson</p> <p>Instructional Materials and Supplies</p> <p>Dibels Burst Licenses</p> <p>SOAR Materials and Supplies</p> <p>Parent/Family Engagement Materials and Supplies</p> <p>Instructional Materials and Supplies.</p>

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<ul style="list-style-type: none"> <li>• Erica Marion will enter students in the program on the appropriate tab at the beginning of the year</li> <li>• DIBELS data will be entered BOY, MOY and EOY according to written instructions.</li> <li>• Student additions to the program will be entered according to written directions.</li> <li>• At the end of the year, students demonstrating more than 1 year of growth (closing of the achievement gap) will receive a 1, others will receive a 0</li> <li>• Percent success will be reported by grade and overall for program.</li> <li>• The final data will be delivered to Jeanine Barnes, principal who will write the summary paragraph for the evaluation draft.</li>   <li>• <u>My Reading Coach/Small group/Fluency:</u></li> <li>• 1<sup>st</sup> through 3<sup>rd</sup> grade intervention</li> <li>• 75% of students in tutoring programs will “lessen the achievement gap” BOY to MOY or BOY to EOY.</li> <li>• The district developed DIBELS template will be used to calculate effectiveness of these programs.</li> <li>• The para/tutor in charge of to the program will give E. Marion a list of students participating in this invention.</li> <li>• Erica Marion will enter students in the program on the appropriate tab at the beginning of the year</li> <li>• DIBELS data will be entered BOY, MOY and EOY according to written instructions.</li> <li>• Student additions to the program will be entered according to written directions.</li> <li>• At the end of the year, students demonstrating more than 1 year of growth (closing of the achievement gap) will receive a 1, other will receive a 0</li> <li>• Percent success will be reported by grade and</li> </ul>		
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<p>overall for program.</p> <ul style="list-style-type: none"> <li>•The final data will be delivered to Jeanine Barnes, principal, who will write the summary paragraph for the evaluation draft.</li> </ul>		
<p><b><u>Parent/family engagement</u></b></p> <ul style="list-style-type: none"> <li>•Individual Parent/Family Engagement Events’ Committees meet following individual events to evaluate the parent/family feedback forms. Numbers for each event will be tallied; sign-in sheets will be collected; feedback forms and surveys will be collected. All will be filed. <ul style="list-style-type: none"> <li>➤Meet and Greet Informational Event- <i>To be collected August 2016- Amanda Pritchard, TRT.</i></li> <li>➤Lyon Lagniappe Math and ELA Family Night-<i>Collected November 2016- Amanda Pritchard , TRT.</i></li> <li>➤DIBELS &amp; Donuts- <i>Collected October 2016, Erica Marion, Literacy Interventionist.</i></li> <li>➤Science Day-<i>Collected March 2017, Classroom teachers, Amanda Pritchard, TRT.</i></li> <li>➤HOSTS Forum- <i>Collected May 2017; Amanda Pritchard, TRT; Cindy Lester, Coordinator.</i></li> <li>➤Parent Testing Forum- <i>Collected March 2017, Jeanine Barnes, Principal.</i></li> </ul> </li> <li>•The Title I School Committee and/or the Title I Parenting Committee need to review the Title I Parent/Family Survey results to determine if 90% of the parents/families understand how the Title I program works. <i>May 2016, Jeanine Barnes, Principal</i></li> <li>•Review the NNPS plan and survey</li> </ul>		

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<p>information- April 2017, Jeanine Barnes, Principal.</p>		
<p><b><u>MHP Evaluation Form</u></b></p> <ul style="list-style-type: none"> <li>➤The goal of the MHP is to decrease referrals and maintain/attain acceptable academics.</li> <li>➤The MHP will complete the STPSB 2016-2017 Outcomes Measures for Mental Health Providers at the end of each 9 week period and give it to the administration no later than 1 day after the end of the 4<sup>th</sup> nine week period.</li> <li>➤Student can earn up to two points, 1 for improved/stable academics (ELA and math), and 1 for decrease in referrals as year progresses.</li> <li>➤The total number of points are tallied and divided by two times the number of students to get the percent success.</li> <li>➤Program will be considered successful if the program has an 87% success rate.</li> <li>➤Data will be delivered to Ms. Pittman who will write the final report for inclusion in the SIP Evaluation.</li> </ul>		
<p><b><u>Professional Development</u></b></p> <ul style="list-style-type: none"> <li>➤The professional development program will be evaluated using ELA SLT data. All teachers participating in the PLC program will be required to keep a spreadsheet with each student listed comparing student BOY and MOY benchmark testing with EOY benchmark testing.</li> <li>➤Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”. A percentage of successful students will be determined for each teacher.</li> <li>➤These spreadsheets will be submitted to the AP who will enter the % success for each teacher on her spreadsheet. Teachers with a 70% success rate will be given a “1” and the other will receive a “0”.</li> <li>➤85% of the teachers are expected to meet the target set for evaluating the PD program.</li> </ul>		

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<p><b>CSR Teacher-Sharp</b>          ➤ Student/ teacher ratios will be calculated to determine effectiveness of the program.</p>		
<p><b>Brain Pop JR</b>          ➤ K-3 science and social studies          ➤ K-3 usage/logins          ➤ K-3 teachers will use them in their lessons weekly documented by principal checklists.</p>		
<p><b><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>?</b></p> <ul style="list-style-type: none"> <li>• All above indicated personnel (<i>presented in large Italics</i>) are responsible for collecting the data, creating the spreadsheets, summarizing the results, and presenting the information to the faculty at the close-out faculty meeting and again at the BOY faculty meeting.</li> <li>• The Title I/SIP Committee (<i>C. Graf, K. Favaloro, B. Lacassagne, D. Matherne, S. Johnson, C. Sharp, S. Accardo, S. Dawsey, A. Pritchard, J. Barnes</i>) will determine the success of the programs to justify spent funds (May 2017) or make recommendations (May or August 2017) for the following year's Title I expenditures which will include programs and personnel. This justification and/or recommendations will be presented to the faculty.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing and copy paper only.</p>
<p><b><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS/FAMILIES</u>?</b></p> <ul style="list-style-type: none"> <li>• The Title I Program Evaluation will be reported to the parents/families via newsletter in August 2017 in the section entitled "Paws from the Principal". This particular article will also be linked to the school's website. The evaluation will also presented to the parents/families at the annual Meet and Greet/Curriculum Night to the parents/families in August 2017. <i>Jeanine Barnes, Principal.</i></li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <input checked="" type="checkbox"/> Other- PTA</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-newsletter printing          -Meet and Greet- PFE materials and supplies.</p>

*Lyon Elementary*  
*PreK-3rd*  
*Jeanine Barnes*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

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***Lyon Elementary***  
***PreK-3rd***  
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**2016-2017**

**DISTRICT ASSURANCES**

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.
  
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
  
- I hereby certify that this plan has all of the following components:
  - Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
    - Data Triangulation
    - Data Comprehensive Needs Assessment Summary Report
  - Goals and measurable objectives
  - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Professional development components aligned with assessed needs
  - Plans for transitioning preschool children to local elementary school programs
  - Family and community engagement activities aligned with assessed needs
  - Evaluation strategies that include methods to measure progress of implementation
  - Coordination of fiscal resources and analysis of school budget
  - An action plan with timelines and specific activities for implementing the above criteria
  
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, School Improvement Team

\_\_\_\_\_  
Date

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