

**2019-2020  
SCHOOL IMPROVEMENT PLAN**

**Lyon Elementary**



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

**1. COMPREHENSIVE NEEDS ASSESSMENT**

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

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
Kindergarten consistently has the lowest percentage of At Risk students and the highest percentage of Benchmark students, according to DIBELS Trend Data from spring 2013 - 2019.	According to DIBELS Trend Data from spring 2014 to 2019, First Grade has the highest percentage of At Risk students and the lowest percentage of Benchmark students. However, the percent of At Risk students from fall to spring has declined from 12% in spring 2017 to 4% in spring 2019. The percentage of Benchmark students from fall to spring has increased from a negative 7% in spring 2018 to a positive 1% in spring 2019.
The school assessment index scores increased from 69.5 points in 2016 to 79.3 points in 2017, and to 82.2 points in 2018.	Despite an upward trend from 2016 to 2018, the school assessment index score decreased from 82.2 points in 2018 to 80.7 points in 2019.
Despite a slight decrease in 2019, the Assessment Index in ELA has increased 18.9 points and Math has increased 9 points from 2016 to 2019.	Despite only a 0.3 point decrease in 2019, the Assessment Index in Social Studies has decreased 6.4 points from 2017 to 2019.
According to the CLASS 2019 Pre-K Data, Emotional Support scored 6.6 points and classroom organization scored 6.43 points on the scoring rubric which is in the excellent range.	According to the CLASS 2019 Pre-K Data, Instructional Support scored 4.37 points on the scoring rubric which is the proficient range, thereby lowering the overall average CLASS score to highly proficient as opposed to excellent.
The highest index score is math in 2018 (88.5 points) and 2019 (85.9 points), according to SPS Subject Area Index.	Social Studies index points decreased only 0.3 points from 2018 to 2019 however it is the lowest subject index score. Despite math being our highest index score for 2018 and 2019, the index score decreased 2.7 points from 2018 to 2019 and all subcategories showed a decrease in percent proficient, according to SPS Subject Area Index. The subcategories of Writing Performance were the lowest percent proficient with 28% in Written Expression and 34% in Knowledge and Use of Language Conventions according to the SPS Subject Area Index.
Index Area Scores: In ELA, SWD grew 16.4 pts. from 2017 to 2019. In Math, EL grew 29.1 pts. from 2016 to 2019. In S.S., White grew 4.2 pts. from 2017 to 2019. In Sci., EL grew 19.4 pts. from 2016 to 2019. In Sci., SWD grew 20.7 pts. from 2016 to 2019.	Index Area Scores: In ELA, Hispanic decreased 16.9 pts. from 2018 to 2019 and EL dec. 36.8 pts. from 2018 - 2019. In Math SWD dec.10.5 pts. from 2018 - 2019. In Science, Black dec. 9.7 from 2016 - 2019. In S. S., EL dec. 24.6 pts. from 2017 - 2019, Hispanic dec. 32.6 pts. from 2017 - 2019, ED dec. 8.8 pts. from 2017 - 2019.

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<p>Index Area Trends: In ELA, SWD grew 16.4 pts. from 2017 to 2019. In Math, EL grew 29.1 pts. from 2016 to 2019. In S.S., White grew 4.2 pts. from 2017 to 2019. In Sci., EL grew 19.4 pts. from 2016 to 2019. In Sci., SWD grew 20.7 pts. from 2016 to 2019.</p>	<p>Index Area Trends: In ELA, Hispanic decreased 16.9 pts. from 2018 to 2019 and EL dec. 36.8 pts. from 2018 - 2019. In Math SWD dec.10.5 pts. from 2018 - 2019. In Science, Black dec. 9.7 from 2016 - 2019. In S. S., EL dec. 24.6 pts. from 2017 - 2019, Hispanic dec. 32.6 pts. from 2017 - 2019, ED dec. 8.8 pts. from 2017 - 2019</p>
<p>Official subgroups of strengths according to subgroup SPS scores are Whole School (80.7 points) and White (92.9 points)</p>	<p>Official subgroups of weakness according to subgroup SPS scores are LEP (49.4 points) and Hispanic (59.8 points)</p>
<p>Subject Level Index: White subgroup is the highest in every subject every year from 2016 - 2019, according to subgroup index data.</p>	<p>Subject Level Index: English Learners are the lowest subgroup in ELA in 2016 (17.6pts), 2017 (25.5pts), 2018 (65.0pts), and 2019 (28.2pts). EL is the lowest subgroup in Social Studies in 2018 (39 pts) and 2019 (23.6 pts). The Black subgroup was the lowest subgroup in math in 2018 (75.3) and 2019 (74.4pts), according to subgroup index data.</p>
<p><b>DATA SOURCES:</b> School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <b><i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i></b></li> <li>• <b><i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></b></li> <li>• <b><i>Must Include at Least 1 Subgroup Goal</i></b></li> </ul>	
<p>1. Third grade students will increase their math assessment index score by 5% from 85.9 points to 90.2 points from Spring 2019 to Spring 2020 according to the LEAP 2025.</p>	
<p>2. Third grade students will increase the percent proficient in the ELA subcategories of Written Expression from 28% in Spring 2019 to 35% in Spring 2020 and Knowledge and Use of Language Conventions from 34% in Spring 2019 to 42.5% in Spring 2020 according to LEAP 2025.</p>	
<p>3. Third grade EL subgroup will increase their index score by 10% in ELA from 28.2 points to 31.0 points and in Social Studies from 23.6 points to 26.0 points from Spring 2019 to Spring 2020 according to LEAP 2025. Third grade Hispanic subgroup will increase their index score by 10% in ELA from 55.5 points to 61 points and in Social Studies from 58.2 points to 64 points from Spring 2019 to Spring 2020 according to LEAP 2025.</p>	
<p>4.</p>	
<p>5.</p>	

**2. PARENT AND FAMILY ENGAGEMENT**

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• PTA Board Meeting in Winter 2019 – The SIP will be shared with the parents at the board meeting and feedback will be obtained prior to submission.</li> <li>• Quarterly Parent/Family Engagement Committee Meetings: 8/2019, 11/2019, 2/2020, 4/2020 – 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.</li> <li>• Parent Meeting to review and give input on SIP draft, November 2019</li> <li>• Volunteer in SOAR program 2019-2020 – Parents and community members help implement the SIP goals during SOAR.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Instructional materials and supplies to support PFE activities and meetings;  refreshments</p>	<p><b>Effectiveness Measure:</b> Title I Parent Survey (Questions 1-5)</p> <hr/> <p><b>Effectiveness Results:</b> <i>Having quarterly family engagement committees needs to be more purposeful for next year. We do not think a PTA meeting is the best place to have parents look at the SIP due to low attendance. We should tie the SIP conversations into Open House and/or Meet and Greet night.</i></p> <p><i>SOAR program is doing well and thriving! We got through most of the year with SOAR as it typically ends right before state</i></p>

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<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• “Ticket Out the Door” evaluations of Parent/Family Engagement Activities: 10/2019, 11/2019, 3/2020, 4/2020 – Evaluations are reviewed by the PFE committee and feedback is considered to plan future PFE activities.</li> <li>• Parent/Family Title I Survey in Spring 2020, completed via online or paper copy.</li> </ul>				<p><i>testing begins so we do not plan to make any changes for that next year.</i></p> <p><i>Tickets out the door have not been effective – we need to be more purposeful with them and provide an incentive if they are returned. Lyon Bucks, special table at lunch, etc. We can “hype” them up with the students before and during the event.</i></p> <p><i>The parent survey was not completed this year due to COVID-19.</i></p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• SAT Meetings – Parent and caregivers meet with school representatives to plan for their child’s academic and/or behavior improvement.</li> <li>• IEP Meetings- Parents attend IEP meetings and are involved in making decisions about their child’s individualized education</li> <li>• Documented Parent/Family Conferences</li> <li>• Parent/Family Committee Meeting Input</li> <li>• Community SOAR Mentor Feedback</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Ink and paper for printing; printed and distributed forms, Color Printer</p>	<p><b>Effectiveness Measure:</b> Title 1 Parent Survey (Questions 6-8)</p> <hr/> <p><b>Effectiveness Results:</b> <i>SAT meetings were held every Thursday and we typically saw anywhere from 5-8 students.</i></p> <p><i>We will continue the use of documented parent/family conferences that are carbon copies and kept in the teacher workroom.</i></p>

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				<p>We were unable to get Community SOAR feedback due to school closing, however we received a lot of positive press about the program from the VOA on social media. Data also shows that the program is effective with all students demonstrating growth.</p> <p>The parent survey was not completed this year due to COVID-19.</p>
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Community SOAR Mentor Feedback Title I Plan/School-Wide Data posted on campus – data is displayed in multiple locations on campus in an easy to understand format for parents to see when they are on campus.</li> <li>• Weekly Cub Roars, sent home on Thursdays – Parents will receive important papers and communication in the cub roars.</li> <li>• RoboCalls as needed (average 1x a week) – Important school information is communicated through RoboCalls.</li> <li>• Quarterly Newsletters are used to communicate school events and upcoming events</li> <li>• Teacher phone calls – documented in journals to communicate the progress of the student and share strategies that may be helpful</li> <li>• Teacher Conferences – documented on forms/filed</li> <li>• Teacher Weekly Newsletters – includes information about classroom curriculum and important dates for parents</li> <li>• JPams Student Progress Center</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Newsletter, and flyer printing; webmaster stipend Daily Take Home Folder Items: Binders, Sheet protectors, Folders; Cub Roar signature page; conference forms</p>	<p><b>Effectiveness Measure:</b> Title I Parent Survey (Questions 9-10) (Questions 13-14)</p> <hr/> <p><b>Effectiveness Results:</b> Weekly Cub Roars are still in place and will continue for next year. They are an effective home to school communication tool. Weekly newsletters for each class are also sent home.</p> <p>Data for SOAR was not displayed in multiple places throughout the campus for parents to see. We will work with the SOAR Title I Para to discuss format and placement.</p>

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<ul style="list-style-type: none"> <li>• PFE video on school home page to explain ESSA</li> <li>• English Learners Newsletters are sent home to parents of English Learners monthly</li> </ul>				<p><i>We will begin putting the teacher newsletter on their websites (started during COVID-19 closure). Teacher conferences will continue as well as weekly updates of JPAMS with student grades. Robocalls have been an effective communication tool however, it would be nice to have a translator for each call to send to our LEP students.</i></p> <p><i>The parent survey was not completed this year due to COVID-19.</i></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>• Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> <i>(Title VI of the Civil Rights Act of 1964)</i></li> <li>• Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>• Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>• Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Printed forms and surveys</p>	<p><b>Effectiveness Measure:</b> Title 1 Parent Survey (Questions 11-12)</p> <hr/> <p><b>Effectiveness Results:</b> <i>Our EL teacher went above and beyond to ensure her students needs were met. She worked directly with teachers and EL coordinators at central office to effectively communicate with our LEP population.</i></p>

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<p>Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</p>				<p><i>We do need a translated student handbook. The state should also provide translated discipline forms. We as a school need to translate our minor infraction form. Weekly newsletters are another item we need to work on as well. We would like to look into software for this if that is possible as this is something that needs attention.</i></p> <p><i>The parent survey was not completed this year due to COVID-19.</i></p>
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*Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child’s progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.*

*In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.*

Parent Family Engagement Activity 1:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<p><u>Meet and Greet/Curriculum Info Night- August 2019</u></p> <ul style="list-style-type: none"> <li>Curriculum overview and state grade level standards</li> <li>JPams Student Progress Center</li> <li>Positive Behavior Intervention Support plans</li> <li>EL Teacher greet parents of English Learners and available to answer questions</li> </ul>	1,2,3	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	Presentation supplies	<p>Attendance Rate</p> <hr/> <p><b>Effectiveness Results:</b>  <i>This is always well attended, even more than Open House. This is more of a Meet &amp; Greet and not really much curriculum is involved. We would like to explore doing more with curriculum this year at Meet &amp; Greet and possibly do JPAMS sign-on/info session this night.</i></p> <p><i>-249 parents attended -111 returned surveys</i></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <p><u>Dibels and Donuts- October 2019:</u></p> <ul style="list-style-type: none"> <li>Learning to read and interpret the scores</li> <li>Improving student literacy strategies and activities for home use</li> </ul>	2,3	<p>Budgets 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"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	Instructional handouts; refreshments; flyers and agendas	<p>Effectiveness Measure: Exit Ticket Attendance Rate</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<b>Effectiveness Results:</b> <i>Due to lack of attendance in years past, this PFE was done virtually this year. Forms were sent home to each student/parent. Copies of each grade level form are on file. Due to low rate of attendance DIBELS and Doughnuts will be changed to Literacy and Technology and include DIBELS, JPAMS and MOODLE in an effort to increase participation.</i>
<p><b>Parent Family Engagement Activity 3:</b></p> <p><u>Lyon Lagniappe (Math and ELA Family Night)-November 2019</u></p> <ul style="list-style-type: none"> <li>Promotes technology</li> <li>Teaching math and ELA activities to enhance learning at home</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> PFE instructional/literacy night materials: sentence strips, tape, balloons, cardstock, classic crayons, Color printer; Materials and supplies to support PFE activities and refreshments; flyers, agendas, and school maps for events</p>	<p><b>Effectiveness Measure:</b> Exit Ticket Attendance Rate</p> <hr/> <p><b>Effectiveness Results:</b>  <i>-330 people in attendance          -34 surveys returned  <b>Survey Results</b>          -longer time for activities          -add family games          -rewards for activities completed so students don't just walk around          -more activities older kids</i></p> <p><i>Number of surveys received in comparison to the number in attendance is very low. We should offer a "reward" for completing the</i></p>

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				<p>survey. We could use the survey as entry to the cafeteria where the pizzas are served.</p> <p>Exit tickets indicated the event was well received and beneficial. The event will be held again next year.</p>
<p><b>Parent Family Engagement Activity 4:</b></p> <p><u>Social Studies Day March 2020</u></p> <ul style="list-style-type: none"> <li>• Teach history, geography, civics and economics as related to Louisiana</li> <li>• Hands on Activities will be used so parents have a better understanding of the standard</li> <li>• Grade level times are staggered so that parents can visit more than one grade level if needed</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Materials and supplies needed to support PFE activities; flyers and agendas</p>	<p><b>Effectiveness Measure:</b> Exit Ticket Attendance Rate</p> <p><b>Effectiveness Results:</b> -107 parents attended -36 surveys returned <b>Survey Results</b> -all positive responses</p> <p>Exit tickets indicated that the event was successful and that the parents found it highly informative. This event will be held again next year.</p> <p>We need an incentive for turning in survey results. Can we do dress down passes for students? They LOVE to be out of uniform.</p>

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<p><b>Parent Family Engagement Activity 5:</b></p> <p><u>“What Happens Next Year?” – April 2020</u></p> <ul style="list-style-type: none"> <li>• Parents learn first, second, and third grade academic and behavior expectations</li> <li>• Focus on what ELA and Math standards look like in each grade</li> <li>• Parents can visit classrooms to observe expectations for the next grade level.</li> <li>• Grade level times are staggered so that parents can visit more than one grade level if needed</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Materials and supplies needed to support PFE activities and refreshments; flyers and agendas</p>	<p><b>Effectiveness Measure:</b> Exit Ticket Attendance Rate</p> <hr/> <p><b>Effectiveness Results:</b> <i>This event was not held due to COVID-19 and school closings. This was to be the first time for this event, therefor it will be held next year.</i></p>
<p><b>Parent Family Engagement Activity 6:</b></p> <p><u>Parent Testing Forum- April 2019</u></p> <ul style="list-style-type: none"> <li>• Second and third grade parents learn the design and expectations of the LEAP 2025 Test for third grade</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Materials and supplies to support PFE activities and refreshments; flyers and agendas</p>	<p><b>Effectiveness Measure:</b> Exit Ticket Attendance Rate</p> <hr/> <p><b>Effectiveness Results:</b> <i>This event was not held due to COVID-19 and school closings. This event is deemed valuable and will be continued next year. However, due to low attendance in the past years an incentive/motivation such as a chorus performance will be planned in conjunction with this event to increase attendance.</i></p>

### 3. SCHOOLWIDE PLAN STRATEGIES

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

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

### Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <p><u>ELA</u></p> <ul style="list-style-type: none"> <li>• <b>GuideBooks 3.0</b> (3<sup>rd</sup> grade) Four Units: Louisiana Purchase; Because of Winn Dixie, Cajun Folktales, Stories Julian Tells</li> <li>• <b>ReadyGen</b> (K-2<sup>nd</sup> grade)</li> <li>• <b>RAPS</b> – Writing acronym to teach students to Restate, Answer, Prove, and Sum up the question</li> <li>• <b>3 Certified Tutors</b> – 30 minutes of core support in reading instruction for grades K-3<sup>rd</sup> placed in classrooms with the highest numbers of EL and SWD 4 days a week</li> <li>• IRLA Foundational Skills Toolkit- K, 1<sup>st</sup> and 2<sup>nd</sup> grade, Resource and EL Teachers</li> <li>• IRLA Leveled Libraries K, 1<sup>st</sup> &amp; 2<sup>nd</sup> grade</li> </ul> <p><u>Math</u></p> <ul style="list-style-type: none"> <li>• <b>Eureka Math Problem Solving Strategies</b> for grade K</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>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"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> MobyMax site license, World Book Online license</p> <p>Zearn site license, support workbooks and headphones for computer, Chromebooks, Ipad cases</p>	<p><b>Effectiveness Measure:</b> Curriculum Assessments, Leap 360, LEAP 2025, DRDP, CLASS, SLTs</p> <hr/> <p><b>Effectiveness Results:</b> State Assessment was not given this year due to COVID-19 and school closings.</p> <p>-53% of 3<sup>rd</sup> graders were at or above benchmark at MOY</p>

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<ul style="list-style-type: none"> <li>• <b>Zearn</b> for grades 1-3</li> </ul> <p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> grade teachers mimic LEAP 2025 assessment questions to plan modeled lessons that increase knowledge of primary sources</li> <li>• K-2<sup>nd</sup> Focus on standards that are most aligned to LEAP 2025</li> <li>• Title I <b>Paraprofessional</b> pushes into library for K through 3<sup>rd</sup> grade for social studies instruction</li> <li>• SS standards woven into ELA Block</li> </ul> <p><b><u>All Subject Areas</u></b></p> <ul style="list-style-type: none"> <li>• <b>Guaranteed Curriculum-</b> Scope and Sequence and Resources</li> <li>• <b>World Book On-line:</b> teacher reference website for all subject areas</li> <li>• <b>Moby Max-</b> website for grades K – 3 for all subjects; utilized in computer lab and used as a classroom computer station</li> <li>• <b>Curriculum Based Stations</b></li> </ul>			<p>Epson interactive pens for student engagement</p> <p>Replacement hard drives for specific computers.</p> <p>Epson bulbs for projectors</p> <p>USB cords; Surge Protectors for classroom technology supports</p> <p>Headphones for listening stations</p> <p>CD Players for listening stations and curricular support</p> <p>Broadcast Camcorder- student written/led daily broadcasts</p> <p>Classroom projectors</p> <p>IRLA: American Reading Company</p>	<p>-41% of 2<sup>nd</sup> graders were at or above benchmark at MOY</p> <p>-51% of 1<sup>st</sup> graders were at or above benchmark at MOY</p> <p>-69% of kinder were at or above benchmark at MOY</p> <p>We need to have our certified tutors push in to the classroom instead of pulling students out. We will look to make this change for next school year.</p>
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			<p>Leveled Libraries and Toolkits</p>	
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• DIBELS Next – The DIBELS assessment is given 3 times a year to students in K-2. It tests areas that are predictors of reading success to determine if students are on track to learn to read. Data is analyzed by the Title I Interventionist and the teachers during PLCs to determine who needs further instruction in those areas. Third grade students will be tested in DIBELS Next and DAZE twice a year.</li> <li>• 2019 LEAP 2025 – This is the state required assessment that is given in the spring to all 3<sup>rd</sup> grade students. Data from this assessment is analyzed by the teachers and administration to determine areas of weakness in the curriculum and how to address those areas.</li> <li>• LEAP 360 – 3<sup>rd</sup> grade Diagnostic given in the beginning of the year and Interim given in middle of the year is used to guide instruction to prepare for LEAP 2025 (Diagnostic results are analyzed by 2<sup>nd</sup> grade teachers so strengths and weaknesses can be identified)</li> <li>• SLT Readiness Assessment – These are district created assessments that are given to measure if students mastered standards in the previous and current school year. They are given to first and second grade students at the beginning of the school year and end of the year. The data is analyzed by the teacher and administration to set end of the year goals.</li> <li>• DRDP – This is the kindergarten required assessment that is conducted two times a year – beginning and end of the school year. It is an observational checklist that the teachers use to drive their instruction.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> DIBELS licenses;  Subs for DIBELS testing; listed assessments; Interventionist</p>	<p><b>Effectiveness Measure:</b> Reflection</p> <hr/> <p><b>Effectiveness Results:</b> <i>Academic assessments are essential to improve instruction. Teachers are able to reflect on the results from these assessments and determine any changes they need to make in instruction. Teachers analyzed DIBELS, SLT, and Benchmark assessment results during PLCs. They used that data to guide instruction for their students.</i></p>

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<ul style="list-style-type: none"> <li>• TS GOLD – This is the early childhood required assessment that is conducted quarterly and entered into a state reporting database. The teachers use it to drive their instruction and assess their early childhood expectations.</li> <li>• Silvaroli- Assessment given to struggling readers to determine reading levels</li> <li>• Grade Level Common Assessments – assessments developed by the teachers to assess standards being taught in the classroom- Data from the assessments is analyzed during PLCs to:             <ul style="list-style-type: none"> <li>○ Determine if any instructional changes need to be made</li> <li>○ Determine if the assessments are a true reflection of the performance level of students</li> <li>○ Identify patterns that may indicate strengths and weaknesses across grade level and individual classrooms</li> </ul> </li> <li>• Benchmark – This is a district designed assessment that is given in the middle of the year to students in K-2<sup>nd</sup> grade to determine if they have mastered the standards taught in the first half of the year. The teachers and Instructional Coach will analyze the data at PLC to determine if any standards that need to be retaught.</li> </ul>				
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Scaffolded Lessons</li> <li>• Diverse Learners guide used to scaffold Guidebook Lessons</li> <li>• Inclusion model in K-3, co-teaching in third grade</li> <li>• Special education teachers provide resource minutes as needed to cover the curriculum in a smaller group setting</li> <li>• Paraprofessionals provide support and assistance in the regular education setting as indicated on IEPs</li> <li>• State LEAP connectors</li> <li>• Adaptive novels</li> <li>• SLOSSAN – This is a quick reading assessment which is one indication of a special education student’s reading level.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> </ul>	<p><b>Items Needed:</b> Color printer in sped department for SWD task cards, IRLA kits, social stories, and other accommodations</p>	<p><b>Effectiveness Measure:</b> Reflection; State Assessment</p> <hr/> <p><b>Effectiveness Results:</b> <i>State Assessment was not given this year due to COVID-19 and school closings.</i></p>



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<ul style="list-style-type: none"> <li>• IRLA Foundational Skills Toolkit</li> <li>• Silvaroli- Assessment given to struggling readers to determine reading levels</li> <li>• DP3 Assessment</li> </ul>		<input type="checkbox"/> Other		<p><i>There was increased collaboration between Sped and Regular Ed teachers both during PLC and other planning times in order to achieve rigorous assessments with individualized accommodations which still accurately measured the standards. We will continue this for next year.</i></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> <li>• IRLA Foundational Skills Toolkit</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• ELPT Assessment – This is the English Language proficiency test that EL students take once a year to determine the student’s progress in acquiring academic English. This data is analyzed by the EL teacher to determine what services the EL students will receive.</li> <li>• All EL students are supported in the classroom by either the EL paras for 30-45 minutes each day, or the EL teacher</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> EL instructional materials, IRLA toolkit</p>	<p><b>Effectiveness Measure:</b> Reflection; State Assessment</p> <hr/> <p><b>Effectiveness Results:</b> <i>Our EL Teacher did an amazing job this year to ensure her students’ needs were met and that effective communication took place for her parents. She scheduled a parent event for her kindergarten families (largest group of EL students) and it was extremely successful with a 90% attendance rate (21/24 families in attendance).</i></p> <p><i>There was increased collaboration between the EL teacher, paras, and</i></p>

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<ul style="list-style-type: none"> <li>• EL teacher will work directly with third grade students in classrooms on reading and writing curriculum.</li> <li>• EL teacher scaffolds the curriculum to fit the needs of the students, guides paras in scaffolding, and ensures accommodations are provided</li> <li>• EL students are placed on classroom rosters by grouping similar proficiency levels together</li> </ul>				<p><i>Regular Ed teachers during both PLC and other planning times in order to achieve rigorous assessments with individualized accommodations, which still accurately measured the standards.</i></p> <p><b>ELTP Results</b></p> <p><b>1<sup>st</sup> grade</b></p> <ul style="list-style-type: none"> <li>- 43% exceeded goals</li> <li>-43% meet goals</li> <li>-14% no growth</li> </ul> <p><b>2<sup>nd</sup> grade</b></p> <ul style="list-style-type: none"> <li>- 14% exceeded goals</li> <li>-43% meet goals</li> <li>-43% no growth</li> </ul> <p><b>3<sup>rd</sup> grade</b></p> <ul style="list-style-type: none"> <li>-10% exceeded goals</li> <li>-45% meet goals</li> <li>-45% no growth</li> </ul> <p>11 students exited EL</p>
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## Interventions for At-Risk Students

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• DIBELS Benchmark Assessment 3x year –             <ul style="list-style-type: none"> <li>○ Well below or below benchmark composite score at beginning or middle of the year will be placed in appropriate reading intervention – BURST intervention, Project READ, Fast Forward, IRLA, Reading Assistant</li> <li>○ 2<sup>nd</sup> grade benchmark students are included in the SOAR program</li> </ul> </li> <li>• Classroom Performance including grades and fluency assessments are analyzed when there is a need to further investigate in order to determine the appropriate intervention</li> <li>• DIBELS progress monitoring – students that are below benchmark in DIBELS will be assessed in their area of weakness every 10 days</li> <li>• The Interventionist makes sure all interventions, including the SOAR program, are being done with fidelity and makes changes as needed.</li> </ul>	<p><b>Goal(s):</b> 2,3</p>	<p><b>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"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input checked="" type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> DIBELS data, ELPT data, IRLA Toolkit Interventionist, EL teacher and paras</p>	<p><b>Effectiveness Measure:</b> Reflection DIBELS and Intervention data SLT data</p> <hr/> <p><b>Effectiveness Results:</b> <i>Administering the assessments is taken very seriously. We analyze the DIBELS benchmark and pm data consistently through PLCs in grades K-3. We adjust who needs to be in the different intervention programs based on their DIBELS scores. We also need to ensure that teachers are doing the interventions during the intervention time with fidelity.</i></p> <p><i>-53% of 3<sup>rd</sup> graders were at or above benchmark at MOY -41% of 2<sup>nd</sup> graders were at or above benchmark at MOY -51% of 1<sup>st</sup> graders were at or above benchmark at MOY -69% of kinder were at or above benchmark at MOY</i></p>
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<p><b>Opportunities and Interventions for Students in Need:</b> Each teacher has a 30-minute Intervention block, 4 days a week in which every student receives either a remediation or an acceleration</p> <p>The following are used for remediation:</p> <ul style="list-style-type: none"> <li>• <b>Burst-</b> scripted lessons targeting students’ areas of weakness including phonemic awareness, letter sound knowledge, blending, vocabulary, reading fluency, and comprehension. Interventions are conducted by two certified tutors, a paraprofessional, and classroom teachers four days a week for thirty minutes each session.</li> <li>• <b>Project READ</b> – multisensory approach to teaching phonics taught to select students. The 3<sup>rd</sup> grade special education teacher, the Interventionist, or the EL teacher teach Project Read to students who have not shown growth in BURST. It is taught for 25-30 minutes 4 times a week. EL students receive the intervention for 30-40 minutes 5 times a week</li> <li>• <b>IRLA</b> - Intervention provided 4 times a week by the EL teacher for 3<sup>rd</sup> grade students.</li> </ul>	<p><b>Goal(s):</b> 2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Burst licenses  Ipad for BURST  FastForward licenses</p>	<p><b>Effectiveness Measure:</b> DIBELS Effectiveness Chart BURST Progress Monitoring IRLA data</p> <hr/> <p><b>Effectiveness Results:</b></p> <p><b><u>BURST</u></b> -School Wide 61% growth -Kinder 88.6 % growth -1<sup>st</sup> 38.7% growth - 2<sup>nd</sup> 52% growth</p> <p><b><u>Project Read (EL)</u></b> -School Wide 50% growth -1<sup>st</sup> 55.6% growth - 2<sup>nd</sup> 42.9% growth</p> <p><b><u>Fast Forward</u></b> -School Wide 66.7% growth -Kinder 100% growth -1<sup>st</sup> grade 66.7%% growth - 3<sup>rd</sup> grade 100% growth</p> <p><b><u>Reading Assistant</u></b> -School Wide 40% growth -2nd grade 0% growth - 3rd grade 50% growth</p> <p><i>Due to school closing from COVID-19, effectiveness is measure from BOY to MOY. We consider Burst to be an effective intervention and will continue Burst next year. We do need to analyze more</i></p>
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				<p><i>in depth first grade DIBELS data to determine why that grade level growth is so low.</i></p> <p><i>We consider IRLA to be an effective intervention and will continue it next year and with a full year of implementation, we expect that it will improve core instruction.</i></p> <p><i>Our 1<sup>st</sup> grade teachers feel that the removal of T-1 has negatively impacted their students this year. We will need to adjust our pacing to ensure that all learning gaps are addressed when we return to school.</i></p>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• TAT- (Teacher Assistance Team)- Teacher sets up meeting with TAT team over concerned students             <ul style="list-style-type: none"> <li>○ Team includes Instructional Coach and Interventionist</li> <li>○ All data is reviewed</li> <li>○ A skill is targeted and a specific intervention activity is given to be implemented for a short period of time</li> <li>○ At-follow up meeting, it is determined if student needs to be referred to SAT</li> </ul> </li> <li>• SAT (Student Assistance Team) every Thursday: principal, Instructional Coach, SAT chair, pupil appraisal, classroom teachers, and parents             <ul style="list-style-type: none"> <li>○ Discuss students and any learning or behavioral concerns effecting performance</li> </ul> </li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> SAT forms</p>	<p><b>Effectiveness Measure:</b> Reflection- SAT team and parent discuss student performance and determine more effective Tier II interventions followed by data tracking</p> <hr/> <p><b>Effectiveness Results:</b> <i>66 students were referred to the SAT process. Of that number, 10 were dismissed from the SAT process; 21 were turned in for evaluation; and 21 are continuing the SAT process. We had 11 turned in for 504 evaluations.</i></p>

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<ul style="list-style-type: none"> <li>Review data to decide if the student will be submitted for a full SpEd evaluation</li> </ul>				<p>The number of students continuing the SAT process is higher than years past due to early school closures from COVID -19.</p>
<p><b>Interventions Specific to Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>Fast ForWord – an evidenced based language and reading intervention program used for select special education students in 3<sup>rd</sup> grade and done by the Special Education teacher and implemented four days a week for 30 minutes a day.</li> <li>Project Read for 3<sup>rd</sup> grade students only, done by the resource teacher and implemented 4 days a week for 30 minutes a day</li> <li>IRLA Foundational Skills for 3<sup>rd</sup> grade students only, done by a certified tutor and implemented 4 days a week for 30 minutes a day</li> <li>SWD have the opportunity to receive the same Interventions as all other students and the Intervention will be selected based on data</li> </ul>	<p><b>Goal(s):</b> 2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Fast Forward licenses</li> <li>Student computers</li> <li>Certified tutor</li> <li>IRLA Toolkits</li> <li>Project Read materials</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Fast ForWord data</li> <li>IRLA data</li> <li>Project Read data</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p> <p><b>Fast Forward</b> For the 3rd grade SWD, 16 students participated in Fast Forward intervention. There was an average growth of 87.5%.</p> <p>We will continue to utilize Fast Forward with our 3rd grade SWD population.</p> <p><b>IRLA</b> - 85.7% average growth</p> <p>We will continue to utilize IRLA as an intervention with our 3rd grade SWD population.</p>

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<p><b>Interventions Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• Fast ForWord – an evidenced based language and reading intervention program used for select EL students in grades 1<sup>st</sup>- 3<sup>rd</sup> and done by the EL teacher and implemented 5 days a week for 30 minutes a day.</li> <li>• EL students have the opportunity to receive the same Interventions as all other students and the Intervention will be selected based on data Project Read for 3<sup>rd</sup> grade students only, done by the resource teacher and implemented 4 days a week for 30 minutes a day</li> <li>• Project Read for 1<sup>st</sup> - 3<sup>rd</sup> grade students, done by the EL teacher and implemented 5 days a week for 30 minutes a day</li> <li>• IRLA Foundational Skills for 3<sup>rd</sup> grade students only, done by the certified tutor and implemented 4 days a week for 30 minutes a day</li> </ul>	<p><b>Goal(s):</b> 2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input checked="" type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Fast Forward licenses</p> <p>Student computers</p> <p>IRLA Toolkit</p> <p>EL Teacher</p> <p>Project Read materials</p>	<p><b>Effectiveness Measure:</b></p> <p>Fast ForWord data</p> <p>IRLA data</p> <p>Project Read data</p> <hr/> <p><b>Effectiveness Results:</b></p> <p><b><i>Project Read</i></b></p> <p>-School Wide 50% growth</p> <p>-1<sup>st</sup> grade 55.6% growth</p> <p>- 2<sup>nd</sup> grade 42.9% growth</p> <p><b><i>Fast Forward</i></b></p> <p>-School Wide 66.7% growth</p> <p>-Kinder 100% growth</p> <p>-1<sup>st</sup> grade 66.7% growth</p> <p>- 3<sup>rd</sup> grade 100% growth</p> <p><i>We plan to continue Project Read and Fast Forward with our EL students next year.</i></p>
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**Support and Extended Learning**

<p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <ul style="list-style-type: none"> <li>• <b>SOAR</b>- 2<sup>nd</sup> grade acceleration done during the Intervention block with students scoring benchmark or above on DIBELS             <ul style="list-style-type: none"> <li>○ Lessons created by SOAR paraprofessional and Instructional Coach</li> <li>○ Comprehension and Vocabulary lessons that use non-fiction texts that include primary sources</li> <li>○ Lessons are led by community members who volunteer their time</li> <li>○ Students receive lessons four days a week for 30 minutes a day</li> </ul> </li> <li>• Gifted Enrichment</li> <li>• Violin Lessons</li> <li>• KIT Tutoring</li> <li>• Occupational Services</li> <li>• Enrichment Teachers for Art, Music, PE, and Library – 30 minutes a day 5 days a week scheduled to encourage grade level planning and collaboration</li> <li>• Extended School Year Program</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>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"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> SOAR instructional materials and personnel;  KIT tutor; ESY Teachers, computer toner</p>	<p><b>Effectiveness Measure:</b> Pre-Post Test Reflection</p> <hr/> <p><b>Effectiveness Results:</b> <b>SOAR</b> - 2<sup>nd</sup> grade 100% - 1<sup>st</sup> grade 100% <i>All of the students in SOAR demonstrated growth. We will continue to implement this program for next year.</i></p> <p><i>Violin lessons, gifted enrichment and our pullouts (art, PE, music &amp; library) will continue to encourage grade level planning and collaboration.</i></p>
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century</li> <li>• Chorus</li> <li>• Field Trips – standard aligned field trips</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Organizational support materials</p>	<p><b>Effectiveness Measure:</b> Reflection 21<sup>st</sup> Century Surveys</p>



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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b>  <i>Chorus had a few out of school performances this year. We need to ensure that the chorus schedule will not negatively impact teacher's duty time/plan time. Field trips were aligned with the standards.</i></p> <p><i>21<sup>st</sup> Century is housed only at Pine View Middle School now and I do not have information on that program at this time. However, a few of our students did attend.</i></p>
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**Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas**

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP)</b> 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.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Mental Health Provider</p>	<p><b>Effectiveness Measure:</b> Reflection MHP Outcome Effectiveness Chart</p> <p><b>Effectiveness Results:</b>  <i>The MHP had 42 students on her caseload this year.</i></p> <p><i>We will continue to utilize our MHP to help students with any behavioral and emotional issues. We will also work more closely with the data to monitor disciplinary action for</i></p>
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				students who are on the MHPs caseload.
<b>Counseling Services:</b> <ul style="list-style-type: none"> <li>Grade Level Counseling Instruction three times yearly</li> <li>Weekly Grade Level School Skills</li> <li>Counselor acts as KIT contact</li> </ul>	<b>Goal(s):</b> 1,2,3	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> School Counselor; KIT supplies, printer toner	<b>Effectiveness Measure:</b> Reflection  <b>Effectiveness Results:</b> <i>The school counselor pushed into classrooms to give instruction. She had also had weekly grade level social skills groups. School counselor also serves as our KIT contact and 504 coordinator. This will continue for next school year.</i>
<b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b>				
<b>Strategies Used to Prevent and Address Problem Behavior:</b> <ul style="list-style-type: none"> <li>PBIS</li> <li>Check In /Check Out tier two intervention</li> <li>ROAR Store /Lyon Bucks</li> <li>PAWS Up Monthly Rewards</li> <li>Terrific Kids</li> </ul>	<b>Goal(s):</b> 1,2,3	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<b>Items Needed:</b> Items for ROAR Store, printing, monthly rewards, certificates, monthly breakfast	<b>Effectiveness Measure:</b> JPAMS reports; Percentage of Suspensions/Expulsions

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<ul style="list-style-type: none"> <li>Classroom Behavior Plans</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other		<p><b>Effectiveness Results:</b>                  20 students were disciplined in 2019-2020. 14 were assigned to Out of school suspension, and 11 were ISS. There were 32 occurrences of discipline, since some students were suspended more than once. The suspension rate for this year was 2.2%. Last year it was 1.44%. The PBIS committee plans to increase social skills instruction in the classroom during the upcoming year to decrease the number of suspensions.</p>
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Lyon Elementary 2019-2020

Strategies for Assisting Students in the Transition from One School to the Next:				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Incoming: Head Start tour and visit upon request</li> <li>• Incoming: Parents/families may schedule visits with the principal.</li> <li>• Incoming: Transition meetings for Special Needs Students</li> <li>• Incoming: New Student School Tour and Visits: August 2019- May 2020 for grade 1-3</li> <li>• Outgoing: Third graders visit and tour Pine View Middle School</li> <li>• Outgoing: Transition meetings for Special Needs students with all feeder schools.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Bus driver salary and benefits, refreshments for Head Start students</p>	<p><b>Effectiveness Measure:</b> Title I Parent Survey (Questions 16 &amp; 17)</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b> <i>The parent survey as not completed this year due to COVID-19.</i></p> <p><i>We did have PK &amp; K orientation. Head Start tour did not occur this year. Any new IEP students did receive a transition meeting. New student school tours and visits did not happen this year that I am aware of. The 3<sup>rd</sup> grade visit to Pine View Middle was cancelled due to school closure. Transition meetings for special needs students were done limitedly and virtually this year as needed.</i></p> <p><i>We need to work on student tours for new students and even look to maybe have 3<sup>rd</sup> grade ambassadors who have good grades and attendance that are available to give student tours when appropriate.</i></p>

## Professional Development

**High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:**

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• Meet cross-grade level 6 – 7 times a year for 90 minutes during the school day for subject area focus</li> <li>• Meet by grade level 6 – 7 times a year for 90 minutes during the school day to review student work and data collection analysis</li> <li>• Facilitated by Teacher Leaders and supported by Instructional Coach</li> <li>• Data driven standards based planning for all subject areas including differentiating instruction for students with disabilities and English Learners</li> <li>• 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 following nine weeks</li> <li>• Interventionist facilitates analysis of DIBELS progress monitoring and Benchmark data</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Substitutes PD binders</p> <p>supporting materials and supplies for teachers</p> <p>computer toner</p>	<p>Teacher Feedback Reflection</p> <hr/> <p><b>Effectiveness Results:</b> <i>After reflecting on PLCs these meetings were used as a time for data analysis(DIBELS pm/SLTs/Benchmarks) and professional development. We need to continue the data analysis portion and focus teacher collaboration on an area of student need.</i></p> <p><i>This year we also “flexed” our PLCS and had 3 different groupings – by grade level, content specific, and vertically aligned (all grade levels). We felt this was successful but only towards the beginning of the year were the vertical conversations effective. The second half of the year we did by grade level only.</i></p>
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<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Compensation will be provided for one day of summer planning with support of Instructional Coach</li> <li>• District IRLA training</li> <li>• District ZEARN training</li> <li>• District Guidebook PD for 3<sup>rd</sup> grade teachers</li> <li>• BOOST monthly PD for new teachers</li> <li>• STAR monthly Special Ed PD after school</li> <li>• LEAD Academy monthly PD for prospective administrators</li> <li>• District Math Content Leader training</li> <li>• School Level Math Content PD twice a year</li> <li>• Summer Institute- June 2020</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Stipends; B days</p>	<p><b>Effectiveness Measure:</b> Teacher Feedback Reflection</p> <hr/> <p><b>Effectiveness Results:</b> <i>Two teachers attended the Eureka/Zearn content leader training during the summer of 2019. The teachers redelivered essential math instruction to grades K-2 during August PD days. It was beneficial to all in attendance and many misconceptions were clarified.</i></p> <p><i>Math Content Modules One and Two gave teachers a great foundation and focus on the importance of the Louisiana Students Standards for Math. Even though the Eureka Curriculum is not new to our school, teachers feel that an in depth study of the curriculum and math standards are needed as we have done for ELA in past years.</i></p> <p><i>All math teachers attended the district Zearn training</i></p>
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				<p>summer 2019. They also recently completed the math EUREKA training late spring 2020.</p> <p>Collaborative Planning Sessions were utilized to create read aloud, cold read and writing assessments. Collaboration guaranteed all teachers in each grade level continued to give the same assessments and weighted the grades equally in each classroom.</p>
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**Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:**

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Resident Teachers from local universities are placed in schools throughout the district.
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

**Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:**

Career and Technical Education Programs:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> <li>•</li> </ul>		<input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4		





## Lyon Elementary 2019-2020

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

### Headstart Preschool Programs:

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

## 4. Regular Monitoring and SIP Revision

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

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

- PLCs are used to analyze data and monitor programs/strategies that are outlined in the SIP 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 PIC's also 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 Improvement Plan.

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

- The SIP committee will meet at the end of the year to complete the effectiveness results and reflections in order to plan for the upcoming school year.

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

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- The principal presents the evaluation results of the previous school year at Open House and the October Professional Development Day.

**2019-2020 Committee Members**

**School Improvement Planning Committee**

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

**Members Include:**

- Principal: Jeanine Barnes
- Teacher: Diane Matherne
- Teacher: Samantha Anderson
- Teacher: Beth Lacassagne
- Parent/Family: Jessica Krupp
- Parent/Family: Mallory Pell

**Parent/Family Engagement Committee**

**Responsible for the Implementation of the PFE Activities in the SIP**

**Members Include: *Same as SIP Committee***

- Principal: Jeanine Barnes
- Teacher: Diane Matherne
- Teacher: Samantha Anderson
- Teacher: Beth Lacassagne
- Parent/Family: Jessica Krupp
- Parent/Family: Mallory Pell