

The background features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular with a central eagle with wings spread, perched on a globe. The text "STATE OF LOUISIANA" is at the top, "DEPARTMENT OF EDUCATION" is at the bottom, and "CONFIDENCE" is written across the eagle's chest. Two stars are positioned on either side of the eagle.

# **School Improvement Plan Lyon Elementary School St. Tammany Parish School System**

**Lyon Elementary School  
Prekindergarten-3<sup>rd</sup> grade  
1615 North Florida Avenue  
Covington, LA 70433**

**Jeanine Barnes  
(985)892-0869  
[jeanine.barnes@stpsb.org](mailto:jeanine.barnes@stpsb.org)**

***December 10, 2010***

## DATA COMPREHENSIVE NEEDS ASSESSMENT & DATA TRIANGULATION: SUMMARY REPORT

### Data Triangulation – Strengths & Contributing Factors to Strengths

**Part I:** Strengths should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

STRENGTHS	RANK ORDER	DATA SOURCE (250 Characters)
Increased Performance in ELA	1	iLEAP CRT, iLEAP NRT, Intervention Post-tests ( Voyager, Fast Forward, Reading Coach)
Strong PBS program: increased student attendance- decreased discipline referrals	2	Attendance Index, 2010 Data Analysis, Title I Survey
Increased School/Community Partnerships	3	Title I Parent Spring Survey, NNPS, Family Involvement Sign-ins

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified strengths; see “Tools for Success,” SIP Rubric, Pages 74-76.

<b>Contributing Factor 1</b>		Increased Performance in ELA	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	76% of 3 <sup>rd</sup> graders scored basic or above	School Performance Report	Cognitive
2.	All subgroups increased from '09 to '10	iLEAP CRT Data	Cognitive
3.	8.9 point growth in four years	CRT Index	Cognitive
4.	15.1% average growth since 2008 in Language	NRT Index	Cognitive

<b>Contributing Factor 2</b>		Strong PBS program: increased student attendance- decreased discipline referrals	
<b>Domain/Subdomain</b> (Choose One Only)		120 Climate: Discipline/Positive Behavior ---	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Attendance index has increased on average 6.7 pts/year the last 2 years	Attendance Index	Behavioral
2.	Suspension rates decreased by 79% last 2 years	2010 Data Analysis	Behavioral
3.	96.4% of parents feel their child is safe	Title I Parent Survey	Attitudnal
4.	94.6% of parents believe their child is receiving a high quality education	Title I Parent Survey	Attitudnal

<b>Contributing Factor 3</b>		Increased School/Community Partnerships	
<b>Domain/Subdomain</b> (Choose One Only)		320 Fam/Comm Relationships: School Involvement ---	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	94.4% parents surveyed said they participate in helpful parents activities	Spring 2010 Title I Parent Survey	Attitudnal
2.	Over 700 parents/family members attended Lyon Lagniappe and 100% responded positively; <60 members from feeder schools participated.	Family Night Data	Attitudnal
3.	Over 2500 volunteer hours clocked in during school year	HOSTS, Volunteer, sign in logs	Behavioral

\*Must list **at least three findings** to justify Strengths  
Refer to Louisiana Needs Analysis (LANA) page 56 *Table 52* Domain and Sub domain codes

## Data Triangulation – Contributing Factors to Weaknesses

**Part II:** Weaknesses should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

WEAKNESSES	RANK ORDER	DATA SOURCE (250 Characters)
Achievement gap too large between highest performing students and students with disabilities	1	ELA CRT, Math CRT, Checkpoints
Too few higher performing students not making mastery or advanced achievements	2	DIBELS scores, Principal's report card, Teacher/Parent Survey
Weaknesses in math algebra problem solving	3	iLEAP Performance Report, District Starting Points, Checkpoints

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified weaknesses; see “Tools for Success,” SIP Rubric, Pages 74-76.

<b>Contributing Factor 1</b>	Achievement gap too large between highest performing students and students with disabilities		
<b>Domain/Subdomain</b> (Choose One Only)	--- 510 CIA: Instructional Strategies		
<b>Findings</b> (500 Characters)	<b>Instrument</b> (200 Characters)	<b>Data Type</b>	
<b>1.</b> Achievement gap is 33.2% in ELA in 2010 - 40.0% in 2009	iLEAP	Cognitive	
<b>2.</b> Achievement gap is 38.1% in Math in 2010 - 50.0% in 2009	iLEAP	Cognitive	
<b>3.</b> significant difference in district checkpoints and DIBELS	Checkpoints	Cognitive	

<b>Contributing Factor 2</b>		Too few higher performing students not making mastery or advanced achievements	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Students performing adv or M in Math reduced by 57% from '09-'10; lowest % since 2003	Principal's Report Card	Cognitive
2.	Students performing adv. or M in ELA reduced by 60% from '09-'10; lowest % since 2003	Principal's Report Card	Cognitive
3.	Teachers and parents feel that higher performing students do not have enough programs at the school to best meet their needs and challenge them.	Teacher WOW survey Parent WOW survey	Attitudnal

<b>Contributing Factor 3</b>		Weaknesses in math problem solving	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Constructed Response average 1.7 out of 4 points = 43% average correct	School Performance Report	Cognitive
2.	Whole School Proficiency in Math is 4.2% lower than ELA	School Performance Report	Cognitive
3.	Checkpoints in 2009-2010, 2 <sup>nd</sup> grade scored lower than district 87% of the time	School Checkpoints Reports	Cognitive
4.	Checkpoints in 2009-2010, 3 <sup>rd</sup> grade scored lower than district 83% of time.	School Checkpoints Reports	Cognitive

\*Must list **at least three findings** to justify a weakness  
Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

**The identified weaknesses will lead to the goals. The contributing factors will lead to the strategies.**

## ACTION PLAN

### GOALS AND OBJECTIVES

<b>GOAL 1</b>		<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/language arts.</b>
<b>Research-Based Strategy 1:</b>		<input type="checkbox"/> RTI <input checked="" type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>
<b>1.1</b>	Aligns collaborative work with school improvement goals.	Collaboration is done through WFSG meetings where regular ed. and special ed. teachers participate in 11 uninterrupted 3 hour sessions. WFSG logs are completed and checked by school principal where feedback is provided to all participants. Logs are used for future training and school improvement activities.
<b>1.2</b>	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	The school allows for WFSG's, Learning Walks, Voluntary Conference/Workshop participation, and mandatory monthly faculty meetings for all certified personnel. 33 hours of WFSG is provided; Monthly Learning Walks; Monthly Faculty Meetings; and Voluntary training as warranted. Most training and follow up will be conducted by the literacy teacher; however learning walks will be conducted by the principal, and faculty meetings will be conducted by specialty personnel. Ongoing checks and observations of the implementation of instructional practices will occur quarterly by the principal using the SIP Checklist with feedback immediately following using the SIP Rubric. Student work is examined and analyzed each WFSG session in order to assess further professional development needs in any SIP related area.
<b>1.3</b>	New classroom practices are implemented as a result of follow-up support.	Most training and follow up will be conducted by the literacy teacher; however learning walks will be conducted by the principal, and faculty meetings will be conducted by specialty personnel. Ongoing checks and observations of the implementation of instructional practices will occur quarterly by the principal using the SIP Checklist with feedback immediately following using the SIP Rubric. Student work is examined and analyzed each WFSG session in order to assess further professional development needs in any SIP related area.

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase School ELA CRT Index Scores in 3 <sup>rd</sup> grade from 96.4 to 104.2 by 2012.	Improvement in the area of locate, select, and synthesize information in grades K-3.
<b>1.2</b>	To increase Students with Disabilities ELA percent proficiency from 52.4 to 61.4 by 2012.	Improvement in the area of locate, select, and synthesize information in grades K-3 in students with disabilities.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
All K-3 students will create Thinking Maps and follow up with Write From the Beginning on a daily basis as directed by all regular and special ed highly qualified teachers.

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
All K-3 students will participate daily in Literacy Stations as directed by regular and special ed teachers. These stations address different learning styles and learning levels within the classroom. Stations are used to reinforce and challenge all learners. Stations are monitored by the classroom teacher daily.

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
All K-3 <sup>rd</sup> "at-risk" for reading difficulties will receive sm. group interventions. K's will participate in 30 min. of sm. gp. tutoring in phonics 3 days a wk. 1 <sup>st</sup> gdrs. will participate in 30 min. of Voyager 4 days a wk. 1 <sup>st</sup> and 2 <sup>nd</sup> gdrs. will be mentored in the HOSTS program 30 min. a day 4 days a wk. 3 <sup>rd</sup> gdrs. will participate in 30 min. a day of either My Reading Coach or Fast Forward, and 30 min 2 times a week in Writing tutoring. KITS -3 hr. tutoring/wk. ESL- 3 hr/day.

<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
All K-3 students identified as at-risk for reading difficulties will participate in the Earobics computer program for 20-30 minutes 3 times a week in the classroom setting. .

<b>ACTIVITY 5</b> (Activities indicated should address all subgroups; 500 Characters)
All K-3 students will engage in activities and complete assessments that correlate with the ELA units in the Guaranteed Curriculum. K - 3 <sup>rd</sup> grade regular and special ed students will learn reading skills using Treasures and/or Triumphs.

**ACTIVITY 6** (Activities indicated should address all subgroups; 500 Characters)

Afterschool programs: Extended Learning Opportunity for identified "at-risk" students afterschool 6 hours a week using Soar to Success, Fast Forward, and My Reading Coach. 21<sup>st</sup> Century Learning program for 30 teacher-recommended students for homework assistance and enrichment.

**ACTIVITY 7** (Activities indicated should address all subgroups; 500 Characters)

All certificated personnel will participate in on-going professional development during WFSG's, faculty meetings, professional development days, and learning walks.. Topics are Inclusion, RTI, Classroom management, NNPS, WOW, PBS, ACT 171, Differentiated instruction, math strategies, technology, Kagan strategies, Investigations, and Data Collection and Analysis. WFSG=33 hrs; faculty meetings=7 hours; Voluntary participation in LaCue, Dibels, NCTM, Wow, Kagan, Summer Retreat.

**ACTIVITY 8** (Activities indicated should address all subgroups; 500 Characters)

Response to Intervention: All certificated personnel will implement RTI using the three tiered approach to understanding and addressing academic needs. Personnel will have easy access to and utilize TAT, Teacher Assistance Team, as a preliminary step to the SAT, Student Assistance Team, when appropriate.

**ACTIVITY 9** (Activities indicated should address all subgroups; 500 Characters)

Family Involvement Opportunities will include Lyon Lagniappe Math & Reading Night, Science Family Day, Pastries for Parents, Cultural Arts Day, and Fall Fest Literature Day; also Informational PTA Meetings, HOSTS Forums, NNPS Communication Activities and Events.

**ACTIVITY 10** (Activities indicated should address all subgroups; 500 Characters)

Title I district generated The Home and School Connection newsletter will go home to all pre-k - 3<sup>rd</sup> parents monthly. The Lion's Roar, which features school news, dates, and class happenings will go home monthly. School websites are updated monthly, and teacher websites are updated weekly. Class newsletters that focus on class news and ELA strategies will go home weekly..

**ACTIVITY 11** (Activities indicated should address all subgroups; 500 Characters)

Community involvement opportunities include Voices of Inspiration Community Outreach and Collaboration; Kiwani's memberships, Keep Covington Beautiful membership;and Rotary Club membership. St. Paul's High School Community Outreach program (seniors working in K-3<sup>rd</sup> classrooms); HOSTS program has 125+ community members.

**ACTIVITY 12** (Activities indicated should address all subgroups; 500 Characters)

Students will use technology through the use of Promethean Boards, Listening Centers, Docu-cams and i-Touches to learn ELA skills. Technology software such as Kidspiration, Reading Center, Reading Counts, My Reading Coach, Earobics, Fast Forward, and Accelerated Reader will be used. Internet links such as Brain Pop, Starfall, United Streaming, Promethean Planet, and Earobics will be used.

**ACTIVITY 13** (Activities indicated should address all subgroups; 500 Characters)

Students will engage in activities that support the PBS program and focus on behavioral expectations in every area of the school: Principal Principles and Character Education - daily, student Lyon bucks, Roar Store, Superstar Recess, Lion's Den and Solution Station , Terrific Kids Breakfast, Paw-sitive students, Perfect attendance rewards

**ACTIVITY 14** (Activities indicated should address all subgroups; 500 Characters)

Focus on higher performing students: enrichment coaching for borderline gifted students; Fast Forward Advanced Brain Training during school and ELO; differentiated instruction; Accelerated Reader; Literacy Stations

**ACTIVITY 15** (Activities indicated should address all subgroups; 500 Characters)

Students with disabilities are included in the regular education setting as indicated by the IEP for that child's least restrictive environment. SWD are educated with their typical peers as much as possible with supports only as absolutely necessary. Para training is provided to assist in modifying assignments. Weekly collaboration occurs between regular ed and special ed teacher and involved paras to differentiate instruction for SWD.

<b>GOAL 2</b>	<b>By 2013-2014, all students will reach higher standards, attaining proficiency or better in Math.</b>	
<b>Research-Based Strategy 2:</b>		<input type="checkbox"/> RTI <input checked="" type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>
<b>1.1</b>	Aligns collaborative work with school improvement goals.	Collaboration is done through WFSG meetings where regular ed. and special ed. teachers participate in 11 uninterrupted 3 hour sessions. WFSG logs are completed and checked by school principal where feedback is provided to all participants. Logs are used for future training and school improvement activities.
<b>1.2</b>	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	The school allows for WFSG's, Learning Walks, Voluntary Conference/Workshop participation, and mandatory monthly faculty meetings for all certified personnel. 33 hours of WFSG is provided; Monthly Learning Walks; Monthly Faculty Meetings; and Voluntary training as warranted. Most training and follow up will be conducted by the literacy teacher; however learning walks will be conducted by the principal, and faculty meetings will be conducted by specialty personnel. Ongoing checks and observations of the implementation of instructional practices will occur quarterly by the principal using the SIP Checklist with feedback immediately following using the SIP Rubric. Student work is examined and analyzed each WFSG session in order to assess further professional development needs in any SIP related area.
<b>1.3</b>	New classroom practices are implemented as a result of follow-up support.	Most training and follow up will be conducted by the literacy teacher; however learning walks will be conducted by the principal, and faculty meetings will be conducted by specialty personnel. Ongoing checks and observations of the implementation of instructional practices will occur quarterly by the principal using the SIP Checklist with feedback immediately following using the SIP Rubric. Student work is examined and analyzed each WFSG session in order to assess further professional development needs in any SIP related area.

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase School Math CRT Index Scores in 3 <sup>rd</sup> grade from 95.3 to 103.5 by 2012.	Improvement in the area of Number and Number Relations, and Algebra in grades K-3.
<b>1.2</b>	To increase Students with Disabilities Math percent proficiency from 47.6 to 57.6 by 2012.	Improvement in the area of Number and Number Relations, and Algebra in grades K-3 in students with disabilities.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
All K-3 students will engage in activities and complete assessments that correlate with the Math units in the Guaranteed Curriculum. Checkpoints will be completed quarterly for 2 <sup>nd</sup> and 3 <sup>rd</sup> grades.

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
All K-3 students will participate in activity based lessons for Every Day Counts, Partner Games, Investigations.

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
All certificated personnel will participate in on-going professional development during WFSG's, faculty meetings, professional development days, and learning walks. Topics include math strategies, Every Day Counts, Partner Games, and Investigations. Voluntary participation in NCTM.

<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
Afterschool programs: Extended Learning Opportunity for identified "at-risk" students afterschool 6 hours a week using Destination Math, Soar to Success, Mathletics. 21st Century Learning program for 30 teacher-recommended students for homework assistance and enrichment.

<b>ACTIVITY 5</b> (Activities indicated should address all subgroups; 500 Characters)
Headstart visits Kindergarten classrooms and 3 <sup>rd</sup> grade students visit Pineview Middle School to aid in the transition of those programs.

**ACTIVITY 6** (Activities indicated should address all subgroups; 500 Characters)

Response to Intervention: All certificated personnel will implement RTI using the three tiered approach to understanding and addressing academic student needs. Personnel will have easy access to and utilize TAT, Teacher Assistance Team, as a preliminary step to the SAT, Student Assistance Team, when appropriate.

**ACTIVITY 7** (Activities indicated should address all subgroups; 500 Characters)

Family Involvement Opportunities which include Lyon Lagniappe Math & Reading Night , Fall Festi Activites, Informational PTA meetings, HOSTS Forums, NNPS Communication Activities and Events.

**ACTIVITY 8** (Activities indicated should address all subgroups; 500 Characters)

Title I district generated The Home and School Connection newsletter will go home to all pre-k - 3rd parents monthly. The Lion's Roar, which features school news, dates, and class happenings will go home monthly. School websites are updated monthly, and teacher websites are updated weekly. Class newsletters that focus on class news and ELA strategies will go home weekly..

**ACTIVITY 9** (Activities indicated should address all subgroups; 500 Characters)

Students will use technology through the use of Promethean Boards, Listening Centers, Docu-cams and i-Touches to learn Math skills. Technology software such as Kidspiration, Brain Pop, Starfall, United Streaming, Promethean Planet, will be used.